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TESIS

"Development of the reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on Theory of Second Language Acquisition by Stephen Krashen"

Presentada para obtener el Grado académico de Maestra en Ciencias de la Educación con mención en Didáctica del Idioma Inglés

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con la finalidad de evaluar la tesis titulada Development of the reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on the theory of second language acquisition by Stephen Krashen

presentado por el(la) / los(las) tesista(s) Cynthia Mirella SAAVEDRA CARBAJAL, y Grisell Aline SÁNCHEZ MARÍN.

sustentación que es autorizada mediante Resolución N° 326-2018-D-FACHSE de fecha 19/02/2018

El Presidente del jurado autorizó el inicio del acto académico; producido y concluido el acto de sustentación de tesis, de conformidad con el Reglamento de la Unidad de Posgrado de la Facultad de Ciencias Histórico Sociales y Educación de la Universidad Nacional Pedro Ruiz Gallo, Artículos 97°,98°, 99°, 100°, 101°, 102°, y 103°; los miembros del jurado procedieron a la evaluación respectiva, haciendo una serie de preguntas y recomendaciones a las sustentante(s), quien es procedieron a dar respuesta a las interrogantes y observaciones; quien(es) obtuvo (obtuvieron) 71 puntos que equivale al calificativo de Bueno.

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DECLARACIÓN JURADA DE ORIGINALIDAD

Yo, Cynthia Mirella Saavedra Carbajal y Grisell Aline Sánchez Marín investigadoras, y Wilson Lozano Díaz asesor del trabajo de investigación "Development of the reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on Theory of Second Language Acquisition by Stephen Krashen" declaramos bajo juramento que este trabajo no ha sido plagiado, ni contiene datos falsos. En caso se demostrará lo contrario, asumo responsablemente la anulación de este informe y por ende el proceso administrativo a que hubiera lugar. Que pueda conducir a la anulación del título o grado emitido como consecuencia de este informe.

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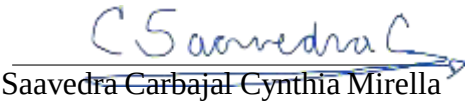

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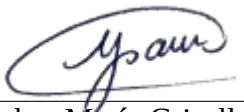

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DEDICATION

This thesis is dedicated to our parents, brothers and sisters for their strength and moral support, and it is also dedicated to our husbands for their support and help, and our children for their love.

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All our gratitude is to God because He is our support, strength, help in every step of our lives, and also to our professors who taught us with love and wisdom.

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RESUMEN

Este trabajo de investigación esta conducido para diseñar una estrategia innovadora para mejorar la comprensión lectora del idioma inglés basado en la teoría de “Adquisición de la segunda lengua” de Stephen Krashen en los estudiantes del 3er ciclo de Mecánica Automotriz de SENATI Chiclayo, Lambayeque-Perú.

Por esta razón se diseñó y aplicó un test de lectura con una guía de observación a los estudiantes del tercer ciclo de Mecánica Automotriz de SENATI- Chiclayo. Los resultados mostraron en los estudiantes falta de estrategias de comprensión de lectura, que es manifestado porque los estudiantes no pueden comprender textos en inglés. Además del poco interés que los estudiantes muestran en el esta área cuyas características especiales de comprensión de lectura son vocabulario, interacción, fluidez y comprensión que los alumnos en este nivel secundario aún no desarrollan.

Conociendo los resultados de las herramientas diagnósticas, se diseñó una estrategia innovadora basada en la adquisición de una segunda lengua por Stephen Krashen, la teoría Filogenética de Jean Piaget y la teoría del Desarrollo Social de Lev Vygotsky; estas tres teorías sostienen la propuesta para hacer una importante mejora en la comprensión lectora en los alumnos del 3er ciclo de Mecánica Automotriz en SENATI - Chiclayo.

Concluyendo como logros de la investigación, la hipótesis fue confirmada, teniendo en cuenta la naturaleza del problema y uniendo la base teórica con la propuesta.

ABSTRACT

This research work is conducted to design an innovative strategy to improve the reading comprehension of the English language based on the Theory of Second language acquisition by Stephen Krashen in students of third cycle Automotive Mechanic in SENATI – Chiclayo, Lambayeque -Perú.

For that reason, a reading test with an observation guide were designed and applied to students of third cycle of Automotive Mechanic at SENATI- Chiclayo. The resulting data showed that students have the lack of reading comprehension strategies, which is manifested because students cannot understand texts in English. In addition to the little interest that students show in the English subject where special characteristics of Reading Comprehension such as: vocabulary, interaction, fluency and comprehension that students at this level of secondary have not developed yet.

Knowing the results of the diagnostic tools it was designed an innovative strategy based on Second Language Acquisition by Stephen Krashen, The Phylogenetic Theory of Jean Piaget and the Social development Theory by Lev Vygotsky; these three theories support the proposal to do an important improvement in Reading Comprehension in students of the third cycle of Automotive Mechanic at SENATI- Chiclayo.

Come to the conclusion as research's achievements the hypothesis was confirmed, took in count the nature of the problem and joined the proposal with the theoretical base.

INTRODUCTION

Reading comprehension is vital in the society, because is the basis to learn through life. It constitutes a key or fundamental competence. For that, is important to know that reading is a basic ability and one of the most meaningful learning to the human being, that allows to increase his intellectual coefficient, that provide important cognitive capacities to give solutions to academic, professional, social and cultural problems in which are immerse.

The situation described above leads us to the following question: How the applying of a workshop of a meaningful strategy founded on Second language acquisition by Stephen Krashen in students of third cycle of Automotive Mechanic in SENATI?

The research problem was formulated in the following way in SENATI institution Chiclayo- Lambayeque, students of third cycle of Automotive Mechanic have problems at the moment of reading, and they cannot understand the meaning of the words and also translate every word in the text given.

There are many reasons to be considered according to the Peruvian Education curricula English is considered as one of the subjects to study from high school since first grade to fifth grade. It's not taken in count in Elementary and Primary Education. So, students know for the first time the language in first grade.

Therefore, English classes are taught in two pedagogical hours a week and the teaching is given in most of the cases by teachers who are not from the speciality. The English subject is taught by non - well trained teachers.

Also, teachers do not use good methods to teach in a good way to the students the reading comprehension because we have to recognize that teaching learning process involve that teachers need to have good methods and also wake up the motivation of the students, to have a good reading comprehension and in the other hand students need to feel "motivated" and show interest in the readings to understand the main idea of the texts.

As a result, students finish school with a basic level so when they go to an institute or university it's a hard work to comprehend the language.

Consequently, **the solution to the problem** is formulated in the following way: What effects will we observe in our students if we apply an innovative strategy to make them read in a meaningful way?

The research problem was formulated in the following way: In SENATI Chiclayo, the students of Automotive mechanic (3rd cycle) lack of reading skill. There are many reasons to be considered. According to the Peruvian Curricula, English classes are taught the whole secondary level, since 1st grade to the 5th grade, it is not taken into count in the primary and kinder garden curricula, so students know about the English subject in 1st grade. Therefore, English classes are taught in two pedagogical hours a week and mostly are taught by teachers whose speciality is not English.

For this work it has defined as an **object of study** the process of Teaching-Learning and as a **field of action**: Strategy to improve the abilities in the levels of reading comprehension in the students of Automotive Mechanic SENATI Lambayeque Cajamarca North Zone.

The research object is the teaching learning process that is the heart of education. It depends on the fulfilment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching-learning process, the teacher, the learner, the curriculum, the environment and other variables are organized in a systematic way to attain some pre- determined goal.

The same has a **general objective**: To design and apply a new Strategy sustained in the Theory of Stephen Krashen, to improve the students' abilities in Reading Comprehension skill in the students of Automotive Mechanic SENATI Lambayeque - Cajamarca North Zone, and its **specific objectives**: To diagnose the level of the students in the reading comprehension using a reading test, to analyse and process data, to design a proposal as a sustain of the strategy, to apply the proper tools to improve the students' reading comprehension.

The hypothesis: "If we apply an innovative strategy, based on the theory of Krashen; **then** it will improve meaningfully the reading comprehension skill in the students of Automotive mechanic (3rd cycle) SENATI".

To achieve the objective, it was applied a reading test to the involved agents in the investigation. Also, we applied a questionnaire to the teachers (to pick up their perceptions about the problem).

The outline contains: **In chapter I** it was realized the analysis of the object of the study. It contains the geographical localization of Lambayeque department, Chiclayo district and the localization of SENATI, the evolution of the problem and its tendencies; characteristics of the problem and the used methodology.

In chapter II it was set the theoretical framework, that contains the set of investigation works that precede the study and the synthesis of the main theories that sustain the proposal, we have: Vygotsky's Theory, Piaget's Theory and Stephen Krashen's Theory.

In chapter III it was analysed the collected information in the reading test. Then we elaborated the proposal based in the theories mentioned. The constitutive elements of the proposal are: Problematic reality, objectives, fundamentation, structure, schedule, budget, and finance.

Finally, it was elaborated the conclusions, recommendations, bibliography and annexes.

CHAPTER I

ANALYSIS OF THE RESEARCH OBJECT

1.1 BACKGROUND FRAMEWORK:

The theory does not pretend solve problems, but produce theories and conceptual formulations that can create new conditions of application in the empirical and changing reality where we live.

- **Marva Barnett M.A. (1989)[1],** in her monograph "More than meets the eye. Foreign language reading: Theory and practice." (Language in Education Series No.73). Englewood Cliffs, NJ: Prentice Hall Regents/Centre for Applied Linguistics-ERIC Clearinghouse on Languages and Linguistics. This investigation has found similarities between the reading strategies of first and second language readers. Furthermore, second language researchers have learned how expectations defined by a reader's culture influence what the reader understands when reading.

  One important part of this investigation emphasizes "schemata," the reader's pre-existing concepts about the world and about the text to be read. Into this framework, the reader fits what he or she finds in any passage. If new textual information does not fit into a reader's schemata, the reader misunderstands the new material, ignores the new material, or revises the schemata to match the facts within the passage. Here is important to say that as learners of other languages learn reading comprehension and is important to see that is required to know vocabulary and basic words to understand the text.

  When the child cannot "apprehend" or decode the word, meaning cannot be extracted. When the child cannot decode fluently and automatically, reading is slow and laborious and memory for read material is poor.

  Such students often begin to experience difficulty with test taking and lecture learning due to underlying deficits in complex comprehension of novel material and inferential thinking. In this investigation emphasize how a child learn in a natural way so also reading must be taught in that way so learners can understand better and faster.

[1] http://files.eric.ed.gov/fulltext/ED321555.pdf

- **Raquel Sánchez Ruiz (2011)**[2] in her investigation Reading comprehension in English: problems found within the Spanish University entrance examination.

  The aim of the current study is to analyse reading mistakes in English made by Spanish students in their second year of Baccalaureate in the university entrance examination. For that, miscue analysis is applied, which consists in detecting comprehension problems while observing the readers' behaviour and dialoguing with them as they make those mistakes. To carry out the present experiment, the following steps were taken: selection of the participants and the reading fragments, problem anticipation, analysis of the mistakes, explanation of the results, drawing conclusions and, finally, proposals for improvement and checking of their effectiveness. Also here mentions that students deduce the meaning of the words but sometimes they are out of the context.

  Here mention some problems about Spanish students learning English and mentions some problems that can be solve learning the language in a natural way.

- **Kari-Lynn Winters March 2004**[3] in her Thesis presented in partial fulfilment of the degree of Masters of Arts Department of Language and Literacy in Education University of British Columbia.

  Overall, the findings showed that all of the students became better readers, for by the end of the study they were more fluent decoders and were better able to employ global/interpretive reading strategies when comprehending printed texts. When given opportunities to read and express themselves through arts-integration, they became more strategic, global comprehenders of printed texts. Their chance to engage cognitively, socially, aesthetically, and emotionally (cf. Verriour, 1994) helped them make connections, actively construct meaning, and monitor their understanding on both literal and global levels. In addition, practice working with and reading texts enabled 10/12 students to perform better and faster on reading record tasks.

[2] . http://www.uclm.es/ab/educacion/ensayos/ensayos26/pdf/26_6.pdf
[3] http://kariwinters.com/thesis/thesis/thesis_web.html

Initially, though some students were successfully comprehending on a local level—understanding the content of the narratives—none of the students successfully delved into the deeper strategic meaning-making. For example, students in both classes comprehended below expectations in all five areas of the global strategies we focused on: (a) recognizing the setting portrayed, (b) engaging with and visualizing the story narrative; (c) bringing personal knowledge and experience to the text, (d) sequencing story events; and (e) understanding the underlying themes or gist of the story. Results following the program show that majority of students improved acquisition across all nine of the twelve students bettered their decoding and fluency scores. Six of the twelve students improved their literal/local comprehension scores, and all of the students scored higher in global/interpretive comprehension. In other words, all of the students bettered their ability to use global/interpretive strategies when reading, leaving them better able to sequence, connect with, summarize, interpret, visualize and to "[get] inside the text" (Wilhelm, 1997, pp. 46-47). Most brought more knowledge and experience to the text which gave them more opportunities to transact with it. And some students were beginning to have the meta-cognitive ability to step in and out of the story world, make inferences, and identify the underlying narrative themes.

While the data from the pre-and post-program progress interviews measured overall findings and gauged improvement amongst the class and individuals, the detailed examples of the lesson plans and case studies provided rich personal descriptions of how students related to the narratives (e.g. see the quote at the beginning of chapter 1). In addition, by looking holistically at the children I gained new insights into what global/interpretive comprehension strategies they were implementing and how arts-based integration could benefit their meaning-making.

1.2 THEORETICAL FRAMEWORK

1.2.1 Theories of Lev Vygotsky[4]

The work of Lev Vygotsky and other developmental psychologists has become the foundation of much research and theory in developmental cognition over the past several decades, particularly of what has become known as social development theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978; Wertsch, 1985), as he believed strongly that community plays a central role in the process of "making meaning." Unlike Piaget's notion that children's development must necessarily precede their learning, Vygotsky argued, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). In other words, social learning tends to precede development.

The More Knowledgeable Other (MKO)

In order to gain an understanding of Vygotsky's theories on cognitive development, one must understand two of the main principles of Vygotsky's work: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD). The MKO is somewhat self-explanatory; it refers to someone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. Although the implication is that the MKO is a teacher or an older adult, this is not necessarily the case. Many times, a child's peers or an adult's children may be the individuals with more knowledge or experience. (For example, who is more likely to know more about the newest teen-age music groups, the "raddest" skateboarding skills, how to win at the most recent Nintendo game, or how to correctly perform the newest dance craze-a child or his parents?)

In fact, the MKO need not be a person at all. Some companies, to support employees in their learning process, are now using electronic performance support systems. Electronic tutors have also been used in educational settings to facilitate and guide students through the learning process. The key to MKOs is

[4] http://epltt.coe.uga.edu/index.php?title=Vygotsky%27s_constructivism

that they must have (or be programmed with) more knowledge about the topic being learned than the learner does.

Caption: This animation depicts Vygotsky's principles of More Knowledgeable Others (MKOs) and the Zone of Proximal Development (ZPD). In the first scene a child is wondering how to bake cookies. He then decides to ask a series of MKOs how they bake cookies. He asks first her parents, followed by one of her friends. He then decides to ask her teacher, and then use the computer as a resource. Using the steps, she gathered from others she is able to figure out how to bake the cookies. Concept and Creation developed by Yun-Shuang Chang, Hiliary Johnson, and Yi-Wen Tan (2005).

The ZPD

The concept of the More Knowledgeable Other is integrally related to the second important principle of Vygotsky's work, the Zone of Proximal Development. Taken together, the MKO and the ZPD form the basis of the scaffolding component of the cognitive apprenticeship model of instruction. Vygotsky (1978) defines the ZPD as the distance between the "actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Vygotsky believed that when a student is at the ZPD for a particular task, providing the appropriate assistance (scaffolding) will give the student enough of a "boost" to achieve the task. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own.

Caption: In the animation, a bar with many divisions is presented. On the left-hand side the divisions start as a yellow colour. The divisions slowly change from yellow to red across the bar. The right-hand side ends in red. Yellow represents 'things that can be done on own.' Red represents 'things that cannot be done, even with support.' A sliding, two panes, window is positioned on the bar. This window represents the ZPD. The window on the left represents an area on the bar that 'needs little support.' The bar divisions are a yellow colour to light orange colour in this pane of the window. The window on the right represents an area on

the bar that 'needs much support.' The bar divisions are a dark orange colour to red colour in this pane of the window. Before the animation begins, the window is near the left end of the bar. Most of the bar is in red. As the animation progresses, the window slides to the right. Most of the bar becomes yellow. Because the bar is mostly yellow, the person is 'able to do more'. Flash animation by Benjamin Rockwood (2002).

As can be seen in the animation above, the ZPD is the area between the things that a learner can do on her own and the things that she cannot yet do, even with assistance. As we learn, this zone shifts to the right because we are able to do more and more things on our own. A key concept here is that the learner does the "whole" task with support as opposed to breaking tasks down into component skills to be learned in isolation.

Example of ZPD

Maria just entered college this semester and decided to take an introductory tennis course. Her class spends each week learning and practicing a different shot. Weeks go by and they learn how to properly serve and hit a backhand. During the week of learning the forehand, the instructor notices that Maria is very frustrated because she keeps hitting her forehand shots either into the net or far past the baseline. He examines her preparation and swing. He notices that her stance is perfect, she prepares early, she turns her torso appropriately, and she hits the ball at precisely the right height. However, he notices that she is still gripping her racquet the same way she hits her backhand, so he goes over to her and shows her how to reposition her hand to hit a proper forehand, stressing that she should keep her index finger parallel to the racquet. He models a good forehand for her, and then assists her in changing her grip. With a little practice, Maria's forehand turns into a formidable weapon for her!

In this case, Maria was in the Zone of Proximal Development for successfully hitting a forehand shot. She was doing everything else correctly, but just needed a little coaching and scaffolding from a "More Knowledgeable Other" to help her succeed in this task. When that assistance was given, she became able to achieve her goal. Provided with appropriate support at the right moments, so too

will students in our classrooms be able to achieve tasks that would otherwise be too difficult for them.

1.2.1.1. Social Development Theory of Lev Vygotsky

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." (p57).

A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behaviour. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.

Vygotsky's theory was an attempt to explain consciousness as the end product of socialization. For example, in the learning of language, our first utterances with peers or adults are for the purpose of communication but once mastered they become internalized and allow "inner speech".

Vygotsky's theory is complementary to Bandura's work on social learning and a key component of situated learning theory as well. Because Vygotsky's focus was on cognitive development, it is interesting to compare his views with those a constructivist (Bruner) and a genetic epistemologist (Piaget).

Application

This is a general theory of cognitive development. Most of the original work was done in the context of language learning in children (Vygotsky, 1962), although later applications of the framework have been broader (see Wertsch, 1985).

Example

Vygotsky (1978, p56) provides the example of pointing a finger. Initially, this behaviour begins as a meaningless grasping motion; however, as people react to the gesture, it becomes a movement that has meaning. In particular, the pointing gesture represents an interpersonal connection between individuals.

Principles

Cognitive development is limited to a certain range at any given age. Full cognitive development requires social interaction.

1.2.2. Phylogenetic Theory of Piaget[5]

Piaget's theory of cognitive development is a comprehensive theory about the nature and development of human intelligence first developed by Jean Piaget. It is primarily known as a developmental stage theory, but in fact, it deals with the nature of knowledge itself and how humans come gradually to acquire, construct, and use it. To Piaget, cognitive development was a progressive reorganization of mental processes as a result of biological maturation and environmental experience. Children construct an understanding of the world around them, then experience discrepancies between what they already know and what they discover in their environment.[1] Moreover, Piaget claims the idea that cognitive development is at the centre of human organism and language is contingent on cognitive development. Below, there is first a short description of Piaget's views about the nature of intelligence and then a description of the stages through which it develops until maturity.

Nature of intelligence: operative and figurative intelligence

Piaget believed that reality is a dynamic system of continuous change, and as such is defined in reference to the two conditions that define dynamic systems. Specifically, he argued that reality involves transformations and states.

[5] https://en.wikipedia.org/wiki/Piaget's_theory_of_cognitive_development

Transformations refer to all manners of changes that a thing or person can undergo. States refer to the conditions or the appearances in which things or persons can be found between transformations. For example, there might be changes in shape or form (for instance, liquids are reshaped as they are transferred from one vessel to another, humans change in their characteristics as they grow older), in size (e.g., a series of coins on a table might be placed close to each other or far apart) in placement or location in space and time (e.g., various objects or persons might be found at one place at one time and at a different place at another time). Thus, Piaget argued, that if human intelligence is to be adaptive, it must have functions to represent both the transformational and the static aspects of reality. He proposed that operative intelligence is responsible for the representation and manipulation of the dynamic or transformational aspects of reality and that figurative intelligence is responsible for the representation of the static aspects of reality.

Operative intelligence is the active aspect of intelligence. It involves all actions, overt or covert, undertaken in order to follow, recover, or anticipate the transformations of the objects or persons of interest. Figurative intelligence is the more or less static aspect of intelligence, involving all means of representation used to retain in mind the states (i.e., successive forms, shapes, or locations) that intervene between transformations. That is, it involves perception, imitation, mental imagery, drawing, and language. Therefore, the figurative aspects of intelligence derive their meaning from the operative aspects of intelligence, because states cannot exist independently of the transformations that interconnect them. Piaget believed that the figurative or the representational aspects of intelligence are subservient to its operative and dynamic aspects, and therefore, that understanding essentially derives from the operative aspect of intelligence.

At any time, operative intelligence frames how the world is understood and it changes if understanding is not successful. Piaget believed that this process of understanding and change involves two basic functions: Assimilation and accommodation.

❖ Assimilation and accommodation

Through studying the field of education Piaget focused on accommodation and assimilation. Assimilation, one of two processes coined by Jean Piaget, describes how humans perceive and adapt to new information. It is the process of taking one's environment and new information and fitting it into pre-existing cognitive schemas. Assimilation occurs when humans are faced with new or unfamiliar information and refer to previously learned information in order to make sense of it. Accommodation, unlike assimilation is the process of taking one's environment and new information, and altering one's pre-existing schemas in order to fit in the new information. Through a series of stages, Piaget explains the ways in which characteristics are constructed that lead to specific types of thinking; this chart is called Cognitive Development. To Piaget, assimilation is integrating external elements into structures of lives or environments or those we could have through experience. It is through assimilation that accommodation is derived. Accommodation is imperative because it is how people will continue to interpret new concepts, schemas, frameworks, etc.[3] Assimilation is different from accommodation because of how it relates to the inner organism due to the environment. Piaget believes that the human brain has been programmed through evolution to bring equilibrium, and to move upwards in a process to equilibrate what is not. The equilibrium is what Piaget believes ultimately influences structures because of the internal and external processes through assimilation and accommodation.

Piaget's understanding is that these two functions cannot exist without the other. To assimilate an object into an existing mental schema, one first needs to take into account or accommodate to the particularities of this object to a certain extent; for instance, to recognize (assimilate) an apple as an apple one needs first to focus (accommodate) on the contour of this object. To do this one needs to roughly recognize the size of the object. Development increases the balance or equilibration between these two functions. When in balance with each other, assimilation and accommodation generate mental schemas of the operative intelligence. When one function dominates over the other, they generate representations which belong to figurative intelligence.

a) Sensorimotor stage

The sensorimotor stage is the first of the four stages in cognitive development which "extends from birth to the acquisition of language". "In this stage, infants construct an understanding of the world by coordinating experiences (such as seeing and hearing) with physical, motoric actions. Infants gain knowledge of the world from the physical actions they perform on it. An infant progress from reflexive, instinctual action at birth to the beginning of symbolic thought toward the end of the stage. Piaget divided the sensorimotor stage into six sub-stages" from birth until the age of two, infants have only senses: vision, hearing, and motor skills, such as grasping, sucking, and stepping.

The first stage is called the sensorimotor stage (birth to about age 2). In this stage knowledge of the world is limited (but developing) because it's based on physical interactions/experiences. The child learns that he is separate from his environment and that aspects of his environment continue to exist even though they may be outside the reach of his senses. Behaviours are limited to simple motor responses caused by sensory stimuli. In this stage according to Piaget, the development of object permanence is one of the most important accomplishments at the sensorimotor stage. (Object permanence is a child's understanding that objects continue to exist even though they cannot be seen or heard).

Sub-Stage	**Age**	**Description**
1 *Simple Reflexes*	Birth-6 weeks	"Coordination of sensation and action through reflexive behaviours". Three primary reflexes are described by Piaget: sucking of objects in the mouth, following moving or interesting objects with the eyes, and closing of the hand when an object makes contact with the palm (palmar grasp). Over the first six weeks of life, these reflexes begin to become voluntary

		actions; for example, the palmar reflex becomes intentional grasping).
2 *First habits and primary circular reactions phase*	6 weeks-4 months	"Coordination of sensation and two types of schemes: habits (reflex) and primary circular reactions (reproduction of an event that initially occurred by chance). Main focus is still on the infant's body." As an example of this type of reaction, an infant might repeat the motion of passing their hand before their face. Also at this phase, passive reactions, caused by classical or operant conditioning, can begin.
3 *Secondary circular reactions phase*	4–8 months	Development of habits. "Infants become more object-oriented, moving beyond self-preoccupation; repeat actions that bring interesting or pleasurable results." This stage is associated primarily with the development of coordination between vision and prehension. Three new abilities occur at this stage: intentional grasping for a desired object, secondary circular reactions, and differentiations between ends and means. At this stage, infants will intentionally grasp the air in the direction of a desired object, often to the amusement of friends and family. Secondary circular reactions, or the repetition of an action involving an external object begin; for example, moving a switch to turn on a light repeatedly. The differentiation between means and ends also occurs. This is perhaps one of the most important stages of a child's growth as it signifies the dawn of logic.

4 ***Coordination of secondary circular reactions stages***	8–12 months	"Coordination of vision and touch--hand-eye coordination; coordination of schemes and intentionality." This stage is associated primarily with the development of logic and the coordination between means and ends. This is an extremely important stage of development, holding what Piaget calls the "first proper intelligence." Also, this stage marks the beginning of goal orientation, the deliberate planning of steps to meet an objective.
5 ***Tertiary circular reactions, novelty, and curiosity***	12–18 months	"Infants become intrigued by the many properties of objects and by the many things they can make happen to objects; they experiment with new behaviour." This stage is associated primarily with the discovery of new means to meet goals. Piaget describes the child at this juncture as the "young scientist," conducting pseudo-experiments to discover new methods of meeting challenges.
6 ***Internalization of Schemes***	18–24 months	"Infants develop the ability to use primitive symbols and form enduring mental representations." This stage is associated primarily with the beginnings of insight, or true creativity. This marks the passage into the preoperational stage.

By the end of the sensorimotor period, objects are both separate from the self and permanent. Object permanence is the understanding that objects continue to exist even when they cannot be seen, heard, or touched. Acquiring the sense of object permanence is one of the infant's most important accomplishments, according to Piaget.

b) <u>Preoperational stage</u>

Piaget's second stage, the Pre-Operational Stage, starts when the child begins to learn to speak at age 2 and lasts up until the age of 7. During the Pre-Operational Stage of cognitive development, Piaget noted that children do not yet understand concrete logic and cannot mentally manipulate information. Children's increase in playing and pretending takes place in this stage, however the child still has trouble seeing things from different points of view. The children's play is mainly categorized by symbolic play and manipulating symbols. Such play is demonstrated by the idea of checkers being snacks, pieces of paper being plates, and a box being a table. Their observations of symbols exemplify the idea of play with the absence of the actual objects involved. By observing sequences of play, Jean Piaget was able to demonstrate that towards the end of the second year, a qualitatively new kind of psychological functioning occurs, this is known as the Pre-Operational Stage.

- ***(Pre)Operatory Thought***

The Pre-operational stage is sparse and logically inadequate in regards to mental operations. The child is able to form stable concepts as well as magical beliefs. The child however is still not able to perform operations, which are tasks that the child can do mentally rather than physically. Thinking in this stage is still egocentric, meaning the child has difficulty taking the viewpoint of others; The Pre-operational stage is split into two sub stages, The Symbolic Function Sub stage and the Intuitive Thought sub stage. The symbolic function sub stage is when children are able to understand, represent, remember, and picture objects in their mind without having the object in front of them. Intuitive thought sub stage is when children tend to propose the questions of why and how come. This stage is when children want the knowledge of knowing everything.

- ***The Symbolic Function Sub stage***

At about 2-4 years of age, children cannot yet manipulate and transform information in a logical way, however they now can think in images and symbols. Other examples of mental abilities are language and pretend play. Symbolic play is when children develop imaginary friends or role-play with friends. Children's

play becomes more social they assign roles to each other. An example of symbolic play is playing house, or having a tea party.

In this stage, there are still limitations such as egocentrism, animism, and the relationship of cause and effect. Egocentrism occurs when a child is unable to distinguish between their own perspective and that of another person's. Children tend to pick their own view of what they see rather than the actual view shown to others. An example is an experiment performed by Piaget and Barbel Inhelder, this is known as the three-mountain problem. In this experiment three views of a mountain are shown and the child is asked what a traveling doll would see at the various angles; the child picks their own view instead to the actual view of the doll. Egocentrism would also be a child believing, "I like Sesame Street, so Daddy must like Sesame Street, too." A very similar thought process at this time is the idea of animism. This is the belief that inanimate objects are capable of actions and have lifelike qualities. An example is a child believing that the sidewalk was mad and made them fall down, or that the stars twinkle in the sky because they are happy. Another concept that children fail to understand in the preoperational stage transductive reasoning is when a child does not understand the relationships between cause and effect. For example, if a child hears the dog bark and then a balloon popped, the child would conclude that because of the dog bark the balloon popped.

- ***The intuitive thought sub stage***

Occurs between about the ages of 4 and 7. Children tend to become very curious and ask many questions; begin the use of primitive reasoning. There is an emergence in the interest of reasoning and wanting to know why things are the way they are. Piaget called it the intuitive sub stage because children realize they have a vast amount of knowledge but they are unaware of how they know it. 'Centration' and 'conservation' are both involved in preoperative thought. Centration is the act of focusing all attention on one characteristic compared to the others. Centration is noticed in conservation; the awareness that altering a substance's appearance does not change its basic properties. Children at this stage are unaware of conservation. For example, in Piaget's most famous task, a child is presented with two identical beakers containing the same amount of

liquid. The child usually notes that the beakers have the same amount of liquid. When one of the beakers is poured into a taller and thinner container, children who are younger than 7 or 8 years old typically say that the two beakers no longer contain the same amount of liquid, and the taller container holds the larger quantity. The child simply focuses on the height and width of the container compared to the general concept. Another example of this is when a child is upset by the amount of ice cream they are given in a large bowl. However, if the ice cream is switched to a smaller bowl, they are pleased. Even though the amount of ice cream has never changed, their thought process allows them to think in a way that when they see more in quantity, there truly is more. Irreversibility is also a key concept developed in this stage. This is when children are unable to mentally reverse a sequence of events. In the same beaker situation, the child does not realize that the water can be poured from one container to another and still be the same amount of water. Another example of children's reliance on visual representations is their misunderstanding of "less than" or "more than". When two rows containing equal amounts of blocks are placed in front of a child, one row spread farther apart than the other, the child will think that the row spread farther contains more blocks. Another concept that relates to intuitive thought is transitive inference. Transitive inference is using previous knowledge to determine the missing piece, using basic logic. Children in the preoperational stage lack this logic. An example of transitive inference is "a" is greater than "b" and "b" is greater than "c." Children do not understand that "a" is also greater than "c."

- **Practical applications**

Parents today still use Piaget's Theory when deciding what to teach or buy for children to keep them active. For example, children during this stage would benefit most from toys such as V Tech, Leap Frog, Nintendo DS, and club penguin. Children in this stage also learn to ride bikes and watch televisions stations such as PBS Kids and Noggin. All of these things help a child's mind to develop in a healthy way. Teachers also use Piaget's Theory; in that they often decide what they will teach students based on their age and grade.

c) Concrete operational stage

The concrete operational stage is the third of four stages from Piaget's theory of cognitive development. This stage, which follows the preoperational stage, occurs between the ages of 7 and 11 years and is characterized by the appropriate use of logic. During this stage, a child's thought processes become more mature and "adult like." They start solving problems in a more logical fashion. Abstract, hypothetical thinking has not yet developed, and children can only solve problems that apply to concrete events or objects. Piaget determined that children are able to incorporate inductive reasoning. Inductive reasoning involves drawing inferences from observations in order to make a generalization. In contrast, children struggle with deductive reasoning, which involves using a generalized principle in order to try to predict the outcome of an event. Children in this stage commonly experience difficulties with figuring out logic in their heads. For example, a child will understand A>B and B>C, however when asked is A>C, said child might not be able to logically figure the question out in their heads.

❖ **Milestones of the concrete operational stage**

- Ability to distinguish between their own thoughts and the thoughts of others. Children recognize that their thoughts and perceptions may be different from those around them.
- Increased classification skills: Children are able to classify objects by their number, mass, and weight.
- Ability to think logically about objects and events

❖ **Important processes**

- Conservation

The understanding that although an object's appearance changes, it still stays the same in quantity. Redistributing an object does not affect it's mass, number, or volume. For example, a child understands that when you pour a liquid into a different shaped glass, the amount of liquid stays the same.

- Decentering

The child now takes into account multiple aspects of a problem to solve it. For example, the child will no longer perceive an exceptionally wide but short cup to contain less than a normally wide, taller cup.

- Reversibility

  The child now understands that numbers or objects can be changed and then returned to their original state. For example, during this stage, a child understands that his or her favourite ball that deflates is not gone and can be filled with air and put back into play again. Another example would be that the child realizes that a ball of clay, once flattened, can be made into a ball of clay again.

- Seriation

  The ability to sort objects in an order according to size, shape, or any other characteristic. For example, if given different-shaded objects they may make a colour gradient.

- Transitivity

  Transitivity, which refers to the ability to recognize relationships among various things in a serial order. For example, when told to put away his books according to height, the child recognizes that he starts with placing the tallest one on one end of the bookshelf and the shortest one ends up at the other end.

- Classification

  The ability to name and identify sets of objects according to appearance, size or other characteristic, including the idea that one set of objects can include another.

- Elimination of Egocentrism

  The ability to view things from another's perspective (even if they think incorrectly). For instance, show a child a comic in which Jane puts a doll

under a box, leaves the room, and then Melissa moves the doll to a drawer, and Jane comes back. A child in the concrete operations stage will say that Jane will still think it's under the box even though the child knows it is in the drawer. (See also False-belief task).

Children in this stage can, however, only solve problems that apply to actual (concrete) objects or events, and not abstract concepts or hypothetical tasks. Understanding and knowing how to use full common sense has not been completely adapted yet.

- Logic

  Piaget determined that children in the concrete operational stage were able to incorporate inductive logic. On the other hand, children at this age have difficulty using deductive logic, which involves using a general principle to predict the outcome of a specific event.

  This includes mental reversibility. An example of this is being able to reverse the order of relationships between mental categories. For example, a child might be able to recognize that his or her dog is a Labrador, that a Labrador is a dog, and that a dog is an animal, and draw conclusions from the information available, as well as apply all these processes to hypothetical situations. The abstract quality of the adolescent's thought at the formal operational level is evident in the adolescent's verbal problem solving ability. The logical quality of the adolescent's thought is when children are more likely to solve problems in a trial-and-error fashion. Adolescents begin to think more as a scientist thinks, devising plans to solve problems and systematically testing solutions. They use hypothetical-deductive reasoning, which means that they develop hypotheses or best guesses, and systematically deduce, or conclude, which is the best path to follow in solving the problem. During this stage the adolescent is able to understand such things as love, "shades of grey", logical proofs and values. During this stage the young person begins to entertain possibilities for the future and is fascinated with what they can be. Adolescents are changing cognitively also by the way

that they think about social matters. Adolescent Egocentrism governs the way that adolescents think about social matters and is the heightened self-consciousness in them as they are which is reflected in their sense of personal uniqueness and invincibility. Adolescent egocentrism can be dissected into two types of social thinking, imaginary audience that involves attention getting behaviour, and personal fable which involves an adolescent's sense of personal uniqueness and invincibility. These two types of social thinking begin to affect a child's egocentrism in the concrete stage however carry over to the Formal operational stage when they are then face with abstract thought, and fully logical thinking.

❖ **Testing for concrete operations**

Piagetian tests are well known and practiced to test for concrete operations. The most prevalent tests are those for conservation. One example of conservation is that as stated before with the different shaped glasses. There are some important aspects that the experimenter must take into account when doing their experiments with these children. One example of an experiment for testing conservation is that an experimenter will have two glasses that are the same size, fill them the same amount with liquid, which the child will acknowledge is the same. Then, the experimenter will pour the liquid from one of the small glasses into a tall, thin glass. The experimenter will then ask the child if the taller glass has more liquid, less liquid, or the same amount of liquid. The child will then give their answer. The experimenter will then ask the child why they gave that answer, or why they think that is.

- ***Word Choice***.

The phrasing that the experimenter uses may affect how the child answers. If, in the liquid and glass example, the experimenter says "Which of these glasses has more liquid?", the child may think that his thoughts of them being the same is wrong because the adult is saying that one must have more. Alternatively, if the experimenter says "Are these equal?" then the child is more likely to say that they are because the experimenter is implying that it is.

- ***Justification.***

After the child has answered the question being posed, the experimenter must ask why they said that answer. This is important because the answers they give can help the experimenter to assess the child's developmental age.

- ***Number of times asking***.

Some argue that if a child is asked if the amount of liquid in the first set of glasses is equal then, after pouring the water into the taller glass, the experimenter asks again about the amount of liquid, the children will start to doubt their original answer. They may start to think that the original levels were not equal, which will influence their second answer.

d) Formal operational stage

The final stage is known as Formal operational stage (adolescence and into adulthood): Intelligence is demonstrated through the logical use of symbols related to abstract concepts. At this point, the person is capable of hypothetical and deductive reasoning. During this time, people develop the ability to think about abstract concepts.

Piaget believed that deductive logic becomes important during the formal operational stage. This type of thinking involves hypothetical situations and is often required in science and mathematics.

Abstract thought emerges during the formal operational stage. Children tend to think very concretely and specifically in earlier stages. Children begin to consider possible outcomes and consequences of actions.

Problem-solving is demonstrated when children use trial-and-error to solve problems. The ability to systematically solve a problem in a logical and methodical way emerges.

❖ **The stages and causation**

Piaget sees children's conception of causation as a march from "primitive" conceptions of cause to those of a more scientific, rigorous, and mechanical nature. These primitive concepts are characterized as supernatural, with a decidedly non-natural or no mechanical tone. Piaget has as his most assumption that babies are phenomenists. That is, their knowledge "consists of assimilating things to schemas" from their own action such that they appear, from the child's point of view, "to have qualities which in fact stem from the organism." Consequently, these "subjective conceptions," so prevalent during Piaget's first stage of development, are dashed upon discovering deeper empirical truths.

Piaget gives the example of a child believing the moon and stars follow him on a night walk; upon learning that such is the case for his friends, he must separate his self from the object, resulting in a theory that the moon is immobile, or moves independently of other agents.

The second stage, from around three to eight years of age, is characterized by a mix of this type of magical, animistic, or "non-natural" conceptions of causation and mechanical or "naturalistic" causation. This conjunction of natural and non-natural causal explanations supposedly stems from experience itself, though Piaget does not make much of an attempt to describe the nature of the differences in conception; in his interviews with children, he asked questions specifically about natural phenomena. Examples: "What makes clouds move?" "What makes the stars move?" "Why do rivers flow?" The nature of all the answers given, Piaget says, are such that these objects must perform their actions to "fulfil their obligations towards men." He calls this "moral explanation."

1.2.3. Stephen Krashen's Theory of Second Language Acquisition[6]

Krashen's theory of second language acquisition consists of five main hypotheses:

1. **The Acquisition-Learning hypothesis,**
2. **The Monitor hypothesis,**

[6] http://www.sk.com.br/sk-krash.html

3. **The Natural Order hypothesis,**
4. **The Input hypothesis,**
5. **The Affective Filter hypothesis.**

The Acquisition-Learning distinction is the most fundamental of all the hypotheses in Krashen's theory and the most widely known among linguists and language practitioners.

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or 'learning' is the product of formal instruction and it comprises a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'.

The Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

It appears that the role of conscious learning is somewhat limited in second language performance. According to Krashen, the role of the monitor is - or should be - minor, being used only to correct deviations from 'normal' speech and to give speech a more 'polished' appearance.

Krashen also suggests that there is individual variation among language learners with regard to 'monitor' use. He distinguishes those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' appropriately (optimal users). An evaluation of the person's psychological profile can help to determine to what group they belong. Usually extroverts are under-users, while introverts and perfectionists are over-users. Lack of self-confidence is frequently related to the over-use of the 'monitor'.

The Natural Order hypothesis is based on research findings (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980 cited in Krashen, 1987) which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen suggests that *natural communicative input* is the key to designing a syllabus, ensuring in this way that each learner will receive some 'i + 1' input that is appropriate for his/her current stage of linguistic competence.

Finally, the fifth hypothesis, the Affective Filter hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

Krashen's Five Hypotheses	
*The **Natural Order Hypothesis***	'we acquire the rules of language in a predictable order'
*The **Acquisition/ Learning Hypothesis***	'adults have two distinctive ways of developing competences in second languages … acquisition, that is by using language for real communication ... learning .. "knowing about" language' (Krashen & Terrell 1983)
*The **Monitor Hypothesis***	'conscious learning ... can only be used as a Monitor or an editor' (Krashen & Terrell 1983)
*The **Input Hypothesis***	'humans acquire language in only one way - by understanding messages or by receiving "comprehensible input"'
*The **Affective Filter Hypothesis***	'a mental block, caused by affective factors ... that prevents input from reaching the language acquisition device' (Krashen, 1985, p.100)

- **Corollaries of the input/comprehension hypothesis**

1. Talking (output) *is not practicing*
   Krashen stresses yet again that speaking in the target language does not result in language acquisition. Although speaking can indirectly assist in

language acquisition, the ability to speak is not the cause of language learning or acquisition. Instead, comprehensible output is the result of language acquisition.[1][3]

2. *When enough comprehensible input is provided, i+1 is present*
   That is to say, that if language models and teachers provide enough comprehensible input, then the structures that acquirers are ready to learn will be present in that input. According to Krashen, this is a better method of developing grammatical accuracy than direct grammar teaching.[1]
   The teaching order is not based on the natural order
   Instead, students will acquire the language in a natural order by receiving comprehensible input.

1.3 CONCEPTUAL FRAMEWORK

1.3.1 STRATEGY

Strategy (Greek "στρατηγία" - *stratēgia*, "art of troop leader; office of general, command, general ship") is a general, undetailed plan of action, encompassing a long period of time, to achieve a complicated goal.

Strategy, as a way of action, becomes necessary in a situation when, for the direct achievement of the main goal, the available resources are not enough. The task of strategy is an efficient Tactics use of the available resources for the achievement of the main goal. is the tool to implement strategy, and is subordinated to the main goal of strategy.

Detailing it further, strategy is all about gaining (or being prepared to gain) a position of advantage over adversaries or best exploiting emerging possibilities. As there is always an element of uncertainty about the future, strategy is more about a set of options ("strategic choices") than a fixed plan.

Henry Mintzberg from McGill University defined strategy as "a pattern in a stream of decisions" to contrast with a view of strategy as planning while Max Mckeown (2011) argues that "strategy is about shaping the future" and is the human attempt to get to "desirable ends with available means"

1.3.2 READ[7]

To look at carefully so as to understand the meaning of (something written, printed, etc.): *to read a book; to read music.*

To utter aloud or render in speech (something written, printed, etc.): reading a story to his children; the actor read his lines in a booming voice.

To have such knowledge of (a language) as to be able to understand things written in it: to be able to read French.

To apprehend the meaning of (signs, characters, etc.) otherwise than with the eyes, as by means of the fingers: to read Braille.

To apprehend or interpret the meaning of (gestures, movements, signals, or the like): to read a semaphore; to read sign language.

Reading is one of the important skills of a foreign language that is aimed to be taught to students in EFL courses. Also, it is not an easy course to comprehend for the foreign language students because reading is a complex process. The first definition of the reading is from Goodman (1988). It claims that reading is interaction between writer and the reader.

Reading is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought.

According to Grabe (1997) reading is an interaction between reader and text. Grabe claims that reading requires efficient knowledge of world and a given topic also an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts. On the other hand, Rebecca& Sadow (1985) claim that reading is related to language and it requires being efficient in L2.

[7] http://www.dictionary.com/browse/read

Also, other writers agree on that good readers have to do some other jobs in order to comprehend a text: they should connect new text with past experiences –they mean background knowledge-, interpret, evaluate, synthesize, and consider alternative interpretations (Pressley & Afflerbach, 1995). While doing this task, students need also some strategies to help them make their reading comprehension easy.

1.3.3 READING COMPREHENSION[8]

Reading comprehension is one of the major problems experienced in the classrooms of most Mexican schools, this being one of the biggest challenges for teaching staff, since this ability is one of the main tools through which human beings can know the reality of their environment, their culture, their needs, but above all, transforming herself himself and acquiring an integral consciousness to his country and his fellowmen.

So reading is one of the fundamental aspects of language and plays an important role in the acquisition of knowledge, the classroom after the individual is done on their own and learn to examine the contents of the text read to analyse each of its parts, to highlight the essentials and understand the contents to be compared with other newly acquired knowledge.

Very clear is that society progresses and becomes increasingly requires young, radical, positive, down to earth, conscious of its reality, but also with transformation ideals, ideals of improvement and that can only be achieved if we strengthen our classrooms in the habit of reading.

The importance of developing this ability lies in the human being is a powerful learning tool.

Daniel Casany quoted here when it says “Reading is one of the most important lessons, undisputed and indisputable that the school provides.”

[8] http://www.monografias.com/trabajos82/comprension-lectora-aula/comprension-lectora-aula.shtml

Another way to define it is that “reading is an interactive process between thought and language, and understanding the construction of the meaning of the text based on knowledge and experience of the reader.” (Gomez, M. 1995:21)

As at the end of understanding we can define it as “a constructive process that involves transactions between the reader, the text and context.” (Cairney, T., 1996:18)

Thus, its purpose is to assimilate the true meaning of the words, which define things, feelings, thoughts and emotions.

Then we can define reading comprehension as “the construction of particular significance that makes the reader, and thus constitutes a new cognitive acquisition.” (Gomez, M. 1995:21)

So, mean reading comprehension, the ability of every individual to capture the contents of a text that is to internalize the essence of what we really want to convey the author, merged with the text.

Basically, reading comprehension is generated from the first moment that the reader approaches the text with specific questions. The understanding then it is relative and depends on obtaining a response to questions raised wing. Particular significance is the response that a reader gets to a specific question.

1.3.4 READING SKILLS

Skimming – used to understand the “gist” or main idea Scanning – used to find a particular piece of information Extensive reading – used for pleasure and general understanding Intensive reading – accurate reading for detailed understanding

You can use these reading skills in a number of ways to improve other areas of English learning such as pronunciation, grammar and increasing vocabulary.

Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, nothing important information. Use skimming to quickly get up to speed on a current business situation. It's not essential to understand each word when skimming. Examples of Skimming:

The Newspaper (quickly to get the general news of the day)

Magazines (quickly to discover which articles you would like to read in more detail)

Business and Travel Brochures (quickly to get informed)

Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrases that you don't understand, don't worry when scanning. Examples of Scanning:

- ✓ The "What's on TV" section of your newspaper.
- ✓ A train / airplane schedule
- ✓ A conference guides

1.3.5 LEVELS OF COMPREHENSIVE READING[9].

Comprehension is understanding what is being said or read. When it comes to reading, it is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further accomplished when the learner becomes proficient in literal, inferential and critical comprehensive reading.

[9] https://owlcation.com/academia/Literal-Inferential-and-Critical-Comprehensive-Reading

a) Literal.

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, some questions and activities may include:

What words state the main idea of the story?

How does the author summarize what she/he is saying?

Outlining the first paragraph of the story.

What happened first, second and last?

How are these things alike? How are they different?

What things belong together?

b) Inferential

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked:

1. What does the author value?

2. What is the theme?

3. What effect does this character/event have on the story?

4. How do you think this story will end?

c) Critical

Critical comprehension concerns itself with why the author says what he or she says. This high level of comprehension requires the reader to use some external criteria from his/her own experience in order to evaluate the quality, values of the writing, the author's reasoning, simplifications, and generalizations. The reader will react emotionally and intellectually with the material. Because everyone's life experiences are varied, answers to some of the following questions will vary:

1. Could this possibly happen?

2. Is this argument logical?

3. What alternatives are there?

4. Is this a fact or an opinion?

5. Do you agree or disagree with the author?

6. What is the best solution to this problem?

To conclude, literal, inferential and critical comprehensive reading is what makes a skilled, strong reader. This skill must be learned and developed. It does not just happen. With that thought in mind, it has also been shown that strong readers make good writers. Sustained exposure to the English language does allow for an expanded vocabulary and knowledge of correct grammar usage. When this is combined with literal, inferential and critical reading experiences, it enables writers to better express themselves.

CHAPTER II

METHODS OF READING

2.1 METHODS OF READING

To get maximum benefit from reading, students need to be involved in both extensive and intensive reading. Whereas with the former a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often (but not exclusively) teacher chosen and directed, and is designed to enable students to develop specific receptive skills.

a) Extensive Reading method:

We have discussed the importance of extensive reading for the development of our students' word recognition- and for their improvement as readers overall. But it is not enough to tell students to 'read a lot'; we need to offer them a programme which includes appropriate materials, guidance, tasks, and facilities such as permanent or portable libraries of books. We need to build up a library of suitable books. Although this may appear costly, it will be money well spent.

If necessary, we should persuade our schools and institutions to provide such funds, or raise money through other sources. Having persuaded our students about the benefits of extensive reading, we can organize reading programmes where indicates to students how many books we expect them to read over a given period. We can explain how they can make their choice of what to read, making it clear that choice. We can suggest that they look for books in a genre (be it crime fiction, romantic novels, science fiction, etc) that that enjoy, and that they make appropriate level choices. We will act throughout as part organizer, part tutor.

In the extensive reading activity, an EFL teacher provides his students with plenty of printed pages to read as a homework assignment with no help or guidance from him. The reading materials consist of 'interesting short stories, novels and plays and tales. Such books succeed because the writers or adaptors work within specific lists of allowed words and grammar. This means that students at the appropriate level can read them with ease and

confidence. The chosen material should have neither technical or scientific vocabulary nor complicated grammar. Students are encouraged to read extensively without paying much concern to the vocabulary they do not know as long as they can understand the general concept of the reading text. Though the material plays no role in the EFL program, it is useful for developing good reading habit as an extracurricular activity. The material should be selected on the basis of its statement of purpose and its level of difficulty. If they are struggling to understand every word, they can hardly be reading for pleasure the main goal of this activity.

The material should meet the students' need to build up vocabulary and structure and to gain general understanding from its content. It should be easy to read and to understand. It should be extensive in quantity and interesting in its topics. Students should be able to read the chosen material quickly with personal enjoyment and self-confidence outside the class. Frequent and systematic feedback on the extensive reading is essential to keep students reading.

Most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by their teachers. Clearly, then, our role is crucial. We need to promote reading and by our own espousal of reading as a valid occupation, persuade students of its benefits. Perhaps, for example, we can occasionally read aloud from books we like and show, by our manner of reading, how exciting books can be. Because students should be allowed to choose their own reading texts, following their own likes and interests, they will not all be reading the same texts at once.

For this reason and because we want to prompt students to keep reading we should encourage them to report back on their reading in a number of ways. One approach is to set aside a time at various points in a course say every two weeks at which students can ask questions and/or tell their classmates about books they have found particularly enjoyable, or noticeably awful. However, if this is inappropriate because not all students read at the same speed or because they often do not have much to say about the book in front of their colleagues, we can ask them each to keep a weekly reading diary

either on its own, or as a part of any learning journal that may be writing. Students can also write short book reviews for the class notice board. At the end of a month. A semester, or a year, they can vote on the most popular book in the library.

b) Intensive Reading method

In the intensive reading activity, an EFL teacher supplies his learners with short passages to practice reading in the class or at home. The primary purpose of this activity is to teach new vocabulary and concepts and to develop comprehension skills of the students. In this activity the reading teacher provides his students with a variety of exercises for learning syntactical devices and lexical features. Students are never asked to produce or use grammatical patterns, but to recognize the structural clues for decoding the message. They are also trained to use lexical clues to 'decode messages from the reading text. The emphasis on the study of the vocabulary and grammatical patterns should generally be on decoding. In intensive reading classes, students are taught to develop such skill for recognition as guessing meaning from context, using a dictionary and rapid phrase identification. The material normally deals with scientific or news reports; argumentative representations, narration, description and summary of a thing, persons, events and commentary reactions. It is considered an essential part of the established EFL programs. It assists and promotes the degree of understanding of students. The material is selected on the ground that its content is a little bit difficult and hard to read swiftly with only two fixations per line of print. This type of activity often requires a long time to manipulate.

❖ **Intensive reading method: The role of the teacher**

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and tasks. However there are further roles we need to adopt when asking students to read intensively:

- **Organizer**: We need to tell students exactly what the reading purpose is, and give them clear instructions about how to achieve it, and how long

they have to do this. Once we have said ‘you have four minutes for this’ we should not change that time unless observation suggests that it is necessary.

- **Observer:** When we ask students to read on their own we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation maybe to add more information or instructions. While students are reading, we can observe their progress since this will give us valuable information about how well they are doing individually and collectively, and will tell us whether to give them some extra time or, instead, move to organizing feedback more quickly than we had anticipated.
- **Feedback organizer:** When our students have completed the task, we can lead a feedback session to check that they have completed the task successfully. We may start by having them compare their answers in pairs and then ask for answers from the class in general or from pairs in particular. Students often appreciate giving paired answers like this since, by sharing their knowledge, they are also sharing their responsibility for the answers. When we ask students to give answers, we should always ask them to say where in the text they found the information for their answers. This provokes a detailed study of the text which will help them the next time they come to a similar reading passage. It also tells us exactly what comprehension problems they have if and when they get answers wrong. It is important to be supportive when organizing feedback after reading if we are to encounter any negative feelings students might have about the process, and if we wish to sustain their motivation.
- **Prompt:** When students have read a text, we can prompt them to notice language features in that text, we may also, as controllers, direct them to certain features of text construction, clarifying ambiguities, and making them aware issues of the text structure which they had not come across previously.

2.2 TYPES OF READING

2.2.1 SILENT READING

A proficient reader can adopt the following characteristics while reading silently:

1. Eye movement: the student should move his eye very rapidly from left to right without looking back at the previous words.
2. Complete silence: He should make no lip movement. He should produce no oral words, no muttering or murmuring.
3. Accurate eye fixations. He should make fever pauses than he does while reading orally. He should make, say, two fixations per line.
4. Speed: He should increase the rate of his reading. Quick reading results in better understanding of the printed material. Both speed and comprehension should be emphasized in silent reading.

❖ **Techniques in teaching silent reading**

A teacher in reading may wish to use the following procedures in using silent reading for his pupils:

1. Give a short and easy but interesting passage to your students. They should be familiar with its topic.
2. Ask students to read it silently but rapidly without moving their lips or pronouncing its words.
3. Set up the time for the reading passage.
4. Formulate some comprehension questions on the reading passage.

2.2.2 Oral Reading

A reader should consider the following characteristics while reading orally:

1. Pronunciation: The teacher should give adequate and clear pronunciation to each word.
2. Rational reading: He should read it with reasonable speed.
3. Pauses: He should make proper pauses and correct stops to help learners understand the reading passage. Unnecessary pauses create confusion in grasping the meaning of the passage.
4. Tone: He should give the accurate tones of a falling or a rising voice.
5. Stress: He should produce a word or a syllable with louder duration using more air from the lung than the surrounding words or syllables. Wrong stress can mislead the listeners.

❖ **Techniques in Teaching Oral Reading**

The following techniques are suggested for EFL teachers to use in teaching oral reading.

1. A language teacher should give constant practice in vocabulary recognition of the reading passage. He can use flash cards of a word or phrase, eye movement devices, and minimal pair exercises. He should also stress the use of other visual discrimination exercises and auditory discrimination drills to enhance reading.
2. He should ask his students to use their fingers or their pens from the top to the bottom of the printed page at the left end of the line while reading. Students are asked not to move them from left to right across the page while following the line in order to avoid the undesirable result i.e. a bad reading habit.
3. He should ask the students to look up while reading aloud. A student is asked not to read from the book. He should read to his teacher and classmates. He should read a phrase or a short sentence silently and then look up as if saying it to someone. He must look up during the reading of the whole sentence. He must not just look for a second and then look down again. The students start speaking the language even when they are "reading" and their progress can dramatically improve. This technique is very useful because the sentence that is read is held in the mind for a few minutes. There is an effort to memorize and remember it instead of only sounding out the print. Speaking is greatly reinforced by means of this technique.

2.3 SEQUENCES OF A READING LESSON

2.3.1 Stages in a Reading Lesson[10]:

There are many different kinds of reading lessons. Reading activities vary according to the phase, approach and specific aims of the lesson. At the earliest levels, a lesson may involve providing different contexts for practicing essentially the same thing, e.g., developing instant recognition of names of objects in the classroom. However, for the purposes of this section, we will regard a lesson as

[10] http://www.celea.org.cn/teic/68/68-124.pdf

comprising three basis phases with pre-reading, while-reading and post-reading activities.

2.3.2 Procedures in teaching reading:

Pre-reading stage: This phase usually has one or more of these functions:

a) To stimulate interest in the topic of the text so that pupils do not come to the text 'cold'.

b) To introduce language or concepts which occur in the text but which pupils may not know. The meanings of the new vocabulary can be shown through the use of context, picture drawing, objects, mind, synonyms and antonyms.

c) The teacher can use various techniques to present the new grammatical patterns such as rules, drawings, pictures, realia, diagrams, demonstrations, grids and tables.

d) To help pupils see the relationship of ideas in a difficult text by providing a framework.

e) The teacher should provide his students with practice after the introduction of a new vocabulary and structure in order to enhance and reinforce them. There are various and numerous exercises and drills of vocabulary and grammar provided in (teaching vocabulary and grammar) from which the reading teacher may wish to use in his class.

2.3.2.1 While-reading activities.

This includes activities that a pupil engages in while actually reading the text, e.g., questions he has to answer after he has read this instalment of the text, as well as activities he engages in which help him to understand the text by getting him to use the text in various ways, e.g., to answer questions, as stimulus for discussion, as source of information for filling in gaps in a table, for drawing a poster, solving a problem, etc. The purpose of these activities would be to enable pupils to achieve the lessons aims by handling the text in different ways.

A language teacher may wish to use the following steps in teaching the while-reading stage:

1. Comprehension questions:

a) A language teacher reads the comprehension questions about the passage aloud to his class.
b) He explains or translates them to stimulate students' understanding.

2. Silent reading:

a) The language teacher asks the entire class to read the passage silently. He may emphasize that students should move their eyes very rapidly from left to right without looking back to the preceding words. He may instruct them to make no lip movement no muttering or murmuring. Fewer pauses are recommended and should also be of great concern in silent reading.

b) Students should try to find the appropriate answers of the comprehension questions while reading.

c) A language teacher should monitor his class to ensure that all his class keeps reading. He should give academic help to those who has difficulty in understanding or pronouncing some words without interrupting others.

3. Renewing students' answers.

A language teacher should encourage his students to give the appropriate answers to the questions about the contents of the passage.

a) He can give them clues to the answers such as the number of a reading line, the number of words which form the right answer.

b) He asks them to write or copy the answer in their notebooks.

c) He may go around in the class making sure that they write the answer carefully.

4. Oral reading.

The teacher may go through the following activities: He reads the passage aloud as a model and let his students to listen to it carefully.

a) He reads phrases or sentences of the passage aloud and let his students repeat after him.

b) Each student read a line or two aloud and others listen to him attentively.

c) Skimming for locating the main ideas.

Procedures:

- Skim-read the first sentence of each paragraph.
- You may add a phrase or two from the second sentence ofeach paragraph.
- Skim-read the last sentence of each paragraph, i.e., the summarizing sentence.

d) Skimming for revising the pages of reading.

Procedures:

- Divide the pages into small parts, if it is long.
- Read the title and skim-read the opening paragraph.
- Read- the headings or subheadings of the paragraph.
- Skim read the summary or conclusion of the passage of reading, if there is one.
- Read the discussion questions at the end of each chapter if there are any.
- Scan-read for the answers of the given questions if they are available.

e) Scanning an answer to find a fact and an answer to a questions, a learner may go through the following scanning steps.

- Decide what type of particular information you are looking for and think about the form it makes take.

For example, if you want to know when something happened, you would look for a date. Also, when you have a question with whom you will look for a name, where for a place, what for a thing, how many for an amount, etc.

1. **Post-Reading stage:**

While the primary function of the while reading activities would be to make pupils look closely into the text, the purpose of post reading activities would be to look out of a text to see its relevance to other activities the pupils may find interesting or useful.

2.3.3 USING READING STRATEGIES

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

Effective language instructors show students how they can adjust their reading behaviour to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.

Strategies that can help students read more quickly and effectively include

- Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using

knowledge about the author to make predictions about writing style, vocabulary, and content

- Skimming and scanning: using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- Guessing from context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- Paraphrasing: stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

• By modelling the strategies aloud, talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.

• By allowing time in class for group and individual previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.

• By using cloze (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.

• By encouraging students to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

CHAPTER III

OUTCOME OF THE RESEARCH INVESTIGATION

3.1. ANALYSIS AND INTERPRETATION OF THE DATA

Result of the test

Determine the Reading abilities in the students

Item	Always	Usually	Sometimes	Rarely	Never	Total
1. When I read, I understand almost everything.	4	5	20	1	0	30
2. It's easy for me to remember vocabulary in a reading.	5	8	11	6	0	30
3. When Idon't know a word, I try to understand it according to the context.	1	9	10	10	0	30
4. I understand at least the half of the written questions.	7	9	12	2	0	30
5. I answer at least the half of the written questions in the reading text.	9	7	11	2	1	30
6. My teacher use dictation to teach the reading comprehension.	6	6	11	7	0	30
7. My teacher explains the text or the questions.	12	9	9	0	0	30

8. I am in complete agreement with the methodology of my teacher in class.	7	9	13	1	0	30
9. I would prefer another methodology t be applied class.	20	0	0	0	10	30
10. I mam in a complete agreement that this subject is important for my career.	25	0	0	0	5	30

Source: Test applied to the students of Automotive Mechanic at SENATI Lambayeque - Cajamarca Zone.

Analysis:

From the result of the test, we can say that students do not develop their reading abilities because most of the students **sometimes** understand the reading given by the teacher, remember some vocabulary, try to understand the reading according to the context, understand and answer at least the half of the written questions.

Students said that teachers **sometimes** use dictation to teach reading comprehension, but they **always** explain the texts or the questions.

Students **sometimes** are in complete agreement with teachers' methodology or strategy in class; but in other hand students would prefer another methodology to be applied in class, and they are **always** in a complete agreement that English is important for their careers.

3.1.1. RESULT OF THE QUESTIONNAIRE

Question 1:

Do you agree with the number of hours given for the Technical English Course?	Total Number	Total Percentage
Yes	5	16.67%
No	25	83.33%
Total	30	100%

Source: Questionnaire applied to the students of Automotive Mechanic at SENATI Lambayeque Cajamarca Zone.

Analysis: We can confirm that the students disagree with the number of hours (3 hours a week) given by the institution.

Question 2:

How many questions of a text do you answer in a correct form?	Total Number	Total Percentage
1-2	14	46.67%
3-4	8	26.67%
5-6	5	16.67%
None	3	10.00%
Total	30	100%

Source: Questionnaire applied to the students of Automotive Mechanic at SENATI Lambayeque Cajamarca Zone.

Analysis: We can confirm that the most of the students answer a few questions in a correct form that is probably because they do not understand or have difficulties with vocabulary or the reading itself.

Question 3:

Do you like reading technical texts in English?	**Total Number**	**Total Percentage**
Yes	10	33.33%
No	20	66.67%
Total	30	100%

Source: Questionnaire applied to the students of Automotive Mechanic at SENATI Lambayeque Cajamarca Zone.

Analysis: We can see that most of the students do not like reading technical texts in English because they do not understand the meaning of the technical words in English.

Question 4:

What would be the best way to learn the Technical English?	**Total Number**	**Total Percentage**
Repeating	3	10.00%
Listening a lot	7	23.33%
Practising everyday	10	33.33%
other form(observing, participating)	10	33.33%
Total	30	100%

Source: Questionnaire applied to the students of Automotive Mechanic at SENATI Lambayeque Cajamarca Zone.

Analysis: We can see that most of the students prefer practice every day, observe or participate and also listen a lot and a few students only repeat.

Question 5:

How many hours a week would be fine for the subject?	Total Number	Total Percentage
1-2 hours	10	33.33%
3-4hours	14	46.67%
5-6 hours	6	20.00%
Total	30	100%

Source: Questionnaire applied to the students of Automotive Mechanic at SENATI Lambayeque Cajamarca Zone.

Analysis: We can see that most of the students think that 3 or 4 hours is fine for the subject and the minority wants less hours for the subject.

3.1.2. RESULTS OF THE OBSERVATION GUIDE

LEVELS OF READING COMPREHENSION

Dimensions	Indicators	Excellent	Good	Regular	Bad	Total
Literal level	-Read with a good pronunciation.				x	
	-Retain information while the lector process.			x		
	-Find the main idea.			x		
	-Underline the principal ideas of the reading.			x		
	-Use proper and expressive vocabulary				x	
	-Understand the content of the text through the answer to the formulated questions.			x		
Inferential level	-Show abilities to read and understand.			x		
	-Give conclusions about the reading.			x		
	-Ask and answer comprehension questions.				x	
Criterial level	-Give critical opinion about what he reads.				x	

	-Agree with the opinions of his partners.			x		
Approval of the product of the process teaching-learning	-Level of evaluation of the results, process and application of the strategies of reading comprehension.			x		

Legend

Excellent: 17-20

Good: 15-16

Regular: 12-14

Bad: 11-10

Analysis:

We can see here that in the questions in the observation guide most of the answer are regular (8 answers) and (4 answers) are bad so that indicates that the level of the students about reading comprehension skill is regular and bad. They have more difficulties in: Read with a good pronunciation, use proper and expressive vocabulary, ask and answer comprehension questions, give critical opinion about what he reads. The result shows that teacher and students have to do their best effort in order to improve this result. Probably if they apply this proposal the result would be better than now.

3.1.3. QUESTIONNAIRE APPLIED TO THE TEACHERS

Question 1:

Are you in agreement with that the number of hours for technical English be 3 hours?	Total Number	Total Percentage
Yes	0	0%
No	7	100%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Here we can see that all the teachers do not agree with the number of hours for the technical English course because they need more to teach this subject. And they mention that is not enough one hour in some cases because they need to practice and learn the four abilities. They mention also that they need more information according to their career.

Question 2:

How many hours in a week do you think would be better for the subject?	Total Number	Total Percentage
1-2 hours	0	0.0%
3-4hours	3	42.86%
5-6 hours	4	57.14%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Teachers think that the subject must have more hours in a week to teach well the students.

Question 3:

Do you agree with the material of technical English of the institution?	**Total Number**	**Total Percentage**
Yes	3	42.86%
No	4	57.14%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Teachers that said “no” mention that material would be more practical and according to the students’ level and also teachers that said “yes” mention that it is necessary other additional materials to help the students.

Question 4:

What would be the best methodology that you will use to teach the reading comprehension skill?	**Total Number**	**Total Percentage**
Monitoring comprehension	2	28.57%
Metacognition	1	14.29%
Summarizing	0	0.0%
Generating questions	4	57.14%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Most of the teachers answer that the best methodology that they will use with the students would be generating questions, then some teachers mention that they will monitor comprehension in their students and one teacher

answer that he will use metacognition with his students that means that the students learn by themselves.

Question 5:

How do you qualify actually your students in reading comprehension in English?	Total Number	Total Percentage
Very good	0	0.0%
Good	0	0.0%
Regular	4	57.14%
Bad	3	42.86%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Here we can see that students have a regular or bad qualification in reading comprehension and nobody has a very good or good qualification that means that teachers have to reinforce in this ability.

Question 6:

What do you think is the main problem in the students about reading comprehension?	Total Number	Total Percentage
Lack of vocabulary	2	28.57%
Teacher's methodology	3	42.86%
Lack of attention	2	28.57%
other, mention it	0	0.0%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Teachers mention two alternatives: lack of vocabulary and lack of attention; so, teachers have to reinforce vocabulary in students and they have to practice it and use it in readings and the lack of attention implies that teachers use strategies that wake up the attention in the students in order they learn better.

Question 7:

According to the problem mentioned in Question 6, what would you do to solve it?

Teachers answer:

1. The students need more practical vocabulary.
2. They need to work in workshops.
3. They need more vocabulary and pay attention in classes.
4. Give them simple reading exercises with new vocabulary.
5. Improve material according to the reality.
6. Practice more technical vocabulary.
7. Use more videos and games.

Question 8:

Do you consider the human development of the students to teach the subject?	**Total Number**	**Total Percentage**
Yes	6	90%
No	1	10%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Some answers that the teachers gave about that is important to consider human development to teach the subject are:

1. It is important for their understanding.
2. They are people and need advice too.
3. It has the same importance.
4. It is very important to include it.

5. The students are independent, they want to read about the things they are interested in, and it is because of their age.
6. It depends also with the attitude of the student.
7. We have to teach them according to their age.

Question 9:

How can you solve the problem about the curriculum (number of hours) of the subject?	**Total Number**	**Total Percentage**
Making a suggestion	3	42.86%
Improve the new curriculum	1	14.29%
Adapted it to the reality	3	42.86%
Other	0	0.0%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Most of the teachers mention that they make a suggestion or adapted it to the reality that means that they have to do their best effort to adapted with their students in order to help them and only one teacher mention that he/she improves the curriculum with a new structure for the subject.

Question 10:

What of the following deficiencies do you consider in the list inside the institution for teaching the Technical English subject?	Total Number	Total Percentage
Lack of material	3	42.86%
Lack of vocabulary	0	0.0%
Lack of use of methodologies/ strategies	4	57.14%
Other	0	0.0%
Total	7	100%

Source: Questionnaire applied to the teachers of SENATI Lambayeque Cajamarca Zone.

Analysis: Most of the teachers said that the deficiencies are because of the lack of methodologies and strategies so they assume the responsibility to improve their jobs and also the lack of material from part of the institution and they have to elaborate their own material.

3.2. THEORETICAL MODEL

"Development of the Reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on Theory of Second Language Acquisition by Stephen Krashen"

Objective: To design and propose a new strategy to improve the student's Reading comprehension skill in students of Automotive Mechanic in SENATI sustained in the Theory of Stephen Krashen.

Theoretical framework

The Constructivism Theory by Lev Vygotsky

- Students with the help of the teacher construct their vocabulary with the new words taught by the teacher.
- The reader understands ideas and information explicitly stated in the reading material.

Philogenetic Theory by Jean Piaget

- Students according to their age use "rational thinking" to identify the meaning of the words according to the context.
- The reader uses some external criteria from his own experience in order to evaluate the quality,

The second language acquisition by Stephen Krashen

- Students are taught in a natural way they listen and repeat, see pictures and identify words.
- The learner improves and progresses when he/she understands a second language text.

Methodological proposal

An innovative reading strategy

Goal: To improve the student's Reading skill through an innovative strategy.

3.2.1. Problematic Reality

Understand what we read is a complex process and if we try to define what is comprehension is very ambiguous, due to the many definitions such as: “Ability to understand what the text said”, “Extract the main ideas, interpret and value the information express in the text” and many others. The same happens with the concept of reading: “Product of the interaction between the reader and the text”. Comprehension is a process of reading, which has many problems especially in children, because to read nobody was born knowing about that. There are many factors that determine the reading comprehension such as: the text, the reader, reader’s previous knowledge, and the used strategies.

The reading comprehension is one of the fundamental abilities for students to build solidly their own learning and to have better perspectives of quality life in a long term. However, in our country, the national and international evaluations have shown the low rate of reading comprehension that has students.

Nowadays the majority of the students go to superior grades and also to the adult age without acquiring the necessary abilities to understand what they read and there is a difficulty to find the main ideas, classification of ideas and the abstraction of concepts.

There are a lot of students that have serious difficulties to understand the texts they read. Reading comprehension requires some abilities and competencies that rarely are taught to the students. In the school only teach to read and no to understand anything. One of the main factors in the school failure is due to the lack of reading comprehension.

In general, a lot of people do not have interest for reading because it cost a lot to learn a process of reading, and when they see big texts, they get bored, there are no texts close to them, they are no significant, no close to their daily life, in the school nobody teach how to understand them, and the activities are low; is for that reason the importance to propose a strategy to improve this process.

3.2.2. Objective of the Proposal

General Objective:

✓ To improve the students' reading comprehension skills through a new strategy.

Specific Objectives:

✓ To get students know the new strategy

✓ To get students apply the strategy in their readings.

✓ To make students feel comfortable and motivated with readings.

✓ To give students the tools to make their reading easier.

3.2.3. Fundamental

Pedagogical Fundamentals

Describe the principles and characteristics of the pedagogical model that pretend to implement with the curriculum. It gives orientations to the organization of the process teaching-learning.

Legal Fundamentals

They refer to the spirit of the main rules that sustain the comprehension of texts of the students.

Epistemological Fundamentals

It has to deal with the conception of knowledge, wisdom, science and scientific investigation, and all the role that develop in the society.

The explanation of reading is located in the epistemological area, and comprehension is located in the ontological; there are two ways of reading , but complemented and its dialectics constitute the process of interpretation.

3.2.4. Proposal Structure

<table>
<tr><th colspan="4">Proposal Structure</th></tr>
<tr><td rowspan="6">Development of the reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on theory of Second Language Acquisition</td><td><u>The second</u> language theory</td><td>Strategies</td><td>Structure</td></tr>
<tr><td>1.The Acquisition Learning hypothesis</td><td>-Silent Reading
-Scanning
-Summarize
-Personalize
-Pictionary</td><td rowspan="5">-Topic
-Duration
-Level
-Place
-Rationale
-Objective
-Methodology
-Evaluation
-Conclusions
-Recommendation
-Bibliography</td></tr>
<tr><td>2. The Monitor hypothesis</td><td>-Comprehension questions
-Oral reading</td></tr>
<tr><td>3. The Natural Order hypothesis</td><td>-Crossword or puzzle</td></tr>
<tr><td>4. The input hypothesis</td><td>-Explore the context
-Skimming
-Pair work
-Play a game</td></tr>
<tr><td>5. The affective filter hypothesis</td><td>*It is recurrent during the whole lesson plan.</td></tr>
</table>

3.2.5. Budget

Human Resources:

Quantity	Requiring	Cost	Total
1	Professional (3 lessons)	s/50	s/150
			s/150

Material Resources:

Quantity	Requiring	Cost	Total
41	Breaks	s/3.50	s/143.50
30	Wall paper	s/0.50	s/ 15.00
120	Photocopies	s/0.10	s/ 12.00
	Others		s/129.50
TOTAL			s/300.00

3.2.6. Financing of the workshops

Responsible: Teran Sanchez, Jose Antonio.

CONCLUSIONS

1. It was elaborated a reading test to the students. The students show poor level in reading comprehension that confirmed the difficulties that the students have at the time to comprehend texts, identifying main and secondary ideas, understanding the meaning of the words.

2. The data results helped to select strategies that get improved students' reading comprehension skill.

3. A proposal focused on The Theory of Second Language Acquisition of Stephen Krashen was designed and proposed to improve the reading comprehension skill in a meaningful way by the strategy applied.

4. The hypothesis was supported, showing that the problem exists and justifying the problem.

RECOMMENDATIONS

1. It is really important to know the level of our students so we can identify all the lacks they have and diagnose their level. The tests, taking into account the reading comprehension skill that we need to know, can provide them.

2. The data results headed to select strategies. It is helpful to improved students' reading comprehension skill. In order to face with the pedagogic issues, the teacher has to be well prepared, and make a diagnostic study in order to analyse the nature of the problem and type the difficulties that the learners face during the course of study.

3. It is suggested that the strategy oriented to the reading comprehension will be complemented and adequate according to the necessities and interest, not only for this institution but in benefit of others too. Applying the workshop would provide an increase improvement in reading comprehension skills. By doing so, it is expected that the teachers may be able to evolve successfully for the teaching of English that will be able to minimize the difficulty level and get maximum results.

4. It is necessary that the teachers try to investigate and get hold of a new strategy with the purpose to get a specific and effective reading in the students.

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ANNEXES

Name:_____ **Date:** _____

Annex N 01

PEDRO RUIZ GALLO NATIONAL UNIVERSITY

FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION

POST GRADE SECTION

PRE TEST

A Car mechanic

An auto mechanic (automotive technician in most of North America, car mechanic in British English and motor mechanic in Australian English) is a mechanic with a variety of automobile makes or either in a specific area or in a specific make of automobile. In repairing cars, their main role is to diagnose the problem accurately and quickly.

They often have to quote prices for their customers before commencing work or after partial disassembly for inspection. Their job may involve the repair of a specific part or the replacement of one or more parts as assemblies.

Basic vehicle maintenance is a fundamental part of a mechanic's work in modern industrialized countries while in others they are only consulted when a vehicle is already showing signs of malfunction. Preventative maintenance is also a fundamental part of a mechanic's job, but this is not possible in the case of vehicles that are not regularly maintained by a mechanic. One misunderstood aspect of preventative maintenance is scheduled replacement of various parts, which occurs before failure to avoid far more expensive damage. Because this means that parts are replaced before any problem is observed, many vehicle owners will not understand why the expense is necessary.

With the rapid advancement in technology, the mechanic's job has evolved from purely mechanical, to include electronic technology. Because vehicles today possess complex computer and electronic systems, mechanics need to have a broader base of knowledge than in the past.

Due to the increasingly labyrinthine nature of the technology that is now incorporated into automobiles, most automobile dealerships and independent workshops now provide sophisticated diagnostic computers to each technician, without which they would be unable to diagnose or repair a vehicle. https://en.wikipedia.org/wiki/Auto_mechanic

1 Read the text and say if the statements are TRUE or FALSE. correct the false sentences.

a) A car mechanic has the same name everywhere. _____

b) He always performs the same task. _____

c) One of his/her tasks is to diagnose theproblem. _____

d) Car mechanics have to inform the client of the price ofthe repair.

e) Basic vehicle maintenance is done by other professinals. ____

f) Sometimes they have to replace some parts of the car. ____

g) The mechanic's job has remained the same formany decades. _____

h) Thanks to computers, mechanics only need to know a lot about cars. ____

i) Computers are being used to help the mechanic to diagnose the problem with the car. _____

Now complete the sentences with one of the following words.

Bonnet / headlight / tire / fog-lamp /windscreen wiper / boot / number plate / steering wheel / bumper /

j) As it was raining a lot we had to turn on the .

k) ~~We arrived late because we h~~ad a flat _____

l) Put your luggage inside the_____!

m) I think you should switch on the _____ because we can't see the road. It's too foggy.

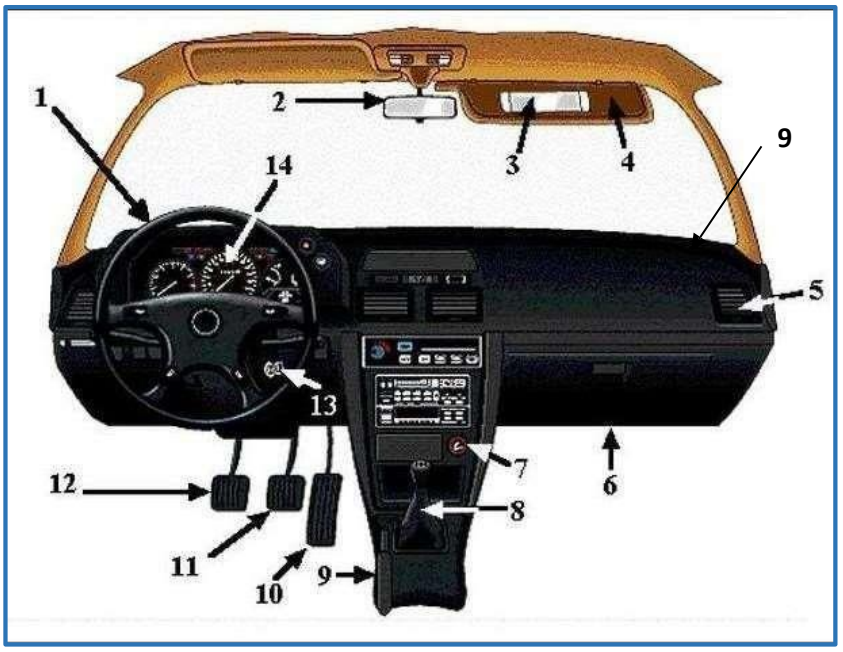
n) When the car mechanic arrived, he had to open the to find out why the car engine ~~wasn't functioning.~~

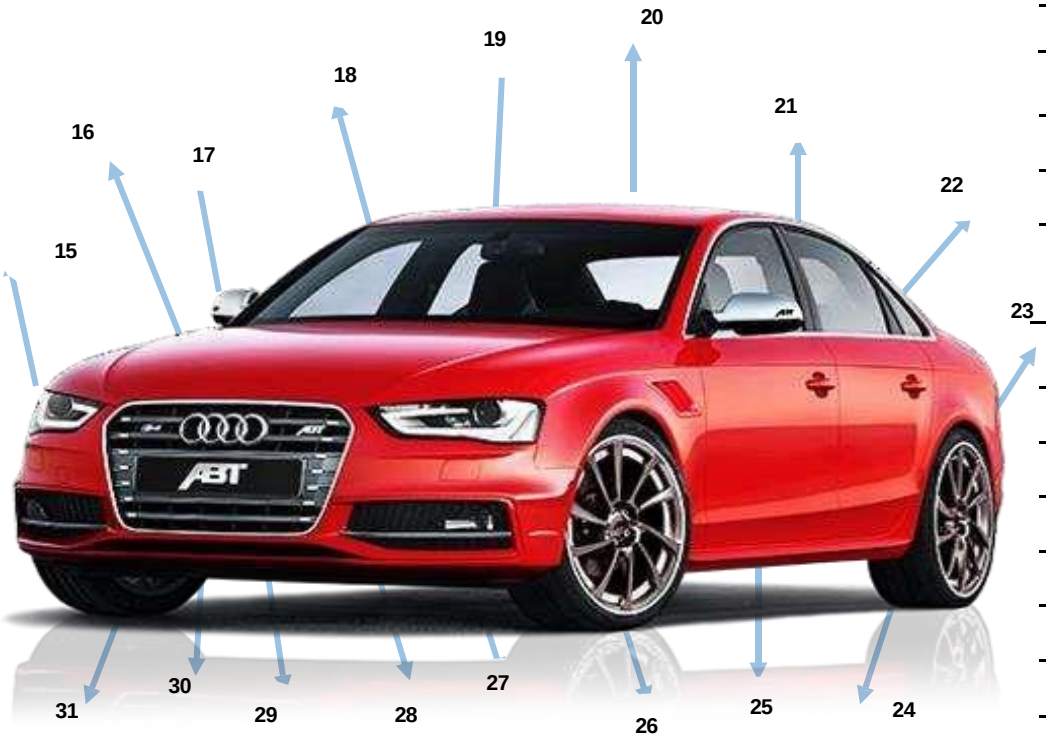
o) The police officer introduced the of the car in ~~the computer to find out who was the~~ owner.

p) When I saw the other car coming in my direction, I turned the_____to the right to avoid the crash.

q) If it is dark, you have to switch on the _____.

r) When I was backing into a parking space today, I ended up hitting the_____of another car.





____cigarette lighter

____accelerator

____ignition

____brake

____dashboard

____clutch

____gear lever

____glove compartment

____sun visor

____speedometer

____vanity mirror

____rear-view mirror

____steering wheel

____parking lights

____door handle

____roof

____bumper

____radiator

____fog light

____headlight

____tyre / tire

____door

____battery

____trade mark

____engine

____windshield / windscreen

____bonnet / hood

____license plate / numberplate

____radiator grille

____fender / mudguard

____boot / trunk

____hub cap

____seat belt

____mirror

____seat

____windshield wiper

Annex N 02

PEDRO RUIZ GALLO NATIONAL UNIVERSITY

FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION

POST GRADE SECTION

Good morning colleges. This is a Questionnaire that is going to help to develop a Project. Please answer the following questions with honesty. Thanks for your collaboration.

Title: Development of the Reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on Stephen Krashen's theory.

Problem: Students do not answer questions in a Reading comprehension in Technical texts.

1. Do you agree with the number of hours for technical English?

a. Yes ○ b. No ○

Why?_____

2. How many hours do you think would be the subject?

a.1-2 ○ b.3-4 ○ c.5-6 ○ d. More ○

3. Do you agree with the material of technical English of the institution?

a. Yes ○ b. No ○

Why?_____

4. What would be the best methodology that you will use to teach the reading comprehension skill?

a. Monitoring comprehension ○ b. Metacognition ○ c. Summarizing ○

d. Generating questions ○

5. How do you qualify actually your students in reading comprehension in the subject?

a. Very good ○ b. Good ○ c. Regular ○ d. Bad ○

6. What do you think is the main problem in the students about reading comprehension?

a. Lack of vocabulary ○ b. Teacher's methodology ○ c. Lack of attention ○

d. other, mention it_____

7. According to the problem mentioned in Question 6, What would you do to solve it?

_____

8. Do you consider the human development of the students to teach the subject?

a. Yes ○ b. No ○

Why?_____

9. How can you solve the problem about the curriculum (number of hours) of the subject?

a. Making a suggestion ○ b. Create a new curriculum ○ c. Adapted it to the reality ○ d. other, mention it_____

10. What of the following deficiencies do you consider in the list inside the institution for teaching the Technical English subject?

a. Lack of material ○ b. Lack of vocabulary ○ c. Lack of use of methodologies/ strategies ○ d. other, mention it_____.

Annex N 03

PEDRO RUIZ GALLO NATIONAL UNIVERSITY

FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION

POST GRADE SECTION

Good morning student. This is a Questionnaire that is going to help to develop a Project in order to help you in the Technical English Course. Please answer the following questions with honesty. Thanks for your collaboration.

Title: Development of the Reading comprehension skill in students of Senati Chiclayo using an innovative strategy based on Stephen Krashen's theory.

Problem: Students do not answer questions in a Reading comprehension in Technical texts.

1. Do you agree with the schedule given for the Technical English Course?

a. Yes ○ b. No ○

Why?_____

2. How many questions of a text do you answer in a correct form?

a.1-2 ○ b.3-4 ○ c.5-6 ○ d. None ○

3. Do you like reading technical texts in English?

a. Yes ○ b. No ○

Why?_____

4. What would be the best way to learn the Technical English?

a. Repeating ○ b. Listening a lot ○ c. Practising everyday ○ d. other form: mention it_____

5. How many hours a week would be fine for the subject?

a.1-2 hours ○ b.3-4hours c.5-6 hours d. other option, write it_____

Annex N 04

PEDRO RUIZ GALLO NATIONAL UNIVERSITY

FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION

POST GRADE SECTION

Good morning student. This is a Questionnaire that is going to help to develop a Project in order to help you in the Technical English Course. Please answer the following questions with honesty. Mark in the correct column. Thanks for your collaboration.

Title: Development of the Reading comprehension skill in students of SENATI Chiclayo using an innovative strategy based on Stephen Krashen's theory.

Problem: Students do not answer questions in a Reading comprehension in Technical texts.

Item	Always	General	Sometimes	Rarely	Never
1.When I read, I understand almost everything.					
2.It's easy for me to remember vocabulary in a reading.					
3.When I don't know a word I try to understand it according to the context.					
4.I understand at least half of the questions.					
5.I answer at least a half of the questions in the text.					
6.My teacher use dictation to teach the reading comprehension.					
7.My teacher explain the text or the questions.					

8.I agree with the methodology of my teacher in class.					
9.I prefer other methodology or strategy in class.					
10.I agree that this subject is important for my career.					

Annex N 05

PEDRO RUIZ GALLO NATIONAL UNIVERSITY

FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION

POST GRADE SECTION

OBSERVATION GUIDE TO THE STUDENTS

NUMBER:_____DATE:_____

LEVELS OF READING COMPREHENSION

Dimensions	Indicators	Excellent	Good	Regular	Bad	Total
Literal level	-Read with a good pronunciation.					
	-Retain information while the lector process.					
	-Find the main idea.					
	-Underline the principal ideas of the reading.					
	-Use proper and expressive vocabulary					
	-Understand the content of the text through the answer to the formulated questions.					
Inferential level	-Show abilities to read and understand.					
	-Give conclusions about the reading.					

	-Ask and answer comprehension questions.					
Criterial level	-Give critical opinion about what he reads.					
	-Agree with the opinions of his partners.					
Approval of the product of the process teaching-learning	-Level of evaluation of the results, process and application of the strategies of reading comprehension.					

Legend

Excellent : 17-20

Good : 15-16

Regular : 12-14

Bad : 11-10

LESSON PLANS

Annex 06

Lesson Plan 1

TOPIC: "What is the engine?"

DURATION: 2 pedagogical hours

LEVEL: Automotive Mechanic Students (3rd cycle)

PLACE: "SENATI" Chiclayo

RATIONALE: To motivate and challenge to read in English.

OBJECTIVE: To learn and comprehend the use of the engine for their careers in a natural way.

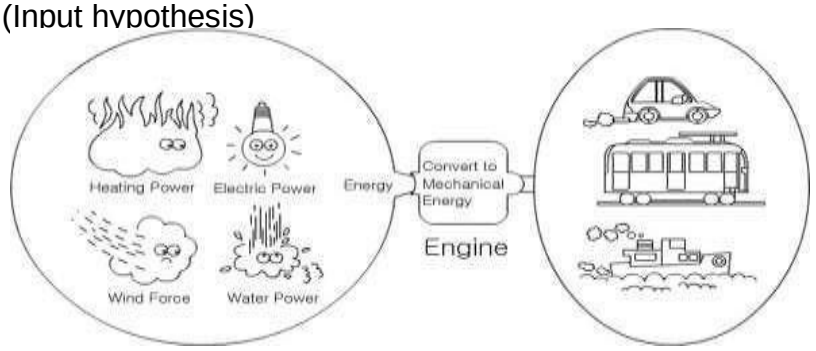
METHODOLOGY:

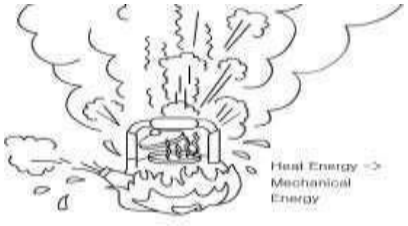
- Natural Learning.

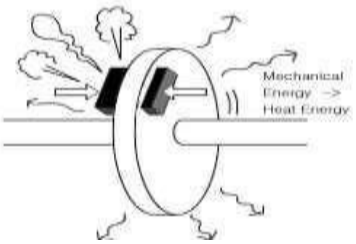
Activities:

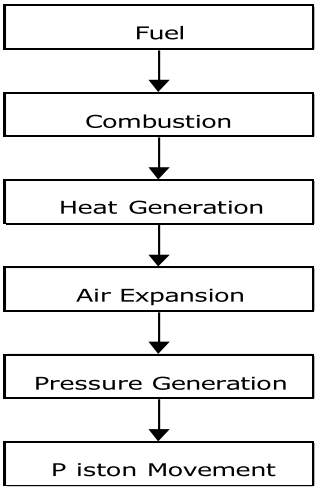
1. Beginning

Explore the context: The teacher shows pictures, drawings in order to the content of the text. (Input hypothesis)









SKIMMING: (Input Hypothesis)

- The students look at the headings, subheadings, guiding questions, visual illustrations, etc.
- Students guess the meaning of unknown words by the context.

PAIR WORK: (Affective filter/ Inputhypothesis)

- The students work in pairs for a quick brainstorm to discover what they know about the topic.
- The students answer What do you know about the engine?

2. Middle class:

PLAY A GAME: (Input)

- The students practice the vocabulary with a bingo or memory game to consolidate the vocabulary and give learners speaking, listening, reading and writing practice.

- The teacher gives them a list of words and they only have to choose nine words.
  Fuel, source, combustion, covers, heat, fluid, exhausted, bottle, pot, moving, combustion, pushing, expansion, pressure, air, piston, engine, movement, mechanical, water.

BINGO

Fuel	combustion	heat
Expansion	pressure	air
Piston	engine	movement

Comprehension Questions: (The Monitor hypothesis)

- The teacher reads aloud the comprehension questions about the passage to his or her class.

- The teacher explains or translates the questions to stimulate students' understanding.

Students answer these questions in pairs

Questions:

1. What is the engine?
2. What is important about the engine?
3. How is the heat energy changed into the mechanical energy?
4. How do you define gasoline engine?
5. Where is the heat acquired?

SILENT READING: (Acquisition Learning Hypothesis)

- The students read the passage silently.
- The students should try to find the appropriate answers of comprehension questions while reading.

SCANNING: (Acquisition Learning Hypothesis)

- The teacher teaches students to underline, highlight, make notes and list unknown vocabulary.
- The students check the meaning of the unknown words in a dictionary.

ORAL READING: (Monitor Hypothesis)

- The teacher reads the passage aloud as a model and let´s his/her students listen carefully.

The students repeat after the teacher.

SUMMARIZE: (Acquisition Learning Hypothesis)

- Retell what you read, but keep it short.

CROSSWORD OR PUZZLE: (Natural Order)

- The students develop some exercises using synonyms, antonyms and definitions through crosswords, puzzles or matching activities to practice the new vocabulary. Match the words with their meanings:

1. Fuel	( )	Coal or oil, burned to produce heat or power.
2.Combustion	( )	Action of expanding
3.Pressure	( )	Process of burning.
4.Engine	( )	Mixture of gases that we breathe.
5. Expansion	( )	Round plate or short cylinder that moves up and down inside a tube, used in engines, pumps, etc.

6.Heat	( )	Force or weigh with which something presses against something else
7.Boils	( )	Machine that changes energy into movement
8.Piston	( )	Become or make something hot.
9.Air	( )	Act of moving the body or part of the body.
10.Movement	( )	Bubble and change into steam or vapor by being heated.

3. End of the class

PERSONALIZE: (Acquisition Learning Hypothesis)

- The students write some true sentences about themselves using the new vocabulary.

Report one sentence to the class in oral way.

Pictionary: (Acquisition Learning Hypothesis)

The teacher gives students a vocabulary with their proper pictures or meanings.

Vocabulary

1. Engine: Máquina
2. Define: definir
3. Covers: cubre
4. Source: fuente
5. Heat: calor
6. Force: fuerza
7. Fluid: fluido
8. Loss: perdida
9. Pressure: presión
10. Push up: aumentar, subir

Evaluation:

These strategies for being such a proposal work has an evaluation proposal, this design has taken into account the objectives, the content and the students' learning process development , in this case students will be asked if they like the activity. This evaluation is design to be applied at the end of the lesson.

I. Objectives of the Strategies:

1.- They were achieved: Yes _____ No_____

2.- They were succeed: Yes _____ No_____

II. Contents of the Strategies:

1.- Students get familiarized with the topic : Yes_____ No_____

2.- The strategies were related to the content: Yes _____ No_____

III. Students' learning process development

1.- Students like the activity: Yes _____ No_____

2.- They learnt new things: Yes _____ No_____

3.- The process development was comfortable for students and teacher: Yes_____ No_____

Recommendations:

- Working in pairs less stress and help improving reading comprehension, putting aside shyness and fear.

CONCLUSIONS:

- Social and cultural method helps students to be more confident while reading.
- Visual aids are very important to grab the attention and make them read in English in a natural way.

Bibliography:

-Senati Manual for Automotive Mechanic

Reading Text

What is the engine?

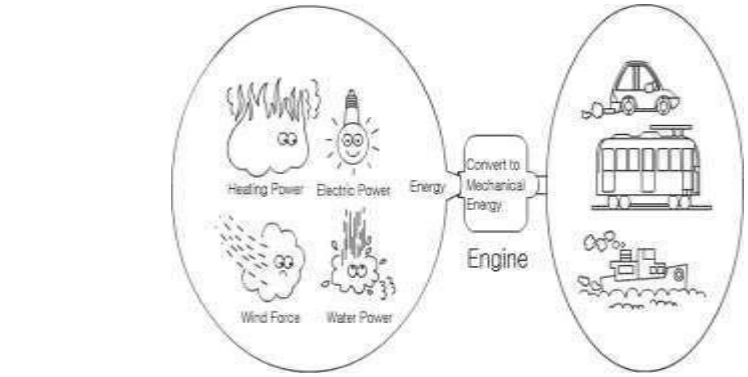
This book introduces about the automobile engine especially the gasoline engine.

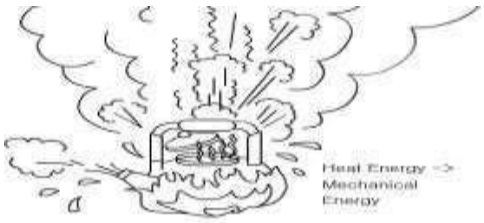
However, it is very complicated to define about the engine, so called, what the engine is. In general concept, the engine is 『 the devices driving something by changing the energy in the natural source such as fire, wind or electric material to the mechanical energy continuously』. There are many types of the engine and they are driven in different ways.

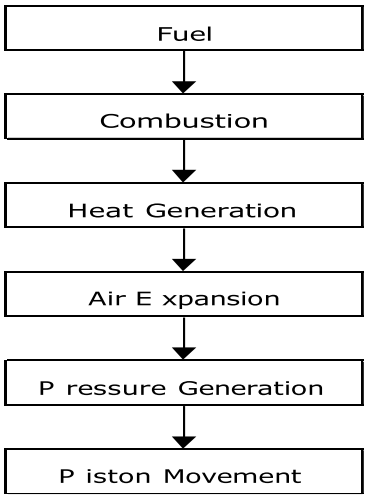
Therefore, we can define the gasoline engine, as a kind of combustion device in other word, the 『device changing the heat acquired by combusting the gasoline to the mechanical force for driving the vehicles』.

How is the heat energy changed into the mechanical energy? For example, the bottle or pot. As they are heated, the covers move with a noise.

The heat acquired from the gas or electric energy boils the water so as to make the water vapour pushing up the cover of the bottle or pot.







There is an important thing. The moving force is not come from the heat energy, but

the hot air or vapour by the heat works.

That is, the media is need for changing the energy form. This media is the working fluid in the technical terminology. The working fluid for the gasoline engine is the air in-taken with the gasoline into the engine and then combusted and exhausted.

The procedure for transmitting the fuel to the mechanical energy in the vehicle engine will be explained in the following sections.

In this process, the working fluid is the air. If there is no working fluid, the energy transformation shall not be performed.

In contrary, think about the transforming the mechanical energy to the heat energy. In the vehicle, the brake is the represented example. The principle is the friction heat coming from the rubbing or striking the two materials. We can warm our hands by rubbing each other, that is, the moving force(rubbing) can easily transform to the heat energy (warming hands). At this time, there is no working fluid. The force is changed into heat directly.
However, when the heat energy is transformed into the mechanical energy, there must be a working fluid. Being the media for the transforming the energy, there should be a lot of loss of energy, at any case. Therefore, how much energy of the heat can be transformed into the mechanical energy, the efficiency, is an important factor in the engine.

Lesson Plan 2

TOPIC: "The Principle of the battery"

DURATION: 2 pedagogical hours

LEVEL: Automotive Mechanic Students (3rd cycle)

PLACE: "SENATI" Chiclayo

RATIONALE: To motivate and challenge to read in English.

OBJECTIVE: To learn and comprehend the use of the battery for their careers in a natural way.

METHODOLOGY:

- Natural Learning.

Activities:

1. Beggining

EXPLORE THE CONTEXT: (Input hypothesis)

- The teacher shows pictures, drawings or real objects that relate in order to the content of the text.

SKIMMING: (Input hypothesis)

- The students look at the headings, subheadings, guiding questions, visual illustrations, etc.
- Students guess the meaning of unknown words by the context.

PAIR WORK: (Input hypothesis)

- The students work in pairs for a quick brainstorm to discover what they know about the topic.
- The students answer some questions.
- The students answer the question What do you know about the battery?

PLAY A GAME: (Input hypothesis)

The students practice the vocabulary with a bingo or memory game to consolidate the vocabulary and give learners speaking, listening, reading and writing practice.

- The teacher gives them a list of words and they only have to choose nine words.

Principle, plate, melted, storage, voltage, mostly, energy, electricity, cell, hydrogen, device, load, operations, through, copper, ion, resistor, flow, converting, solution.

BINGO

principle	Energy	electricity
cell	Plate	hydrogen
load	Device	melted

2. Middle Class

COMPREHENSION QUESTIONS: (The Monitor hypothesis)

- The teacher reads aloud the comprehension questions about the passage to his or her class.
- The teacher explains or translate the questions to stimulate students' understanding.

I. **Read the text and answer the questions.**

1. What is the battery?

a) an electrical tool b) an electrical device c) an electrochemical device

2. How many cells does it have?

a) one b) five c) two

3. **What is the battery for?**

---

4. **What's the difference between the primary and secondary cell?**

---

5. **Do you think battery is important?**

SILENT READING: (Acquisition Learning Hypothesis)

- The students read the passage silently.

The students should try to find the appropriate answers of comprehension questions while reading.

SCANNING: (Acquisition Learning Hypothesis)

- The teacher teaches students to underline, highlight, make notes and list unknown vocabulary.
- The students check the meaning of the unknown words in a dictionary.

ORAL READING: (The Monitor hypothesis)

- The teacher reads the passage aloud as a model and let´s his/her students listen carefully.
- The students repeat after the teacher.

3. End of the lesson:

SUMMARIZE: (Acquisition Learning Hypothesis)

- Retell what you read, but keep it short.

CROSSWORD OR PUZZLE: (The Natural Order Hypothesis)

- The students develop some exercises using synonyms, antonyms and definitions through crosswords, puzzles or matching activities to practice the new vocabulary.

1.device	( )( ) Quantity that can be carried.
2.battery	( ) ( ) Flow of electricity
3.cell	( ) ( ) Space used for keeping something in a place until it is
4.plate	(()) A chemical element
5.charge	( ) Become liquid as a result of
6.melted	( ) Put electricity into a battery
7.copper	( ) Flat thin sheet of metal
8.storage	( ) Device for producing electric current by chemical action
9.current	( ) Device for supplying electricity
10.load	( ) Object designed to do a particular

PERSONALIZE: (Acquisition Learning Hypothesis)

- The students write some true sentences about themselves using the new vocabulary.
- Report one sentence to the class in oral way.

Pictionary: (Acquisition Learning Hypothesis)

- The teacher gives students a vocabulary with their proper pictures.

Vocabulary:

1. chemical: químico
2. cell: célula
3. device: dispositivo
4. charge: carga
5. recharge: recargar
6. discharge: descargar
7. plate: placa, lámina
8. melt: derretir
9. copper: cobre
10. storage: almacenar
11. current: corriente
12. load: carga
13. lead: plomo, plomería.

Evaluation:

These strategies for being such a proposal work has an evaluation proposal, this design has taken into account the objectives, the content and the students' learning process development , in this case students will be asked if they like the activity. This evaluation is design to be applied at the end of the lesson.

Objectives of the Strategies:

1.- They were achieved: Yes_____ No_____

2.- They were succeed: Yes _____ No_____

Contents of the Strategies:

1.- Students get familiarized with the topic : Yes _____ No_____

2.- The strategies were related to the content: Yes_____ No_____

Students' learning process development

1.- Students like the activity: Yes _____ No_____

2.- They learnt new things: Yes _____ No_____

3.- The process development was comfortable for students and teacher:
Yes_____No_____

Recommendations:

- Working in pairs less stress and help improving reading comprehension, putting aside shyness and fear.

CONCLUSIONS:

- Social and cultural method helps students to be more confident while reading.
- Visual aids are very important to grab the attention and make them read in English in a natural way.

Bibliography:

-Senati Manual for Automotive Mechanic

Reading text

1. The Principle of the Battery

The Battery is an electrochemical device converting a chemical energy to the electrical energy through the chemical operations of the electricity. It is classified into the primary cell and the secondary cell.

1.1 The Primary Cell

When a copper plate and a zinc plate are put into a dilute sulfuric acid solution, the zinc will be melted by the sulfur to be zinc ion (Zn++) having the positive (+) electricity, therefore, the negative (-) electric charge will be collected to the zinc plate side. And the hydrogen ion (H+) will move to the copper plate from repulsing by the zinc ion. Therefore, the hydrogen ion will give the positive (+) charge to the copper plate, so the copper plate will have the positive charge. Consequently, a voltage difference will be occurred between the zinc plate and the copper plate.

By connecting an external load (resistor) between the copper plate and the zinc plate, an electric current will flow from the copper plate to the zinc plate through the external load. Using this device, the chemical energy will be changed to the electrical energy. For the primary cell, after it is discharged at once, it is impossible to be recharged again.

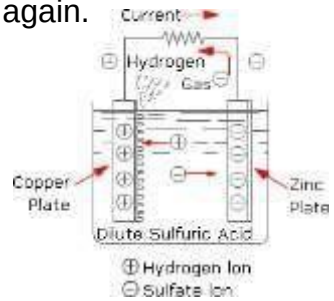


Fig. 1-1. The Principle of the Primary cell

1.1.2 The Secondary Cell

This type is generally called as the storage battery. It can be recovered the battery function by recharging after it is discharged. In the vehicles, this secondary cell is mostly used. When electric loads are connected to the battery terminals, a voltage will be generated by the chemical reaction between the electrode plates and the electrolyte in the battery.

The storage battery, generally, is the lead-acid battery in which the dilute sulfuric acid is used for the electrolyte, the lead peroxide is used for the positive plate (anode) and the pure lead is used for the negative plate (cathode).

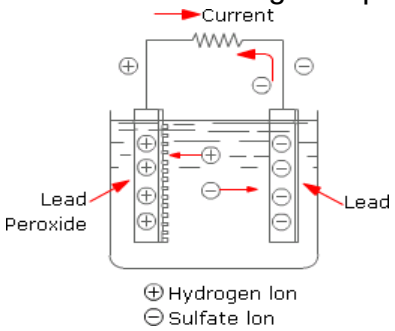


Fig. 1-2 The Principle of the Lead-acid Battery

Lesson Plan 3

TOPIC: "Kinds of charger"

DURATION: 2 pedagogical hours

LEVEL: Automotive Mechanic Students (3rd cycle)

PLACE: "SENATI" Chiclayo

RATIONALE: To motivate and challenge to read in English.

OBJECTIVE: To learn and comprehend the kinds of the charger for their careers in a natural way.

METHODOLOGY:

- Natural Learning

1. **Beginning:**

EXPLORE THE CONTEXT: (Input Hypothesis)

- The teacher shows pictures, drawings or real objects that relate in order to the content of the text.

SKIMMING: (Input Hypothesis)

- The students look at the headings, subheadings, guiding questions, visual illustrations, etc.
- Students guess the meaning of unknown words by the context.

PAIR WORK: (Input Hypothesis)

- The students work in pairs for a quick brainstorm to discover what they know about the topic.
- The students answer the question What do you know about the kinds of charger?

PLAY A GAME: (Input Hypothesis)

The students practice the vocabulary with a bingo or memory game to consolidate the vocabulary and give learners speaking, listening, reading and writing practice.

- The teacher gives them a list of words and they only have to choose nine words.

engine, torque, density, air, oxygen, high, power, system, combustion, chamber, device, charger, turbocharger, turbine, supercharger, driving, compressor, flow, speed, rotate, crankshaft, housing, force.

BINGO

engine	turbine	Driving
housing	high	Torque
system	force	Compressor

2. Middle Class:

COMPREHENSION QUESTIONS: (Monitor hypothesis)

- The teacher reads aloud the comprehension questions about the passage to his or her class.

The teacher explains or translate the questions to stimulate students' understanding.

1. What is a charger?
2. How many kinds of charger are there?
3. What is the difference between the Turbocharger and Supercharger?
4. What is the function of the engine?
5. Do you think the charger is important?

SILENT READING: (Acquisition/Learning hypothesis)

The students read the passage silently.

The students should try to find the appropriate answers of comprehension questions while reading.

SCANNING: (Acquisition/Learning hypothesis)

- The teacher teaches students to underline, highlight, make notes and list unknown vocabulary.

- The students check the meaning of the unknown words in a dictionary.

ORAL READING: (Monitor hypothesis)

- The teacher reads the passage aloud as a model and let´s his/her students listen carefully.

The students repeat after the teacher.

3. End of the class

SUMMARIZE: (Acquisition/Learning hypothesis)

- Retell what you read, but keep it short.

CROSSWORD OR PUZZLE: (The Natural Order hypothesis)

- The students develop some exercises using synonyms, antonyms, definitions through crosswords, puzzles or matching activities to practice the new vocabulary.

1.CHARGER	( )	Engine driven by a wheel that is turned by a current of water, steam, air or gas.
2.TURBINE	( )	a person or thing that compresses, esp. a pump for increasing pressure of gases.
3.COMPRESSOR	( )	something that produces or tends to produce torsion or rotation.
4.CRANKSHAFT	( )	a shaft having one or more cranks.
5.TORQUE	( )	Device for charging batteries.
6.INLET	( )	Amount of food, drink, etc that you take into your body
7.INTAKE	( )	Enclosed space
8.CHAMBER	( )	Force something to move somewhere
9. DRIVING	( )	The part of a gas turbine that compresses the air before it enters the combustion chambers
10.OUTPUT	( )	Power, energy, etc produced by a piece of equipment.

PERSONALIZE: (Acquisition/Learning hypothesis)

- The students write some true sentences about themselves using the new vocabulary.
- Report one sentence to the class in oral way.

Pictionary: (Acquisition/Learning hypothesis)

- The teacher gives students a vocabulary with their proper pictures.

Vocabulary:

1. Engine: motor
2. Charger: cargador
3. Output: salida
4. Torque: torcer, rotar.
5. Force: fuerza
6. High: Alto
7. Housing: Armazón, caja.
8. Low: bajo
9. Leak: escape. Fuga.
10. Gap: hueco, espacio.

Evaluation:

These strategies for being such a proposal work has an evaluation proposal, this design has taken into account the objectives, the content and the students' learning process development , in this case students will be asked if they like the activity. This evaluation is design to be applied at the end of the lesson.

Objectives of the Strategies:

1.- They were achieved: Yes _____ No_____

2.- They were succeed: Yes _____ No_____

Contents of the Strategies:

1.- Students get familiarized with the topic : Yes___ No_____

2.- The strategies were related to the content: Yes_____ No_____

Students' learning process development

1.- Students like the activity: Yes _____ No_____

2.- They learnt new things: Yes _____ No_____

3.- The process development was comfortable for students and teacher:

Yes_____No_____

Recommendations:

- Working in pairs less stress and help improving reading comprehension, putting aside shyness and fear.

CONCLUSIONS:

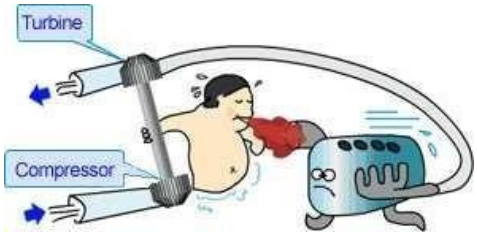
- Social and cultural method helps students to be more confident while reading.
- Visual aids are very important to grab the attention and make them read in English in a natural way.

Bibliography:

-Senati Manual for Automotive Mechanic

Reading Text

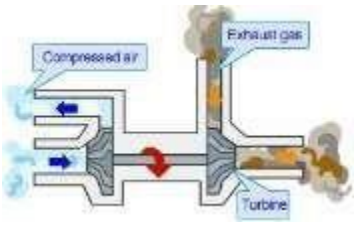
Kinds of charger

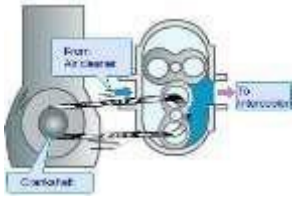


The basic of increasing the engine power and torque is『How more oxygen can be inhaled into the engine』. For example, if the density and amount of inlet air is high, then the power and torque shall be high.

Additionally, by developing the intake system and combustion chamber, it is possible to intake more air. One of possible methods is『to compress the air and to inhale』, that is, to use auxiliary device, the charger.

There are some types in the chargers. Typically, there are a **Turbocharger** type in which the charger is driven by the exhaust turbine, and a **Supercharger** type in which the supercharger is driven in mechanically using driving force of some part (such as crankshaft rotation).





Turbocharger

Supercharger

The Turbocharger is, as the “Turbine driving charger”, a system compressing air by the compressor rotating a turbine using the exhaust gas flow. It is possible to get high power output using a small device. However, when the engine is rotating with low speed, the turbine can not rotate with high speed, so the compressing power is not enough and the acceleration will be delayed.

Therefore, even the accelerator is pressed the engine rotation may not be response immediately, that is **Turbo Lag**. The lag means the time delay.

As driven by the interlocking mechanism with the crankshaft, the Supercharger, the mechanical supercharger, has the well response. However, in the low engine speed, the engine efficiency will be worse by increasing leak air through the gap between the rotor and the housing. In the high engine speed, the driven force loss may be increased. To recover these defects, the structure of supercharger system may be changed or the Turbocharger and the Supercharger may be combined to new system.

The engine without such supercharger is called as the naturally aspirate engine or NA engine.

Lesson Plan 4

TOPIC: "Noise of the engine"

DURATION: 2 pedagogical hours

LEVEL: Automotive Mechanic Students (3rd cycle)

PLACE: "SENATI" Chiclayo

RATIONALE: To motivate and challenge to read in English.

OBJECTIVE: To learn and comprehend the noise of the engine for their careers in a natural way.

METHODOLOGY:

- Natural Learning.

1. Beginning.

EXPLORE THE CONTEXT: (Input hypothesis)

- The teacher shows pictures, drawings or real objects that relate in order to the content of the text.

SKIMMING: (Input hypothesis)

- The students look at the headings, subheadings, guiding questions, visual illustrations, etc.
- Students guess the meaning of unknown words by the context.

PAIR WORK: (Input hypothesis)

- The students work in pairs for a quick brainstorm to discover what they know about the topic.
- The students answer the question What do you know about the noise of the engine?

PLAY A GAME: (Input hypothesis)

The students practice the vocabulary with a bingo or memory game to consolidate the vocabulary and give learners speaking, listening, reading and writing practice.

- The teacher gives them a list of words and they only have to choose nine words.

noise, engine, sounds, between, rotate, speed, louder, shift, change, up, down, gear, driver, help, notice, shall, may, made, force, combustion, bump, chain, valve.

BINGO

Noise	sounds	Speed
Shift	up	Gear
Help	notice	Bump

2. Middle Class

COMPREHENSION QUESTIONS: (Monitor Hypothesis)

- The teacher reads aloud the comprehension questions about the passage to his or her class.

The teacher explains or translates the questions to stimulate students' understanding.

1. Which is larger the combustion noise or mechanical noise?
2. Why is caused the mechanical sounds?
3. What happen if the engine rotates with high speed?
4. When will the noise be louder?
5. Why is the noise of the engine important?

SILENT READING: (Acquisition/Learning Hypothesis)

- The students read the passage silently.
- The students should try to find the appropriate answers of comprehension questions while reading.

SCANNING: (Acquisition/Learning Hypothesis)

- The teacher teaches students to underline, highlight, make notes and list unknown vocabulary.

- The students check the meaning of the unknown words in a dictionary.

ORAL READING: (Monitor Hypothesis)

- The teacher reads the passage aloud as a model and let´s his/her students listen carefully.
- The students repeat after the teacher.

Phase 3: Post Reading

SUMMARIZE: (Acquisition/Learning Hypothesis)

- Retell what you read, but keep it short.

CROSSWORD OR PUZZLE: (Natural Order Hypothesis)

- The students develop some exercises using synonyms, antonyms, definitions through crosswords, puzzles or matching activities to practice the new vocabulary.

1.NOISE	( )	Change in position or direction
2.SHIFT	( )	Act of being useful
3.HELP	( )	Paying attention to something or knowing about something
4.SPEED	( )	Sound, especially when loud or unpleasant
5.GEAR	( )	Became or make something different
6.NOTICE	( )	Rate at which something moves, go quickly
7.BUMP		
8.CHANGE	( )	Hit something against or on something by accident
9.CHAIN	( )	Making a lot of noise.
10.LOUDER	( )	Length of metal rings joined together

PERSONALIZE: (Acquisition/Learning Hypothesis)

- The students write some true sentences about themselves using the new vocabulary.

- Report one sentence to the class in oral way.

Pictionary: (Acquisition/Learning Hypothesis)

- The teacher gives students a vocabulary with their proper pictures.

Vocabulary:

1. Noise: ruido.
2. Engine: motor
3. Rocker arm: balancín
4. Notice: darse cuenta
5. Speed: velocidad
6. Gear: rueda dentada
7. Bump: golpe
8. Hood: cubierta
9. Dashboard: Panel de control
10. Boundary: límite, frontera
11. Rotate: rotar
12. Change: cambio
13. Shift: Palanca de cambio.
14. May: puede ser
15. Up: Arriba
16. Down: abajo
17. Should: Deber(ia)
18. Force: fuerza
19. Camshaft: Palo de leva.
20. Hit: Golpe.

Evaluation:

These strategies for being such a proposal work has an evaluation proposal, this design has taken into account the objectives, the content and the students' learning process development , in this case students will be asked if they like the activity. This evaluation is design to be applied at the end of the lesson.

Objectives of the Strategies:

1.- They were achieved: Yes _____ No_

2.- They were succeed: Yes _____ No_

Contents of the Strategies:

1.- Students get familiarized with the topic : Yes___ No_____

2.- The strategies were related to the content: Yes_____ No_____

Students' learning process development

1.- Students like the activity: Yes _____ No_____

2.- They learnt new things: Yes _____ No_____

3.- The process development was comfortable for students and teacher:
Yes_____No_____

Recommendations:

- Working in pairs help improving reading comprehension, putting aside shyness and fear.

CONCLUSIONS:

- Social and cultural method helps students to be more confident while reading.
- Visual aids are very important to grab the attention and make them read in English in a natural way.

Bibliography:

-Senati Manual for Automotive Mechanic

Photos of the students

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FACULTY OF HISTORICAL SOCIAL SCIENCES AND EDUCATION
POSTGRADUATE UNIT
MASTER'S DEGREE PROGRAM IN EDUCATIONAL SCIENCE

THESIS

"DEVELOPMENT OF THE READING COMPREHENSION SKILL IN STUDENTS OF SEXTO CHICLAYO USING AN INNOVATIVE STRATEGY BASED ON THEORY OF SECOND LANGUAGE ACQUISITION BY STEPHEN KRASHEN"

AUTHORS :

SUPERVISOR :

LAMBAYEQUE-PERU 201

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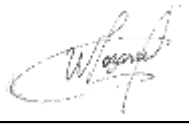
YO, **Dr. Lozano Díaz, Wilson,** usuario revisor del documento titulado **"Development of the Reading comprehension skill in students of SENATI Chiclayo using an innovative strategy base on Theory of Second Language Acquisition by Stephen Krashen de la Unidad de Maestría con mención en Didáctica del Idioma Inglés de la FACHSE-UNPRG Lambayeque 2018,** cuyas autoras son, **Saavedra Carbajal, Cynthia Mirella** , identificada con documento de identidad N° 42350929 y **Sánchez Marín, Grisell Aline,** identificada con documento de identidad N° 42567286 declaro que la evaluación realizada por el Programa informático, ha arrojado un porcentaje de similitud del 19%, verificable en el Resumen de Reporte automatizado de similitudes que se acompaña.

El suscrito analizó dicho reporte y concluyó que cada una de las coincidencias detectadas dentro del porcentaje de similitud permitido no constituyen plagio y que el documento cumple con la integridad científica y con las normas para el uso de citas y referencias establecidas en los protocolos respectivos.

Se cumple con adjuntar el Recibo Digital a efectos de la trazabilidad respectiva del proceso.

Lambayeque, 10 de Marzo de 2023



Lozano Díaz, Wilson

ASESOR

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