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**PROGRAMA DE MAESTRÍA EN CIENCIAS DE LA EDUCACIÓN
CON MENCIÓN EN DIDÁCTICA DEL IDIOMA INGLÉS**

**APPLICATION OF CONTEXTUALIZED STUDY GUIDES IN THE
DOMAIN OF ENGLISH TO IMPROVE THE COMPREHENSION OF
WRITTEN TEXTS AT LITERAL LEVEL AMONG HIGH SCHOOL
STUDENTS IN SECOND GRADE GROUP "A" AT SERAFÍN
FILOMENO HIGH SCHOOL - MOYOBAMBA 2016.**

**Tesis para optar el Grado Académico de Maestra en ciencias de la
educación con Mención en Didáctica del Idioma Inglés**

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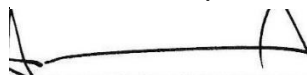
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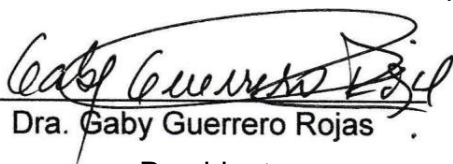
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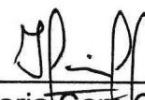
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DEDICATION

To God for giving us life, and to our dear parents for their advice and support, a symbol of our perseverance.

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To the teachers at Pedro Ruiz Gallo University who shared their knowledge and educational experience for our professional training, and especially to the teacher Ricardo Coronel for his unconditional support.

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ABSTRACT

The present investigation had as a general objective: to determine the degree of effectiveness of Contextualized study guides in the subject of English to improve the comprehension of written texts at literal level among second grade students at Serafín Filomeno High School – Moyobamba. The investigation methodology employed was of an applied nature in its quasi-experimental level, entitled: Design of two non-equivalent groups, one experimental Group “A” and one control group. The scientific problem is set out in this way: What is the degree of effectiveness of the application of contextualized study guides in the subject of English, to improve the comprehension of written texts at literal level among second grade high school students at Serafín Filomeno High School – Moyobamba?

As a hypothesis we have: If contextualized study guides are adequately applied in the subject of English, there will be a significant improvement in the comprehension of written texts at literal level among students in second grade Group “A” at Serafín Filomeno High School – Moyobamba, 2016.

The methods employed corresponded to the quantitative paradigm, because the data from the pre-test and post-test, these being instruments characteristic of this paradigm about variables in text comprehension, was collected and analyzed, to be processed into tables and statistical graphs, and to test the previously established hypothesis.

From the discussion about the results obtained, as conclusions, we can say that the degree of effectiveness of contextualized study guides in the subject

of English, for the improvement of comprehension of written texts at literal level among high school students in second grade Group “A” at Serafín Filomeno High School – Moyobamba 2016, has been determined.

According to the results obtained, on the basis of the comparison between the two groups, in both the pre-test and the post-test, it was proven that the application of contextualized study guides in the subject of English, significantly improves the comprehension of written texts at literal level. After applying the stimulus, according to the results of the post-test, in the experimental group the average reaches 15.76; that is to say, a good level of comprehension of written texts at literal level is attained by the second grade students at Serafín Filomeno High School – Moyobamba.

RESUMEN

El presente trabajo de investigación tuvo como objetivo general: Determinar el grado de eficacia de las guías contextualizadas en el área de inglés para mejorar la comprensión de textos escritos en el nivel literal en los estudiantes del segundo grado de la I.E. Serafín Filomeno –Moyobamba. Se empleó una metodología de investigación tipo aplicada en su nivel cuasi experimental, denominado: Diseño de dos grupos no equivalentes, un grupo experimental y un grupo control. El problema científico se redacta así: ¿Cuál es el grado de eficacia que tiene la aplicación de guías didácticas contextualizadas en el área de inglés, para mejorar la comprensión de textos escritos en el nivel literal en los estudiantes del segundo grado de educación secundaria de la I.E. Serafín Filomeno-Moyobamba?

Como contrastación de hipótesis tenemos: Si las guías didácticas contextualizadas son aplicadas adecuadamente en el área de inglés, mejorará significativamente la comprensión de textos escritos en el nivel literal en los estudiantes del segundo grado A de la I.E. Serafín Filomeno–Moyobamba, 2016.

Los métodos empleados correspondieron al paradigma cuantitativo, porque se recogieron y analizaron los datos del pre-test y post-test instrumentos propios de este paradigma sobre variables de comprensión de textos para procesarlos en tablas y figuras estadísticas, y probar la hipótesis establecida previamente.

De la discusión de resultados obtenidos, como conclusiones, podemos decir que determinó el grado de eficacia de los guías didácticas contextualizadas

en el área de inglés, para mejorar la comprensión de textos escritos en el nivel literal en los estudiantes del segundo grado A de educación secundaria de la I.E. Serafín Filomeno-Moyobamba 2016.

De acuerdo a los resultados obtenidos, en base a la comparación de los dos grupos, tanto en el Pre-test como en Posttest, se comprobó que la aplicación de guías didácticas contextualizadas en el área de inglés, mejora significativamente la comprensión de textos escritos en el nivel literal. Luego de aplicar el estímulo, según los resultados del Posttest, en el grupo experimental el promedio llega a 15,76; es decir, se ubican en un nivel bueno de comprensión de textos escritos en el nivel literal en los estudiantes del segundo grado de la I.E. Serafín Filomeno –Moyobamba.

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INTRODUCTION

Currently, it can still be observed that English teaching is carried out by means of traditional methods: dictation, repetition, etc, which bore and discourage students in their learning process. Besides, it is not taken into account that text comprehension is an important factor in learning a language.

Reading generates the immediate grasping of the text's meaning, therefore the text must be of interest to the student. If the text written in English were based on the student's reality, in their need to learn, and if they had the support of a good Contextualized Study Guide developed with adequate strategies; by deduction, it would be easier for the student to accomplish learning, discovering the meaning of all the terms employed in the text.

Faced with this reality, with the purpose of improving the comprehension of written texts; we carried out the investigation entitled: **APPLICATION OF CONTEXTUALIZED STUDY GUIDES IN THE SUBJECT OF ENGLISH TO IMPROVE THE COMPREHENSION OF WRITTEN TEXTS AT LITERAL LEVEL AMONG HIGH SCHOOL STUDENTS IN SECOND GRADE GROUP "A" AT SERAFÍN FILOMENO HIGH SCHOOL – MOYOBAMBA**; which is orientated towards improving text comprehension, through contextualized texts and practical exercises drawn from the reading material and prepared at literal level, with which the students will be able to solve comprehension problems in a clear and simple way which will allow them to better understand and comprehend texts written in English.

Our General objective is to determine the degree of effectiveness of contextualize study guides in the subject of English for the improvement of the comprehension of written texts at literal level among second grade students group A at Serafin Filomeno High School- Moyobamba. The specific objectives are : to create a teaching proposal using contextualize study guides, to contextualize texts according to the abilities, knowledge and interests of second grade students, to plan learning sessions including diverse methods and strategies to develop the comprehension of texts at literal level and to create a positive attitude among students toward learning English and text comprehension.

The investigation methodology is quasi-experimental level. Desing of two non-equivalent groups, one experimental group A and one control group G.

The scientific problem: what is the degree of effectiveness of the application of contextualize study guies in the subject of English, to improve the comprehension of written texts at litteral level among second grade high school students at Serafin Filomeno High school- Moyobamba?

Hypothesis: if contextualized study guides are adequately applied in the subject of English, there will be a significant improvement in the comprehension of written texts at literal level among students in second grade group A at Serafin Filomeno High school- Moyobamba.

The method corresponded the quantity paradigm because the data from the pre test and post test , these being instruments characteristics of the paradigm about variables in the text comprehension, was collected and

analyzed, to be processed into tables and statistical graphs, and to test the previous hypothesis.

In this sense, the current investigation is structured into three chapters:

The first chapter: This describes the location of the research objective, the limit and the administrative division of the province of Moyobamba. Then the history of the district of Moyobamba is described, leading to Serafín Filomeno school in Moyobamba, how the problem arises, where all the trends are considered, from the international context to the local one. Description of the characteristics of the problem and the methodology applied.

The second chapter: The theoretical framework is based on the theses consulted where many research works had already studied the problem presented and main themes from three works were taken into account. For example, the application of contextualized study guides and the Bottom up Theory by Nunan.

The third chapter: The instruments of data collection obtained the necessary data which later on was analyzed and tabulated. Therefore, the proposal work was designed and elaborated based on the philosophical, didactical and technical work mentioned above. The principal elements of the proposal work were considered: topic, rationale, objectives, methodology, evaluation, recommendation, and bibliography. Finally, the conclusions, recommendations, bibliography and annexes can be seen at the end of the chapter.

The Authors

CHAPTER I

ANALYSIS OF THE RESEARCH OBJECT

1.1. LOCATION OF THE OBJECT OF STUDY

1.1.1. The region of San Martin

Wikipedia (2016). Informs that, San Martín is a region in the north of Peru. Most of the region is located in the upper part of the Peruvian Amazon rainforest. Its capital is Moyobamba and the largest city in the region is Tarapoto.

a. History

Tupac Yupanqui entered and subdued the local inhabitants of the province of Moyobamba, known back then by its native name, Muyupampa. In 1539, the Spaniard Alonso de Alvarado arrived to the Mayo River and founded a city he named *Santiago de los Ocho Valles de Moyobamba*, which later became the capital of Maynas.

Another important personality was the Priest Manuel Sobreviela who, between 1787 and 1790, accomplished traveling across the Huallaga River and subsequently published a map named "Planning for the course of the Huallaga and Ucayali Rivers and for the Pampa del Sacramento". On August 19, 1821, Moyobamba was the first Peruvian city to declare its independence. The construction of a highway in recent years has increased the exchange of different products, benefiting the economy of this region.

b. Political division

The region is divided into 10 provinces (Spanish: *provincias*, singular: *provincia*), which are composed of 77 districts (*distritos*, singular: *distrito*).

The provinces, with their capitals in parentheses, are: Bellavista (Bellavista), El Dorado (San José de Sisa), Huallaga (Saposoa), Lamas (Lamas), Mariscal Cáceres (Juanjuí), Moyobamba (Moyobamba), Picota (Picota), Rioja (Rioja), San Martín (Tarapoto), Tocache (Tocache).



Limits

North and East: Loreto Region

South: Huánuco Region

West: La

Libertad and Amazonas regions.

1.1.2. Province of Moyobamba

moyobamba.net (2015). Informs:

a. Geography

The city of Moyobamba is at an altitude of 860 meters above sea level and is in the province of the same name in the department of

San Martín in the northern “high jungle” of Peru. It has a mild subtropical climate with a temperature ranging between 18°C and 28°C with an average temperature of 24°C. The weather is pretty dry from May to December and pretty wet from January to April. Based on the census of 1990, the estimated population for the city of Moyobamba in 1999 is 50,873. The population of the province of Moyobamba is estimated at 95,034 and the estimate for the department of San Martín is 718,208. These figures were provided by the National Institute of Statistics in Moyobamba.

b. History

Moyobamba is the oldest city in the Amazon region of Peru. According to the writer Garcilaso, Túpac Yupanqui penetrated the province of Moyobamba and made it subject to Inca rule. The foundation of Moyobamba is attributed to the Spanish captain Don Juan Pérez de Guevara on 25th July 1540, giving it the name “Santiago de los Ocho Valles”. There is an alternative opinion that the foundation was on 12th March 1549.

The name Moyobamba derives from the Quechua word Muyupampa which means “circular plain” – during the Conquest Moyobamba was a base from which incursions were made into the surrounding areas.

On 7th June 1897, Moyobamba became the capital of the department of Loreto, and was later made the capital of the department of San Martín when it was created on 4th September 1906.

1.1.3. Serafin Filomeno High School

Serafín Filomeno School was created on 4th November 1886 by the ex-President of the Republic Mr. Andrés Avelino Cáceres. In the year 1888, the Superior Council of Instruction organized the “San José” National School of Moyobamba and appointed **Mr. Serafín Filomeno Peña** as Director and **Mr. Juan Jiménez Pimentel** as Deputy Director. The school was inaugurated on 19th January 1889, commencing its activities on the 29th of the same month and year with 52 students. In the year 1931, by Supreme Resolution 322 of 10th April 1939, the name was changed to that of “Serafín Filomeno” in memory of its founder and which today fills its proud members with tradition, glory and knowledge.

It is important to point out that currently, this school has been considered “**Educational Cultural Patrimony of the Department of San Martín**” according to Regional Ordinance 037-2007-GRSM/CR. This year it will be 127 years since its creation. This century Serafín Filomeno has received 22 million Nuevos Soles from the government which have been used to build new installations, which puts the school at the same level as the best institutions in the country. It also has excellent teaching staff who have characterized this noble educational institution, which always achieves new academic, sporting and cultural successes within the region and the country.

Actually, Serafin Filomeno High School has been remodeled in the infrastructure, because it belongs to a new program that the government is designing for schools JEC. Also, it has received new projectors, desks, books, laptops, whiteboards, etc, in order to program the classes and the

schedule for the Government Project. Students start their classes at 7:00 am and finish it at 2:30pm.

In the school there are different social economical level of students. The students come from different towns and most of them do not have taken English classes before. So there fore, it is a great challenge to learn and teach.

a. Mission

The glorious and centenarian Serafín Filomeno, educational cultural patrimony and an institution emblematic of the department of San Martín, it is made up of an enterprising educational community, identifying with the duty of education; it trains its learners comprehensively to reach high levels of quality.

The students practice responsibly to assume their personal and social self-realization, developing skills in organization, investigation and innovation which allow them to succeed with efficiency at centers of higher education and/or in the world of work. The teachers participate as mediators in the teaching-learning process using methodologies which entail the development of abilities.

b. Vision

The glorious and centenarian Serafín Filomeno, educational cultural patrimony and an institution emblematic of the department of San Martín, towards 2021, is a school which offers a quality service, in line with

the country's socio-economic and cultural requirements. It provides its learners with solid scientific, humanistic and technological training, committed to the protection and conservation of their environment, demonstrating their local and national identity.

The teachers, parents and other educational figures are committed to building a society with principles and values such as responsibility, identity and respect.

1.2. HOW THE PROBLEM ARISES - DESCRIPTION OF THE OBJECT OF STUDY

1.2.1. How the problem arises

a. In the International Context

Spain, Sánchez, R. (2011), in the journal: *Reading comprehension in English: Problems found in university entrance exams* (p.26), analyzed reading errors in English – made by Spanish senior high school students in the university entrance exam – detecting comprehension problems as they arise, through observation and dialogue with the reader.

During all the years that the authors of the present article spent preparing English university entrance exams, they had always observed students' resistance to reading English and the great difficulties they encountered with it. After observing students' attitude and reaction to the first reading and the deductions obtained from this, several problems are

found: the reader does not apply strategies, techniques or skills used in their mother tongue; therefore, the majority attempt to translate each word literally instead of relating the text with their meta-knowledge as they do in Spanish. Although occasionally they also lack the mental frameworks related to the topic to be addressed, which limits their comprehension.

Their most common errors are: working out the meaning of a word or phrase without taking into account the context; not evaluating the conclusions, that is to say, not checking whether a particular meaning is possible in the aforementioned context; not applying the acquired strategies to similar texts read previously; not identifying the grammatical categories of words or changing these so that they coincide with the meaning within their mental schemes, completely manipulating the meaning and the original sense.

In Colombia, universia.net.co/ (2013) in the news headline: *Reading difficulties arise from poor teaching methods*, a recent study carried out by experts at the University of La Sabana concluded that the difficulties in learning to read experienced by Colombian students are the consequence of erroneous teaching methods. According to the latest Progress in International Reading Literacy Study (PIRLS), 6 out of every 10 Colombian elementary school students have difficulty in understanding and interpreting complex texts. This data provoked concern among the experts at the University of La Sabana who carried out the study, in which they concluded that the main

error lies in the use of poor teaching methodologies, such as the belief in first reading and then understanding. According to the website Diarioadn.co, 93% of cases of students with problems in reading and writing can be addressed and corrected in the classroom, with no need to resort to extracurricular assistance.

Teachers confuse writing with copying and make students write lines, and this causes them to erroneously relate reading with the codification of characters, explains Rosa Julia Guzman, author of the investigation and director of the Master's in Teaching at the University of La Sabana. Furthermore, the expert specifically stresses that difficulty in learning is due to the ways in which schools and society understand the exercise of reading and writing. In this way, the error lies with the schools which continue to assume that first one reads and then one understands.

One cannot speak about reading if there is no understanding. This process is carried out by the brain and not by the eyes, added the teacher. Nevertheless, this problem can be easily resolved with the implementation of new learning methodologies more focused on the modern teaching which is employed in other countries.

Reading and writing is the most complex thing that human beings learn in their whole life. But teachers have in their hands the solution

to resolving these conflicts which are so worrying to parents, thanks to adequate intervention in the classroom, concludes Guzman.

b. In the National Context

Within the national sphere, in one of the most read articles on the website ladislexia.net *Problems with comprehension due to shortage of vocabulary* (2011), it is stated that the cause of difficulties in reading comprehension is shortage of vocabulary. The existence of a rich and cohesive vocabulary is important for text comprehension, although this condition in itself is not sufficient to ensure the comprehension of the text. Nevertheless, having an ample vocabulary greatly benefits reading comprehension, as on understanding the concepts entailed in the text we can relate them to our prior knowledge and in this way make inferences and understand the overall meaning of the text.

Huamán (2011), in *Educational causes of students' reading comprehension level*, describes that without a doubt one of the problems that teachers of every level find most worrying is that of reading comprehension. Thus the interest in reading comprehension continues to prevail, even when this phenomenon was believed to be a thing of the past, above all in the 60s and 70s when some specialists considered that comprehension was the direct result of decoding: if students were capable of identifying the meaning of the words, comprehension would consequently be automatic. However, as teachers continued to conduct their decoding activities, it was proven that the majority of the students did not understand what they were reading.

Therefore, the cause of the low level of reading comprehension could be the predominance of the traditional method, in which the student is considered to be a passive and submissive receptor; while the teacher is the master of knowledge, the center of the teaching-learning process, who imposes authority in the classroom, thus the students will not be critical, reflective, and capable of acting with independence, creativity and responsibility in their daily lives.

c. In the Regional Context

In the regional sphere, Saavedra P. of the Regional Department of Education in San Martin (2015), comments that at present our students, schoolchildren in the Department of San Martin, show serious difficulties in text comprehension, and this problem has been a constant in the results of the different state exams. The causes are varied; ineffective methodologies, large numbers of students in the classrooms, lack of material, among others. Hence the need to strengthen the reading skills of future professionals in foreign languages, especially in English. One of the most worrying problems in the educative effort constitutes, without a doubt, reading comprehension; teachers frequently wonder how to teach students to understand what they read. Over the last decade, teachers as well as specialists have proposed finding, from a critical perspective, new teaching strategies based on the best understanding of the processes involved in reading comprehension to incorporate these strategies into the theoretical framework which they use to teach this skill and put them into practice with

their students. The utmost interest has been demonstrated in this topic since the past, when it was believed that comprehension was the direct result of decoding: if students were capable of identifying the meaning of the words, comprehension would consequently be automatic.

However, as teachers continued to conduct their decoding activities, it was proven that the majority of students could not understand or comprehend what they were reading, and as a consequence, reading did not represent a very pleasant experience. Therefore, the activity of reading was reduced to asking literal questions about the content of the text, believing that in this way students would manage to assimilate the reading matter, rejecting the possibility of the readers dealing with the text using reading skills, inference and critical analysis. Traditionally, the multiple causes of the problem with text comprehension are associated with the lack of promotion of reading at home. The lack of means to carry out an efficient task of promoting reading.

The notion of reading comprehension has changed over time in accordance with social, economic and cultural changes and alludes to a cognitive and personal development process, as well as the functional perception of reading in its social dimension. Today, the comprehension of texts is no longer considered an ability developed exclusively for reading and writing, but a progressive combination of knowledge, skills and strategies that

individuals develop throughout their lives in different contexts and in interaction with other people.

d. In the local context

Bardález, (2015) an English teacher at Serafín Filomeno High School, confirms that one of the greatest difficulties in education is in the capital, Moyobamba, and is not out of touch with this reality. In different schools in Moyobamba it has been observed that high school students have a low level of reading comprehension, and this is demonstrated at Serafín Filomeno High School, where it was specifically confirmed that students have difficulties in understanding texts in English, to the point of being unable to identify the meaning of the words, sentences and paragraphs, predict the meaning of the text through images, put the sequence of an event in order, recognize textual information of the text, etc.

One of the factors involved in this problem is due to the fact that the majority of teachers specialized in English have little knowledge of the use of contextualized study guides as a basic tool during the teaching-learning process in the comprehension of written texts in English.

A situation which is similar to that displayed at Serafín Filomeno High School regarding the teaching hours such as: 2 hours of English per week from first grade to fifth grade has scant necessary resources for the realization of the classes, such as student books, workbooks, CDs, etc. Furthermore, there is qualified teaching staff trained for

the realization of the program. Nevertheless, despite this progress, the level shown by the students in English continues to be low.

In the comprehension of texts there are three levels which the reader achieves according to their interest in knowing or immersing themselves in the content of a text; therefore, given that not all readers reach the same level of comprehension we choose the first level (literal level) because it is considered the first step in understanding a text better, especially in English.

For these reasons, the present investigation was carried out, entitled the application of contextualized study guides in the subject of English to improve the comprehension of written texts at literal level among students in second grade Group “A” at Serafín Filomeno High School – Moyobamba.

1.2.2. Description of the object of study

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. Teaching process cannot be performed if there is one element that is missing among the three of the teaching and learning elements.

There is what we called as elements of teaching and learning processes. These elements are necessary to be able to make teaching and learning possible. Without one of these elements, there could be no real teaching or learning process that will exist. It is so important that the

presence of these elements is present in the process of teaching, considering that all of them play an important role in the system.

The elements of teaching and learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occurs when there is an established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements work together.

The teacher is considered as the element that has the main role in the teaching-learning process. He/she is considered as the so-called prime mover of the educational processes, thus he or she directs the flow of the whole process. The teacher is the one that facilitates the whole process of learning. He or she directs its flow and serves as the main control of the teaching-learning process.

The learners are considered as the key participant in the teaching and learning process. They are considered as the primary subject or the main reason why the process is implemented. The knowledge that is acquired by the learners will decide if the teaching and learning objectives are achieved. Learners vary from one another in the aspects of learning. There are those learners that learn fast while there are those learners that learn in average or slower.

The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication,

avoiding some common barriers between the teacher and the learner. The presence of a good environment is so much important in the teaching and learning process. The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well-executed teaching and learning process. A good environment is necessary for learning. The reason why we should make sure that we should have this kind of environment, as we teach or we learn.

1.3. HOW THE PROBLEM IS MANIFESTED AND WHAT FEATURES IT HAS

The students of 2nd grade of secondary level at Serafin Filomeno school that is located in a small town called Moyobamba, district of Moyobamba, province of Moyobamba, department of San Martin in Peru, show a lack of reading comprehension skill and this is deduced in:

Predicting the meaning of the text through images: This consists of discovering or understanding the text with the aid of images to subsequently understand the content.

Recognizing of the lexical meaning of the word: This refers to the meaning of the word not changing within a text.

Recognizing of the contextual meaning of the word: This refers to the meaning of the word changing according to its linguistic setting (context). Content is adapted depending on the context where the word is presented.

Recognizing of the textual information of the text: This consists of answering questions according to the literal information of the text, for example questions which contain: What?, Where?, When?, Who?

Putting sentences in order in a coherent way: Sentences are taken from the text, which is presented to students in a mixed up way, for them to subsequently form a coherent sentence guiding themselves with the text.

Putting the sequence of an event in order: Small paragraphs are taken from the text or images are shown for each paragraph relating to the content of the text and are presented in a different order to be subsequently located correctly according to the paragraphs or content of the reading.

Putting the sentences in sequence of an event in order: Small paragraphs are taken from the text or images are shown for each paragraph relating to the content of the text and are presented in a different order to be subsequently located correctly according to the paragraphs or content of the reading.

Recognizing the characters' features: A table is drawn up with a series of characteristics of each character in the text in a different order, through which the learner, by means of the reading, discovers and selects the characteristics assigned to each character.

Understanding the characters' actions: Within the reading there is a series of actions of each character, which is selected and organized into a table for each character.

Difficulty in understanding in the text the meanings of the words in the unit. There is a loss of reference points which indicates a reading localized in language forms rather than in the relationships of meaning which are established in the semantic continuity of the text.

Difficulty in identifying the most pertinent ideas which are globalized by the information of the text and the way in which the writer has related them through a determined rhetoric structure.

Difficulty in understanding the situational contexts, the situation of communication which the text generates and which makes it possible to identify the author's intentions in relation to the reader: to convince, inform, persuade, seduce.

Faced with this panorama we can deduce that even at university, there are very few students who through their schooling have managed to develop discursive strategies which allow them to learn from general texts and even less so from academic ones. From the difficulties mentioned previously we can deduce that the main faults in text comprehension at the educational level mentioned (in the context of Lambayeque, Peru, and we are afraid to say, Latin America) do not lie precisely in the lack of mobilization of the reader's mental schemes, on the contrary these are what prevail, but rather in terms of their rigidity and in the reader's inability to negotiate with the structural proposal of the text made by the author.

1.4. METHODOLOGICAL FRAMEWORK

1.4.1. Model for hypothesis testing

Carranza, Calderón, Chanduví, Coronel, Gálvez, Linares, Sotomayor, Tapia and Villanueva (2014), state that the research model constitutes the elaboration of a methodological study plan, that is to say the determining and organization of strategies and procedures which permit the obtaining, processing, analysis and interpretation of data, with the intention of providing an answer to the problems outlined.

It is applied in its objective, because the existing theory about contextualized study guides for the improvement of comprehension of written texts at literal level will not be described or explained, but will be put into practice

It is also important to note that this applied research will provide theoretical and practical information about the preparation of contextualized study guides.

It is experimental in its depth, since it is the way of testing the changes in the dependent variable.

The quasi-experimental research model, entitled: Model of two non-equivalent groups, one experimental Group “A” and one control group, will permit the testing of the hypothesis. The scheme is as follows:

GE:	O1	x	O2
		
GC:	O3		O4

Where:

$O_1; O_3$ = Observation or measuring of comprehension of written texts at literal level in the subject of English in the experimental and control groups, respectively (Pre-test).

$O_2; O_4$ = Observation or measuring of comprehension of written texts at literal level in the subject of English in the experimental and control groups, respectively (Post-test).

X = Is the experimental treatment: Contextualized study guides.

GE = Experimental group. (Group "A").

GC = Control group. (Group G).

1.4.2. Population and sample

Population

Significados (2015) states that a population is a group of living beings of one species who inhabit a particular place. It is also used to refer to a group of dwellings, in a similar way to the term locality.

The population will consist of 226 second grade high school students at Serafín Filomeno High School – Moyobamba, whose characteristics are shown as follows:

- Gender : Feminine and masculine.
- Age : 13-14 years old.
- Residence : Province of Moyobamba
- Economic status : Low to medium

TABLE N° 01

- POPULATION OF SECOND GRADE STUDENTS AT SERAFIN FILOMENO HIGH SCHOOL BY GROUP.

Grade Sections	POPULATION			
	Male	Female	TOTAL	PERCENTAGE %
2 A	14	18	32	14.15%
2 B	17	15	32	14.15%
2 C	17	16	33	14.60%
2 D	14	18	32	14.15%
2 E	19	13	32	14.15%
2 F	17	15	32	14.15%
2G	15	18	33	14.60%
Σ	113	113	226	100%

- **SOURCE** : Enrollment List
- **DATE** : March – 2016

Sample

Muñoz, P. (2014). A sample is a significant representation of the characteristics of a population, which with the acknowledgement of error (generally not more than 5%) we study the characteristics of a population group much smaller than the total population.

Regarding the study sample, it consists of fifty second grade high school students at Serafín Filomeno High School – Moyobamba. Where the

students in second grade Group “A” constitute the experimental Group “A” and second grade Group G the control group, as is shown in the following table.

NAME OF THE SCHOOL	2 nd GRADE GROUPS		TOTAL
	A	G	
Serafín Filomeno	25	25	50
Sample Size			50

1.4.3. Materials, tools and techniques of data collection

To conduct the study we will employ:

Techniques

Deymor and Villafuerte (2014). Research techniques are methodological and systematic procedures which are responsible for putting into operation and implementing the research methods and which have the ability to gather information in an immediate way, the techniques are also an invention of man and as such there exist as many techniques as problems open to investigation.

Martínez, V. (2013). *Methods, Techniques and Tools of Research*, defines that: A technique is explained as the way of following steps outlined in the methods; it refers to the strategies employed to gather the required information and in this way contribute the knowledge which is being researched, the technique sets out the specifications to order the stages of the research process, by the same token it provides tools for the collection, classification, measuring, correlation and analysis of data, and

provides the science with the means of applying the method. Techniques permit the gathering of information and assist in being from the method.

1.4.4. Methods and procedures for the collection of data

Ztar, Ch. (2011) states that collecting data is necessary to provide an essential introduction to a research study, to measure performance in a production process or service, and to assist in the formulation of alternatives for the making of decisions and to satisfy our curiosity.

For the collection of primary data in scientific research one mainly proceeds by observation, surveys or interviews of the subjects of study and by experimentation.

Monografías.com (2015) states that: Data collection methods are the means by which the researcher relates to the participants to obtain the necessary information which permits them to achieve the research objectives.

The present investigation corresponds to the quantitative paradigm, because the data from the pre-test and post-test, these being typical tools of this paradigm about variables of text comprehension, will be collected, processed and analyzed to be converted into tables and statistical graphs, etc. For this we will make use of computer programs, in the same way the results will be interpreted which will permit the testing of our hypothesis.

1.4.5. Statistical data analysis

Tech Target (2012), defines that data analysis is the science of examining raw data with the aim of drawing conclusions about the information. Data analysis focuses on inference, the process of deriving a conclusion solely based on what the researcher knows.

The free encyclopedia (2015), defines that the analysis of data is a process of inspecting, cleaning, and transforming data, with the goal of discovering useful information, suggesting conclusions, and supporting decision-making.

The data collected by means of the tools will be presented in frequency distribution tables from which we will obtain the measurements of concentration and dispersion as they represent the arithmetic mean, the standard deviation and the coefficient of variation.

CHAPTER II

THEORETICAL-CONCEPTUAL

FRAMEWORK

2.1. PRECEDENTS OF THE PROBLEM

2.1.1. International Precedents

Del Toro G. (2013) in the thesis entitled: *Development of reading comprehension in English through the use of metacognitive reading strategies at José María Córdoba de Montería High School*, states that the general objective of this investigation was to determine the contribution of metacognitive reading strategies in the process of reading comprehension in English among students in grade 6-3 at José María Córdoba High School.

Considering the specific objectives and beginning with the first which emphasizes determining the level of reading comprehension shown by sixth grade students, it can be stated that during the realization of the pre-test, which taking into account the initial results, that is to say, applying the test the first time (pre-test), before the application of the intervention procedure, it was observed that students in both groups (control and experimental) were found at literal level with percentages of 50.4% and 51.7% respectively, in relation to the other percentages.

After the implementation of the aforesaid proposal of intervention and the application of the post-test, it was established according to the results that the experimental and control groups passed from literal level to inferential level with percentages of 56.3% and 32.5% respectively. It can also be said that in the experimental group there was a significant improvement at critical level, based on the results of the post-test in

comparison to those of the pre-test, which in the first test (pre-test) yielded a percentage of 26.3% and during the application of the last test (post-test) a percentage of 42.5% was found, which indicates that students not only passed from literal level to inferential level, but also attained a notable improvement in performance at critical level.

Regarding the control group, during the analysis of the results of the post-test it can be stated that in each of the levels analyzed the students' decline in the second test, that is to say the post-test, was evident. It is important to mention that this group was the one which was not exposed to the treatment realized, neither was there any stimulus to improve reading comprehension in this group.

The methodology consisted of identifying what metacognitive strategies sixth grade students use to read texts in English and then the application of the metacognitive tool (MARSI) Metacognitive Reading Strategies Inventory, and the descriptive tool, the results suggest that the metacognitive reading strategies most used by students are the ones corresponding to those of problem-solving with a percentage of 3.49% in the control group and 3.24% in the experimental group, followed by global strategies with a percentage of 2.86% and 2.84% in the control group and experimental group respectively, and lastly support strategies with percentages of 2.71% and 2.65% in the control Group and experimental group respectively.

It was found that besides taking into account the use of metacognitive strategies in general, the two groups, according to the percentage, that is to say 2.99% and 2.89%, are found to be situated at average level, taking into account the value scale of the instrument.

Concerning the third specific objective, which makes reference to evaluating the impact produced by metacognitive reading strategies in reading comprehension in English among sixth grade students, it can be stated that the implementation and execution of the intervention proposal had positive effects on the process of reading comprehension in English, validating the alternative hypothesis, which previously arises from the research question, and considers that the use of metacognitive reading strategies significantly improves the performance of students in grade 6-3.

Contributing to the students improving their ability in text comprehension in English, on the basis of the improvement of this at inferential and critical reading levels in the experimental group. Furthermore, taking into account the analysis of the results of the instruments used (pre-test and post-test) and the types of tests realized, that is to say, the Wilcoxon test and the Mann-Whitney *U* test, where one can clearly observe the improvement in reading comprehension in English with the application of metacognitive reading strategies.

With these results a positive change was brought about at inferential and critical level after having realized the intervention, in the following way during the pre-test a percentage of 47.5% was obtained,

increasing to 56.3% in the post-test, being the highest percentage during the application of the tests (pre-test and post-test) and at critical level rising from 26.3% to 42.5%, as well as observing this in the high value at mid-range in the post-test.

It can be mentioned that through the use of metacognitive reading strategies students not only improved their reading comprehension in English as demonstrated in the statistical evidence, but also passed from being at literal reading level to inferential level, progressively improving at critical level, which was shown to be the level with lowest achievement according to the percentages.

It can be concluded that the metacognitive reading strategies appear to have contributed in a satisfactory way to the process of reading comprehension in English among the aforesaid students, which was made possible through the realization of the specific objectives, which will be related below.

Pérez, A. (2010) in the thesis entitled: *Application of teaching strategies for reading comprehension of narrative texts*, states the importance, in the application of strategies, of conveying to the student assurance in reading and not simply reading for the sake of reading, that is to say that comprehension is the basic element for students to manage to analyze and understand what they read and above all, for it to be meaningful to them.

The results of the application of the strategies put into practice in the second grade group were considered good; but not very favorable as it is a mixed group, which meant that first and second grade students constantly interrupted because the exercises that the second grade students were doing attracted their attention, the main point being that the objective was achieved with participation, motivation and interest in the meaning of the text.

Each strategy applied was considered of great interest to the students as the process of teamwork and individual work was enjoyable and extremely productive for their learning, a variety of literary texts were used, texts were produced, students interacted with written texts, they were motivated to read texts and there was a focus on transmitting written messages orally, giving cause for the teaching-learning process to be in a socialized, motivated and constructivist form.

Using reading strategies useful for text comprehension such as: anticipation, sampling, prediction, monitoring, inference, confirmation and self-correction.

In its methodology, the method employed in this project is based on investigation-action; it is a methodology which proposes and suggests to the teacher the development of a series of actions which help to improve their teaching practice by means of change, with the purpose of seeking solutions and alternatives which identify the needs and alternate problems in students' learning and those which assist in the planning of

content and activities favorable for the development of the teaching-learning process in reading comprehension of narrative texts.

The English specialist John Eliot makes reference to the development of innovation with new ways of improving teachers' performance at school and increasing students' potential, with the objective of creating within them critical and reflective thinking with the purpose of making them discover and analyze the way of learning to interact with their surroundings.

To realize and carry out the investigation it was necessary to analyze the various difficulties shown by students in the acquisition of reading comprehension in second grade. This study is orientated towards the investigation of updated theories which provide the different constructivist theories.

2.1.2. National Precedents

Alcalá G, (2012), in the thesis entitled: *Application of a metacognitive abilities program to improve reading comprehension in 4th grade elementary school children at Santísima Cruz de Chulucanas Parish School*, maintains that metacognitive abilities regulate the reading process (planning, supervision and evaluation) during the realization of the intervention program. This was proven through the observation and revision of the reading exercises and questionnaires from the sessions carried out, which fulfill the indicators anticipated in the research framework.

Good reading habits are developed among the students in the experimental group, such as reading according to the situation (being sure about the objective of the reading), connecting prior knowledge to new concepts, highlighting the important ideas, distinguishing the relationships between the information of the text. This was proven during the realization of the program and especially in the last session, where revision of everything studied took place. The level of reading comprehension among the students in the experimental Group "A" the end of the program increased by 0.60 in comparison with the results obtained at the beginning and the international standard average of the post-test applied exceeded 0.30. These results confirm that the intervention's objective of improving the students' reading comprehension was achieved. However they did not manage to equal or surpass the control group.

The results obtained are partly due to the limitations laid out in the first chapter of the investigation, with its greater influence on the time-scale of applying the intervention program, as only 9 sessions were realized, which did not allow for further progress in the level of reading comprehension in the experimental group. On the other hand the initial level of the students' reading comprehension was lower than that of the control group which did not favor the achievement of better results either.

Therefore the influence of the development of metacognitive abilities on the improvement of the level of reading comprehension among

4th grade A students at Santísima Cruz de Chulucanas Parish School is proven.

Llanos, O. (2013) in the thesis entitled: *Level of reading comprehension in first-semester university students*, maintains that the objective of the study was to determine the level of reading comprehension among first-semester university students in Piura.

The methodology was quantitative research of a transverse and descriptive character. The design followed in the investigation is expressed in its sample and variable to be studied (text comprehension). To determine the results obtained consisted of four texts, which varied in degree of complexity and thematic diversity. It was agreed to adopt a test with 20 items of multiple selection: 9 to evaluate literal level and 11 to evaluation inferential level; these in turn, measure 3 levels of command, initial, basic and sufficient. This test collects information about the reading capacities developed among new university students on interpreting a text in a concrete situation of communication. Thus the information gathered was directed to identifying the capacity to locate literal information and to infer information.

The conclusions reached after the respective analysis of the data, will allow significant decisions to be taken, which contribute to the progress of the lines of work and curricular orientation of the subject which as a priority addresses the development and reinforcement of linguistic-communicative competence, with special emphasis on textual comprehension. Given that the comprehension of texts is the basis of the development of all individuals, the present study seeks to contribute to the

improvement in quality of education on the basis of objective knowledge of the abilities commanded by students starting university life and of those that are in progress or that must be acquired.

In relation to the test applied, one concludes that literal and inferential reading comprehension has therefore undergone a validation process. Everything displayed generates an immediate reflection: it is essential to develop reading strategies in a planned and deliberate way, in order to form autonomous readers, capable of dealing intelligently with a variety of texts and learning from them.

2.1.3. Regional Precedents

Panduro, A. (2010), in the thesis entitled: *Teaching strategy Step by step and reading comprehension in professional degree students of secondary education and agro-industrial engineering*, first semester at the National University of San Martín – Tarapoto, maintains that in the reading comprehension of students at the professional academy school of language, literature and communication of the Faculty of Education at the UNCP – 2010, the vast majority are at an inadequate level (96.52%) while a minimal number are at dependent level (3.49%) and finally at independent level there is not a single student. With a level of 95% of significance and 5% of error, making use of Pearson's correlation coefficient $r = 0.769$ it can be concluded that there exists a significant relationship between learning styles and reading among students at the professional academy school of languages, literature and communication of the Faculty of Education at the UNCP –

2010. Reading comprehension is the process of producing meaning by learning the relevant ideas of a text and relating them to the ideas one already has; it is the process through which the reader interacts with the text.

In the process of reading comprehension various factors have an influence such as: reading, determining the type of reading selected and determining whether is it explorative or understandable to make way for the comprehension of the text selected.

This can be given through the following determinants: the type of text, the oral language and oral vocabulary on which the reader's vocabulary builds, the activities that a student carries out towards comprehension, the purpose of the reading which has a direct influence on the comprehension of what is read.

2.1.4. Local Precedents

In the local sphere, Meléndez, J. (2012), in the thesis entitled: *Influence of the System of Information for Reading Comprehension (SICLE) on the level of reading comprehension of narrative texts in second grade elementary school students at Elementary School N° 00536 in Rioja*, maintains that the SICLE Module has had a significant effect on the development of reading comprehension in the experimental group, given that according to the pre-test the majority of students demonstrated a poor level of reading comprehension, while according to the post-test the majority of students developed their reading comprehension to an excellent level.

The objective of the study was to determine the influence of the System of Information for Reading Comprehension on the level of reading comprehension of narrative texts among second grade elementary school students at Elementary School N° 00536 in Rioja, by means of the application of a pre-test and post-test.

The SICLE module, in comparison with traditional methodology, has significantly influenced the development of reading comprehension among second grade elementary school students in the experimental group; this means that the majority of the scores obtained in the experimental Group “A” are pass marks and regarding the result of the coefficient of variation of the control group the majority are fail marks.

Cruz, A. and Mondragón, V. (2010), in their thesis entitled: *Didactic strategies in the reading process to improve reading comprehension in second grade students at San Juan de Maynas High School, Moyobamba-Peru*, maintain that the investigation is based on considering the strategies of text comprehension as procedural contents, like methodological patterns, these being a didactic alternative to attain command in this domain, and of the double consideration of reading as an object of knowledge and as an instrument of learning.

The general objective was to test the effectiveness of the didactic strategies on the reading process to improve reading comprehension.

The methodological process was employed by using the study guides designed making use of the didactic strategies for the activities realized with the students, permitting a better comprehension, due to their stages being appropriately organized in a sequential and procedural manner.

One can conclude that reading comprehension improves significantly with the use of didactic strategies in the process of text comprehension among second grade students at San Juan de Maynas High School, Moyobamba-Peru.

2.2. THEORETICAL FRAMEWORK

2.2.1. Philosophy of language, Paulo Freire

The Brazilian Paulo Freire, on referring to studying as the way to obtain knowledge par excellence, says the following: The comprehension of a text is not something that one receives for free: It requires patient work by he or she who feels questioned by it. Study is not measured by the number of pages read in one night, neither by the quantity of books read in one semester. Studying is not an act of consuming ideas but rather one of creating and recreating them.

Teaching someone to read means committing oneself to a creative experience around comprehension. Paulo Freire, 1997

He was born in Recife, Brazil, in 1921. In 1947, he became the director of the Department of Education and Culture of the Industry Social Service. He studied literature and was awarded a doctorate in 1959 in Philosophy and History of Education, with the thesis: Education and Current Issues in Brazil, upon which the bases of his method are founded, according to which all educational processes must begin with the reality that surrounds each individual.

In the fifties, he was a member of the first State Council of Education in Pernambuco. In 1961, he was made director of the Department of Cultural Extension at the University of Recife. In 1963 he put into practice his first group education experience, as part of the National Literacy Campaign, making 300 rural workers literate in a month and a half. He was accused by the oligarchy and by certain sectors of the Church as a political extremist.

As a consequence of the military coup in 1964, he had to abandon his activities, was classed as a subversive, and sought refuge in Chile, where he participated in various programs in Eduardo Frei's Christian Democratic government, such as the adult education program at the Chilean Institute for Agricultural Reform. In Chile he wrote *Pedagogy of the Oppressed*, whose content displeased the government in Santiago.

A Visiting Professor at the University of Harvard, he collaborated with groups dedicated to education reform in rural and urban

spheres. In 1970 he moved to Geneva, (Switzerland), where he worked in education programs at the World Council of Churches.

After sixteen years in exile, in 1980 he returned to Brazil, practicing teaching at the State University of Campinas and at the Pontifical Catholic University of São Paulo, of which city he was the Secretary of Education. IN 1986, he received the the international UNESCO Prize for Peace Education. He was given an honorary doctorate by some twenty universities throughout the world.

a. Paulo Freire's method

Freire's method is fundamentally a popular culture method which, at the same time, translates to popular politics: there is no popular culture without popular politics. For this reason, his work centers mainly on raising awareness and politicizing. Freire does not confuse the political programs with the pedagogical ones: they neither merge, nor do they counter each other. What he does is distinguish their unity with the argument that man makes himself history and seeks to re-encounter himself; it is the movement in he who seeks to be free. This is the education which seeks to be a practice of liberty.

The methodology arises from social practice to return, after reflection, to the same practice and to transform it. In this way, the methodology is determined by the context of struggle in which the educational practice is placed: the point of reference is defined by the

historical and cannot be rigid or universal, rather it has to be built by human beings, in their quality as knowledgeable subjects, capable of transforming their reality.

Due to the way in which Freire conceives the methodology, the principle variables are expressed, which serve as coordinates to the education process as a political act and as an act of knowledge; these are: man's creative and transforming capacity; the capacity of amazement, which everyone has, regardless of the position they occupy in the social structure; the social nature of the act of knowledge and its historical dimension.

Other characteristics of Freire's method are its mobility and capacity for inclusion. Because it is a teaching method based on practice, it is constantly subjected to change, dynamic evolution and reformulation. If man is an incomplete being, and this incomplete being is the center and the motor of this teaching method, it is obvious that the method will have to follow his rhythm of dynamism and development as a constant reformulation.

b. Reading comprehension in the teaching-learning process of the English language

An English teacher who knows how to plan, orientate and control students' independent work, promoting the search of diverse sources of information, who masters the methodological resources necessary to respond with a creative focus to the problems of the management of the pedagogical process, and who possesses an advanced level of

communicative competence in the English language as a first foreign language which permit him or her to develop the teaching-learning process at intermediate and upper intermediate levels with an adequate level of professionalism. What is of great importance at this stage is the introduction of the new information and communication technology which has contributed in the frame of the pedagogical model of the new learning environments to optimize activity and communication between teachers and students, of the latter among themselves, and between students and the teaching content. Internet and Intranet access has constituted an interesting source which opens unlimited horizons to consult updated information for the training of students and teachers. The English curriculum at this stage is designed to contribute to reinforcing the general pre-university curriculum and forming revolutionary and responsible students in an active and cooperative environment, where habits and abilities are formed gradually by means of a process which includes not only study and practice, but also creativity and problem-solving, and where risks are taken in learning the foreign language. The methodological conception of the subject is the communicative focus integrating the basic principles of the conscious practical method for the systematization of the content which contributes to the development of communicative abilities and of the teaching of English through other content to promote interdisciplinarity. Therefore, what is most important for students of English as a foreign language is to use English in a variety of communicative situations and to complement learning in other academic areas. Treatment was also given to reading comprehension with exercises to

be completed before, during and after reading. Other aspects are independent work, self-evaluation and self-reflection. Activities to develop reading comprehension must be directed towards the development of abilities at its three levels: intelligent, critical and creative; they must guarantee the comprehension of texts and the development of reading habits, paying special attention to the identification of sounds, intonation patterns, and practice in class.

One perspective of reading comprehension is that which considers reading to be an intralingual translation from the transmitter's code to the recipient's code, each reader reinvents codes because they do not read only with their cognitional faculties but with their whole personality, the act of reading is a thought process which leads to causing tension in the reader's "mental equipment", through analysis and synthesis the thought-language relationship and its mutual dialectical conditioning are made evident. Then, comprehension is handled from the linguistic point of view, which is related to the communication process, communication is conceived as a process of exchange of information through signs, through which experiences, knowledge and life lessons are shared, achieving a mutual influence, on that subject it is inferred that there exists a close relationship between reading and communication. Through reading, the important function of socializing information is performed. Reading as a mechanism of access to a broad written culture, allows thinking in the context of societies of knowledge, in the practice of full citizenship as native, democratic and ethical individuals, open to the challenges of social development of the future. Over

several years, theoretical bases of a new focus of language teaching were developed, and this is currently used and is entitled: The cognitive, communicative and sociocultural focus.

The cognitive, communicative and sociocultural focus is supported by the dialectical materialist conception regarding language as a human capacity which is acquired in the process of the socialization of the individual, and considers language as a social and historical phenomenon which reveals the unity of the affective and the cognitive, the internal and the external, the active character of conscience and the relationship between teaching and development. The aforesaid focus allows for the analysis of cultural processes as communication processes, those which transcend all spaces and contexts of human social communication and reveal the discursive vision of reality, and in turn is inextricably linked to an interdisciplinary conception of language study, which has its origins in the very nature of human knowledge as interdisciplinary and which assumes the hypotheses of discursive linguistics and the analysis of discourse highlighting the relationship between discourse, cognition and society. The teaching and learning of the English language is based on the communicative focus, which takes as a starting point the use of the communicative purpose of the language; it centers its attention on use and not merely on form (grammatical aspects, verbs, nouns, verb tenses)/(meaning).

It is therefore appropriate to make some reflections on this subject; from the psychological point of view, Ana María Fernández (2001:42) considers it to be the psychological configuration which integrates

diverse cognitive, metacognitive and motivational components and qualities in close functional unity which self-regulate the real and efficient achievement in a specific sphere of activity, paying attention to the model of socially desirable achievement in a historical context. Therefore competence, understood in this way, means the comprehensive development of the student, integrating cognitive communicative competence and other personological components such as the motivational affective, the axiological, and creativity. The author of the investigation shares the criteria of J. Tejada (1999) who considers communicative competence only in action, that is to say, they are not reducible neither to knowledge nor to know-how, therefore, they are not assimilable to that acquired by training. Possessing capacities does not mean being competent, due to the fact that competence does not reside in resources. In order to be competent it is necessary to bring into play the repertoire of resources; knowing, furthermore, is not possessing but rather utilizing. Therefore we can conclude by proposing that the characteristic feature of communicative competence is the ability to use the language system appropriately in any circumstance, not only including the language's linguistic forms, but also the knowledge of when, how, and where it is appropriate to use these forms. From the investigation carried out through the various stages arise the trends in reading comprehension in the teaching-learning process of the English language for the initial training of the Education professional in the Foreign Languages degree:

- The flexibility and currentness of the curricular designs and study plans is raised, at both eleventh grade and at the higher level and English programs in the Foreign Languages degree related to reading comprehension.

Progressive evolution of the integration of the organizational components and study plans which intervene in the initial training process of the education professional.

- The level of relevance of the study plan is increased in order to respond to the social necessity of training the professional in Foreign Languages which the present moment requires with regard to reading comprehension.
- The didacto-methodological foundations of the English language have continued to deepen in accordance with linguistic, psychological and contemporary teaching theory.
- The methods of directing the learning of the English language have been perfected, taking into account the four communicative abilities, with progress in the assimilation and generalization of the communicative focus being observed.
- The participation of teachers in initial training in methodological preparation is increased although systematicity is not achieved in the realization of the activities, taking into account the routes of the methodological work for the teaching of the development classes.
- Reading comprehension has not always received the systematicity, level of depth and priority required; at the last stage there is evidence of a positive trend of continuing to go into depth in this sense.

- The teaching literature used has gradually become enriched: beginning with the use of a single text, passing through the concepts of basic texts and reference texts, to arrive at the possible exploitation of sophisticated means of the most recent scientific-technical information.
- The figure of the tutor is consolidated as a fundamental agent in the training of the education professional.

c. Philosophical foundations which support reading comprehension

Philosophy represents man's knowledge about the world in general and attempts to indicate the way to obtain new knowledge; it provides a specific relationship between this and the world, both on the theoretical level and on the practical, based on the projection of human activity which takes place at cognitional and appraisal level and in communication.

The emergence of language dates from the very beginnings of the process of the emergence of humanity. According to Marxist theory humans, since they came into being, needed communication among themselves as a product not only of biological needs, but also social, economic, political, moral, aesthetic, religious and cognitional ones, and in the same felt the necessity to survive, develop socially and communicate.

Over time, working together demanded a superior form of communication, resulting in the emergence, little by little, of articulated language. The second decisive step had been taken. First work, and then

with it the articulated word, were the two main stimuli under whose influence the primate brain was gradually transformed in the human brain. Language constitutes a system of symbols or signs for the objects of reality, and for their properties and connections, which represents an indispensable instrument of human thought.

With the great development of the scientific-technical Revolution on the global scale and especially with the explosion of the Internet and the necessity to access more and more information, there have evolved demands regarding the learning of this language, requiring integrity and training of all professionals, students and the population in general.

Within the learning of the English language, the teaching of reading comprehension as one of the main skills, has great importance and use within communication combined with the other three language skills. This learning has its foundation in the theory of understanding dialectical materialism because this explains the regularities of the cognitional process, and the methods, means and general procedures which man makes use of in order to understand the world that surrounds him. This theory reveals the essence of knowledge and the process of acquisition, which serves as a starting point for the methodology of teaching reading comprehension, to determine the content of the teaching of foreign languages which refers to social communication and also to the search for the most efficient methods and means.

The methodology of reading comprehension rests on the command of the knowledge acquisition process, because the forming of concepts and scientific criteria is subject to the applicable laws of knowledge, therefore, to teaching. Based on the fact that knowledge is the reflection of the human brain, of the objects and phenomena of the material world, of their properties, connections and relationships, and it produced on the basis of social practice, one understands the value of the use of auditory and visual means to stimulate sensory understanding at this initial stage in the cognition process; these media constitute a link between the word and its meaning.

Likewise, the teacher's command of the forms of rational understanding allow them to carry out the important task of developing students' logical thinking in the process of learning the foreign language. The former is produced because the concepts can be formed both by observation of objects or their representations as well by means of verbal associations, after the basic notions have been established in the mind through previous sensory perception. Another fundamental aspect inherent to the Marxist-Leninist theory of knowledge is the role and place which it gives to practice. Practice constitutes the source of knowledge; knowledge is the objective of practice and at the same time practice is the sphere of application of knowledge.

Communicative teaching is based on the student's practical activity inside and outside the classroom. It is not possible to develop habits or abilities without providing the student with the opportunity to put into

practice what they have learned; that is to say, one begins with practice to then return once more to practice, but with a superior development, enriched by the discovery and systematization of theoretical elements which integrate the micro- and macro-linguistic with the socio-cultural.

The educational teaching process has among its duties the training of teachers to make an impact on the development of students' personality with the influence of the school, family and the rest of the socializing agents; in this process the dialectical knowledge of the laws of nature, society and thought, is inevitable.

The achievement of effective learning requires taking into consideration the contributions provided by different sciences relating to pedagogy and which together allow the formulation of the bases for a teaching-learning process focussed on development and which centers on the student as a subject who transforms society. This contributes to the achievement of a comprehensive personality among students, favoring the development of personological resources towards a conduct which is self-regulated, conscious and in harmony with the social requirements which our society lays out; where the influence of society is essential to the formation and reinforcement of the student's personality, the growing person, as a future agent of the social transformations which these times demand.

In order for the student to transform their surroundings they need to begin with themselves, and the opportunity to achieve this transformation lies in the educational sphere, which is supposed to provide them with the tools required for their training in a comprehensive manner.

According to Rita M. Álvarez, society forms part of a concrete material situation which evolves historically in a process of conflicts through contradictions, the source of movement and development. Economic, political, cultural and ideological relationships condition all forms of peoples' conduct including education.

Taking into account what is proposed by Rita M. Álvarez, in the present study it is considered necessary that the teachers' work tends not only towards achieving cognitional development, but also promotes experiences deeply felt by young people, in such a way that these may regulate their conduct based on the need to act according to their convictions and the historical moment.

The experiences which the student lives from day to day, above all are taken up in class as a way of putting into practice the development of knowledge to have a variety of forms of contributing to their social environment to improve it.

2.2.2. Social cognition: Vygotsky

Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things. Lev Vygotsky, *Mind in Society*, 1978.

Lev Vygotsky was born in Orsha, a city in the western region of the Russian Empire. He attended Moscow State University, where he graduated with a degree in law in 1917. He studied a range of topics while

attending university, including sociology, linguistics, psychology and philosophy. However, his formal work in psychology did not begin until 1924 when he attended the Institute of Psychology in Moscow and began collaborating with Alexei Leontiev and Alexander Luria.

Lev Vygotsky was a prolific writer, publishing six books on psychology topics over a ten year period. His interests were quite diverse, but often centered on topics of child development and education. He also explored such topics as the psychology of art and language development. Vygotsky's life was cut tragically short in 1934, when he died of tuberculosis at the age of 38.

a. Psychological Foundations which support reading comprehension

Vygotsky considers comprehensive development of the student's personality as a product of their activity and communication in the teaching-learning process in a dialectical interaction with the biological and the social. The center of analysis of this psychological school is constituted by the origin and the development of higher mental functions. Vygotsky outlines the Genetic Law of Development in the following way: any function in a child's cultural development appears on two occasions or on two different levels: firstly it appears on the social level and then on the psychological level. Hence all higher mental functions pass through an interiorization process from the external social to the internal mental by means of structured communicative activity. With this law the author established that only by the subject's interrelation with other people, the former interiorizes psychological

functions and influences their relationships with the rest of the members of society. Furthermore this reaffirms once again the importance of seeing mental development as a process which progresses from the social to the individual.

It is synthesized in the concept which constitutes the essence of all Vygotsky's theories: the zone of proximal development; a valuable contribution to the diagnosis and prognosis of a child's mental development and which is defined as "the distance between the level of actual development, determined by the ability to solve a problem independently and the level of potential development, determined by solving a problem under the guidance of an adult or in collaboration with a more able peer" (Vygotsky 1995: 94). In the teaching and learning of foreign languages, teaching in the zone of proximal development has been interpreted in terms of providing guided help (scaffolding) and meaningful interaction (Huong quoted by Sergio Font, 2006). In other words the help process on the basis of the other is perceived as a process in which the other promotes and facilitates the subject to achieve a level of development, appropriation and learning which allows for a higher level of development of the structures which are crystallized in the knowledge learned and in increased independence.

With this theory Vygotsky shows that learning, teaching and development are interrelated from a child's first days of life. Education, learning and development are processes which possess a relative independence and typical singularity, but which are integrated into human life forming a

dialectical unity. Education consists of the complex and historical concrete social process in which the transformation and assimilation of cultural inheritance accumulated by the human being takes place. From this perspective, learning represents the mechanism by which the subject appropriates the contents and forms of culture which are transmitted by interaction with other people.

The role of education must be that of creating development through the acquisition of specific and relevant learning on the part of the students. But education is converted into a promoter of development only when it is able to take people beyond the levels reached at a given moment in their lives, and when it favors the realization of learning which exceeds the goals already achieved.

Moreover, it is important to specify that Vygotsky highlights the role of activity and communication in the socialization of the individual; hence from the sociological point of view the general objective of education is summarized in this process which is the appropriation, on the subject's part, of valid social content and their objectification, expressed in the form of conduct acceptable to society. Socialization is inseparable from the process of individualization, and its dialectical articulation serves to achieve both the insertion of man in the concrete historical and social context as well as his identification as an individual being gifted with unique personal characteristics but which at the same time allow him to live together with others.

Some authors such as Vygotsky and Rubinstein consider communication as an interchange of thought, feelings and emotions; others such as Andreieva interpret it as a way of conducting social relations which takes place through direct and indirect contact of individuals and groups in the process of their life and activity.

The act of communication is not understood as something static, neither as a linear process, but rather as a cooperative process of the interpretation of intentions. It is not limited to oral expression and in a simultaneous way it can occur in different forms (listening, reading, writing, speaking) which is why it requires the ability to encode and decode messages paying attention to the purposes of the communication.

Reading is an effective means of achieving man's intellectual, social, spiritual and moral development, therefore reading has great significance and constitutes an essential element in the comprehensive education of new generations. In the intellectual sphere, reading helps to encourage reasoning patterns. It is a stimulus for the development of thought and it serves as a model for intellectual activity. As far as the content is concerned, it puts the reader in contact with the knowledge of human culture in all its range and depth.

In the educational sphere, reading constitutes one of the most efficient means of learning. It not only facilitates the student's technical or professional training, but the systematic use of different texts encourages in the reader independent study habits which will serve to expand their

accumulation of knowledge more and more. In the same way, it contributes to developing abilities in oral and written expression, which permit an increasingly correct, educated and expressive use of the language.

From the psychological point of view, reading is a valuable activity, which not only allows one to spend moments of recreation, but also helps to expand the limits of experience. Reading encourages one to analyze of human conduct, to value positive or negative attitudes; it contributes to creating superior patterns of conduct.

Nevertheless, reading tends to be an ambiguous term; for it is generally associated with text, or the action of reading, or even the method used in language teaching. This makes it necessary to specify this concept. On many occasions this term is used to refer to analysis, on others to address the interpretation of particular text, on others to refer to selections of reading material, instead of being expressed as selections of texts or fragments of text.

This is concurrent with A. Rogova (1983:75) who considers reading to be a complex process of activity of language for it is closely related to the comprehension of what one reads; reading is a complicated task, and requires on the reader's part the ability to carry out several mental operations such as analysis, synthesis, inference, deduction and comprehension, which also corresponds with what is proposed by I. Ramírez (1984:26) who considers it to be a complex thought process which must

arrive, by means of a sequence – gradual and permanent development of skills and abilities – at comprehension.

For the purposes of the present investigation we have taken into account what is proposed by Grass and Fonseca (1986:57), that “reading is a psycholinguistic process through which the reader reconstructs a message which has been encoded by the writer in graphic form”; the authors of the investigation consider reading to be a complex mental activity, for reading is not only recognizing words and understanding the ideas presented, but also reflecting on their meaning.

A. Faedo (1994:23) considers reading as a process of perception, of active transformation of information and of graphic decoding of the language system. R. Acosta (1996:51) reflects that reading develops students the following psychological processes in students: analysis, synthesis, comparison, generalization, memory and imagination. Furthermore, he thinks that reading is a powerful tool for developing in students qualities such as patriotism, internationalism, responsibility, honesty, loyalty and love, criteria shared by the authors of the present investigation on considering reading to be vital for the multifaceted development of the individual's personality.

Corresponding to what is proposed by Vygotsky, it is therefore necessary to specify that in English language classes, with regard to the development of abilities in reading comprehension, one needs to begin with practice guided by the teacher to acquire adequate habits of perception and

recognition as well as developing mechanisms of anticipation and memory to gradually allow their active participation in the process, facilitating the practical use of the English language. The educational teaching process has among its duties the training of teachers to make an impact on the development of students' personality with the influence of the school, family and the rest of the socializing agents

b. The historical-cultural focus as a basis for the systemic-communicative teaching of the activity of reading comprehension

The general psychological foundation for systemic-communicative teaching of the activity of reading comprehension is, in the opinion of the authors, in the *theory of cultural development of psychological functions*, better known as the historical-cultural focus of Lev S. Vygotsky and his followers, which has generated increasing interest as a psychological foundation of a contemporary pedagogical trend, although its repercussions as a foundation for language teaching do not yet surpass the importance of the psychological models which lay the foundations for traditional pedagogy and cognitive pedagogy on which this teaching is based today.

The historical-cultural focus, based on dialectical and historical materialism as a theoretical-methodological framework and applied in a creative form by Vygotsky to psychological sciences and to teaching, conceives personality as a higher synthesis of man's development in his own social relationships, where only through the understanding of the other, of their peculiarities, ways of acting, of their forms of interaction, is it possible to

achieve an understanding, a description and explanation of the development of the potentialities typical in established cultural forms.

For Vygotsky, who introduced to Soviet psychology the understanding of teaching as a source of man's mental development, personality is formed and developed in a social manner, in active interaction with other people through varied forms of collaboration and communication, and therefore it always, in one way or another, has a social nature.

The repercussions of the historical-cultural focus for psychology and didactics in general, and in particular for teaching reading comprehension, are evident, moreover, in that they conceive that the process of appropriation of human culture passes through the activity of the personality, and through a special kind of activity: verbal activity (developed in the theory of verbal activity) as a process which mediates the relationship between man and his objective reality where interiorization is given as a psychological mechanism of appropriation and where the adult acts as a mediator in the subject-object relationship and a bearer of the more general and concrete forms of the historical-social and cultural experience.

For this reason, although the investigation on language comprehension as a mental process constitutes a special task, its study is not independent of the focus on the problems of the activity of personality as a system.

2.2.3. David Nunan, Designing Tasks for the communicative classroom

According to Nunan (1991), reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text. He referred to this process as the bottom-up view of reading.

David Nunan, born 11 October 1949 in Broken Hill, is an Australian linguist who has focused on the teaching of English. His ELT textbook series Go For It! is the biggest selling textbook series in the world with sales exceeding 2.5 billion copies.

Nunan's academic and student textbooks are published by Cambridge University Press, Oxford University Press, Anaheim University Press, Palgrave/Macmillan, and the EFL publishing division of Cengage Learning. Nunan is Vice-President for Academic Affairs at Anaheim University based in Anaheim, California. Nunan serves in a concurrent role as Dean of the Graduate School of Education and Professor of Teaching English to Speakers of Other Languages (TESOL) at Anaheim University where he has worked since 1996. He is also Professor Emeritus of Applied Linguistics at the University of Hong Kong.

In 2000, Nunan served as President of TESOL Inc., the world's largest language teaching association, and was the first person to serve as President from outside North America. Previously he has served as Chair and Professor of Applied Linguistics at the University of Hong Kong and has been involved in the teaching of graduate programs for such institutions as

the University of Hawaii, Monterey Institute for International Studies, Sophia University, Chulalongkorn University, Thailand and many others. He is Academic Advisor to the GlobalEnglish Corporation, and is on the Executive Committee of The International Research Foundation for English Language Education.

Nunan began his career in Teaching English as a Second Language (ESL) in Sydney, Australia before completing graduate studies in the United Kingdom. He has worked as a teacher, researcher and consultant in many countries including Australia, the United Kingdom, the United States, Thailand, Singapore, Japan, Hong Kong and in a number of Latin American countries.

In 2002 Nunan received a congressional citation from the United States House of Representatives for his services to English language education through his pioneering work in online education through Anaheim University. In 2003 he was ranked the 7th most influential Australian in Asia by Business Review Weekly, and in 2005 he was named one of the top “50 Australians who Matter”. In November 2006 Nunan was awarded the Convocation medal for outstanding achievement and contribution internationally to the profession of Teaching English as a second language, from Flinders University, where he earned his Ph.D. in Education and Linguistics. In December 2006 Nunan was invited by the Australian Prime Minister to attend the Advance Leading 100 Global Australians Summit in Sydney, Australia.

a. Learning Tasks and the language curriculum

What is a task?

In general education, and in other fields such as psychology, there are many different definitions of tasks. There is also quite a variety from within the field of second language teaching, as the following definitions show.

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, by task is meant the hundred and one things people do in everyday life, at work, at play, and in between. (Long 1985:89).

This first definition is a non-technical, non-linguistic one. In fact, as the author points out, it describes the sorts of things that non-linguistics would tell you they do if they were to be asked. The second thing to notice is that some of the examples provided may well not involve language (one can paint a fence without talking). Finally, the tasks may be subsidiary components of a larger task: For example, the task of weighing a patient may be a sub-component of the task giving a medical examination.

Now here is another definition, this time from a dictionary of applied linguistics: An activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while

listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative...since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (Richards, Platt and Weber 1986:289).

In this second definition, we see that the authors take a pedagogical perspective. Tasks are defined in terms of what the learner will do in the classroom rather than in the outside world. This distinction between what might be called pedagogic tasks and real-world tasks is an important one, and the final definition is from Breen:

...any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning-from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making (Breen 1987:23).

In general, we too will consider the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is

principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

We shall see that it is not always easy to draw a hard and fast distinction between communicative and non-communicative tasks. There are several reasons for this, not the least of which is the fact that meaning and form are closely interrelated. We use different grammatical forms to signal differences of meaning. In fact, good oral grammar exercises can and should be both meaningful and communicative.

b. What are the components of a task?

We shall want to suggest that, in analytic terms, tasks will contain some form of input data which might be verbal (for example a dialogue or reading passage) or non-verbal (for example a picture sequence) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. The task will also have (implicitly or explicitly) a goal and roles for teachers and learners. In synthetic terms, we shall find, lessons and units of work will consist, among other things, of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

At this point, the description we have given may seem rather vague and imprecise. However, my characterization of task will become clearer that the task is a piece of meaning-focused work involving learners in

comprehending, producing and/or categorized according to their goals, input data activities, settings and roles.

c. Communicative language teaching

From the remarks already made, it should be obvious that the current interest in tasks stems largely from what has been termed the communicative approach to language teaching. In this section we should like to briefly sketch out some of the more important principles underpinning communicative language teaching.

Although it is not always immediately apparent, everything we do in the classroom is underpinned by beliefs about the nature of language and about language learning. In recent years there have been some dramatic shifts in attitude towards both language and learning. This has sometimes resulted in contradictory messages to the teaching profession which, in turn, has led to confusion.

Among other things, it has been accepted that language is more than simply a system of rules. Language is now generally seen as a dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between 'learning that' and 'knowing how'. In other words, we need to distinguish between knowing various grammatical rules and being able to use the rules effectively and appropriately when communicating.

This view has underpinned communicative language teaching (CLT). A great deal has been written and said about CLT, and it is something of a misnomer to talk about the communicative approach as there is a family of approaches, each member of which claims to be communicative. There is also frequent disagreement between different members of the communicative family.

During the seventies, the insight that communication was an integrated process rather than a set of discrete learning outcomes created a dilemma for syllabus designers, whose task has traditionally been to produce ordered lists of structural, functional or notional items graded according to difficulty, frequency or pedagogic convenience. Processes belong to the domain of methodology. They are somebody else's business. They cannot be reduced to lists of items. For a time, it seems, the syllabus designer was to be out of business.

One of the clearest presentations of a syllabus proposal based on processes rather than products has come from Breen. He suggests that an alternative to the listing of linguistic content (the end point, as it were, in the learner's journey) would be to:

...prioritize the route itself; a focusing upon the means towards the learning of a new language. Here the designer would give priority to the changing process of learning and the potential of the classroom-to the psychological and social resources applied to a new language by learners in the classroom context... a greater concern with capacity for communication rather than

repertoire of communication, with the activity of learning a language viewed as important as the language itself, and with a focus upon means process over content. (Breen 1984:52-3).

What Breen is suggesting is that, with communication at the center of the curriculum, the goal of that curriculum (individuals who are capable of using the target language to communicate with others) and the means (classroom activities which develop this capability) begin to merge; the syllabus must take account of both the ends and the means.

What then do we do with our more formal approaches to the specification of structures and skills? Can they be found a place in CLT? We can focus on this issue by considering the place of grammar.

For some time after the rise of CLT, the status of grammar in the curriculum was rather uncertain. Some linguists maintained that it was not necessary to teach grammar, that the ability to use a second language (knowing how) would develop automatically if the learner were required to focus on meaning in the process of using the language to communicate. In recent years, this view has come under serious challenge, and it now seems to be widely accepted that there is value in classroom tasks which require learners to focus on form. It is also accepted that grammar is an essential resource in using language communicatively.

This is certainly Littlewood's view. In his introduction to communicative language teaching, he suggests that the following skills need to be taken into consideration:

The learner must attain as high a degree as possible of linguistic competence. That is, he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.

The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if, necessary, remedy failure by using different language.

The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones. (Littlewood 1981:6).

As we have already pointed out, we take the view that any comprehensive curriculum needs to take account of both means and ends and must address both content and process. In the final analysis, it does not really matter whether those responsible for specifying learning tasks are called syllabus designers or methodologists. What matters is that both processes and outcomes are taken care of and that there is a compatible and creative relationship between the two.

Whatever the position taken, there is no doubt that the development of communicative language teaching has had a profound effect on both methodology and syllabus design, and has greatly enhanced the status of the learning task within the curriculum.

d. The role of learners

So far, we have considered how within CLT course designers and teachers might make use of the notion of task. Another trend in recent years which has stemmed from CLT has been the development of learner-centered approaches to language teaching, in which information by and from learners is used in planning, implementing and evaluating language programs. While the learner-centered curriculum will contain similar element and processes to traditional curricula, a key difference will be that information by and from learners will be built into every phase of the curriculum process. Curriculum development becomes a collaborative effort between teachers and learners, since learners will be involved in decisions on content selection, methodology and evaluation (Nunan 1988).

The philosophical reasons for adopting a learner-centered approach to teaching have been reinforced by research into second language acquisition as well as work in the area of learning styles (Willing 1988).

Breen, who has written a great deal on learner-centered language teaching, has pointed out the advantages of linking learner-centeredness with learning tasks. He draws attention to the frequent disparity between what the teacher intends as the outcome of task and what the learners actually derive from it.

(We may parallel this with a similar disparity between what curriculum documents say ought to happen, and what actually happens in the classroom). Learning outcomes will be influenced by learners' perceptions about what they should contribute, their views about the nature and demands of the task, and their definitions of the situation in which the task takes place. Additionally, we cannot know for certain how different learners are likely to carry out a task. We tend to assume that the way we look at a task will be the way learners look at it. However, there is evidence that while we as teachers are focusing on one thing, learners are focusing on something else. How can we be sure, then, that learners will not look for grammatical patterns when taking part in activities which were designed to focus them on meaning, and look for meaning in tasks designed to focus them on grammatical forms?

One way of dealing with this tendency is to involve learners in designing or selecting tasks. It should also be possible to allow learners choices in deciding what to do and how to do it. This of course implies a major change in the roles assigned to learners and teachers. Here we are suggesting that the task is likely to have the same psychological/operational reality for the learner as it has for the teacher. By using it as a design unit, one opens to the student the possibility of planning and monitoring learning-one breaks down the hierarchic barriers as it were. This is not to say that the teacher and learner will view the same task in the same way and attach the same meanings to it. Nor does it absolve the teacher from the responsibility of ensuring that through a sequence of tasks the appropriate formal curricula are covered.

e. The nature of reading comprehension

With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses and sentences). In other words, we use strategies to decode written forms in order to arrive at meaning.

The bottom-up approach to reading has come for some rather severe criticism over the years. Smith (1978), in fact, argues that reading actually works in the reverse order from that proposed by the bottom-up approach. In other words, that we need to comprehend meanings in order to identify words, and that we generally need to identify words in order to identify letters.

f. Schema theory and reading

The mental structures which store our knowledge are called schemata, and the theory of comprehension based on schemata is called schema theory. According to the theory, reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. It is not simply a matter of applying decoding conventions and grammatical knowledge to the text. Good readers are able to relate the text and their own background knowledge efficiently.

Schema theory is particularly significant for second language learners. Many reading passages can only be adequately comprehended if the reader has the relevant cultural knowledge. Nunan (1984) found that, for high school

ESL readers, relevant background knowledge was a more important factor in reading comprehension than grammatical complexity.

g. Reading skills and reader purpose

It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading.

Rivers and Temperley suggest that second language learners will want to read for the following purposes:

To obtain information for some purpose or because we are curious about some topic.

To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).

To act in a play, play a game, do a puzzle.

To keep in touch with friends by correspondence or to understand business letters.

To know when or where something will take place or what is available.

To know what is happening or has happened (as reported in newspapers, magazines, reports).

For enjoyment or excitement.

(Adapted from Rivers and Temperley 1978:187-8).

Consider the different reading skills required to carry out the following every day, non-specialist tasks:

Filling in an unfamiliar form.

Receiving an unfamiliar cheque and wanting to process it through a bank.

Making an emergency call to a hospital.

Operating a vending machine you have never used before.

Finding a Telecom card under the door.

Dealing with a note brought home from your child's school.

Contacting a tradesman to do some work in your home.

Looking in a newspaper to find a flat to rent.

Interpreting labels on pharmaceutical products.

Shopping for a particular product, for example dishwashing detergent.

Using a timetable.

Using road signs.

Selecting and reading a newspaper article.

Reading a short story or novel.

These tasks have been taken from Brosnan et al. 1984. They make suggestions about what is involved in each of these reading tasks. For example, when your child brings a note home from school, you might:

Glance over it noting script, style and format;

Skim over it picking up key words and information (who it is from, the date etc);

On the basis of the above, anticipate the content and purpose;

Skim again, disregarding unimportant parts;

Read again in more detail, checking you have all the information;

If we refer to the focuses which have been used to teach reading in a foreign language, we must mention the focus of ascending processing or bottom-up, which gives greater importance to the text and considers the reader's knowledge to be important but secondary. This focus is defined as a process of decoding the meaning in that the readers must first recognize the linguistic signs (letters, morphemes, syllables, words, phrases, grammatical keys, discourse markers) and use the data processing mechanisms to put these signs in order (Brown, 1994). This focus was introduced in the fifties by behaviorist psychologists who claimed that learning was based on the formation of habits on carrying out repeated actions after undergoing a stimulus.

Most activities within this focus are centered on recognizing grammatical and lexical forms with emphasis on the dimension of decodification (Nunan, 1999).

Bottom-up teaching approach begins with the component parts of a subject, and gradually builds up to the whole. For example, in an ESL class, a bottom-up approach would begin with things such as phonics, letters, vowels and syllables, which are the building blocks of language. It's only after students have mastered these specific rules and systems that they move on to speaking and reading. Bottom-up teaching is more instructor-driven and focuses on the minutia of a subject as a way of decoding and simplifying each component through repetition and memorization.

2.2.4. Beliefs about Reading

Teachers who possess a bottom-up belief system believe that students must decode letters and words before they are able to construct meaning from sentences, paragraphs, and larger text selections. Consequently, they view reading acquisition as mastering and integrating a series of word identification skills. Letter–sound relationships and word identification are emphasized instructionally. Because recognizing each word is believed to be an essential prerequisite to being able to comprehend the passage, accuracy in recognizing words is seen as important. If you hold a bottom-up set of beliefs, you may consider the practice of correcting oral reading errors as important in helping children learn to read. Or you may believe that helping students read a passage over and over is an important instructional activity because they develop accurate word recognition. Teachers who hold bottom-up belief systems often emphasize the teaching of skills in a sequential and systematic manner.

a. Defining Bottom-Up

	Bottom-up beliefs about reading
Relationship of word recognition to comprehension	Believe students must recognize each word in a selection to be able to comprehend the selection.
Use of information cues	Believe students should use word and letter–sound cues exclusively to identify unrecognized words
View of reading	Believe reading requires mastering and integrating a series of word identification skills.
Units of language emphasized instructionally	Emphasize letters, letter– sound relationships, and words

Where importance is placed instructionally	View accuracy in identifying words as important.
Assessment	Think students need to be assessed on discrete skills.

b. Bottom-Up Curricula

American colonists in the late 1600s, followed a strong bottom-up model of instruction. The alphabet was taught first; then vowels, consonants, double letters, italics, capitals, syllables, and so on were presented for instruction, in that order. Words were not introduced systematically in basal readers until the mid-1800s. Colonial children might meet anywhere from 20 to 100 new words on one page! By the mid-1800s, the word method, silent reading, and reading to get information from content were introduced in basals. The classics, fairy tales, and literature by U.S. authors became the first supplementary reading materials. Colored pictures, subjects appealing to children's interests, and the teacher's manual had all been introduced by the 1920s.

Publishing companies began to expand and add new components or features to their basal reading programs around 1925. The pre primer, for example, was added to the basal program to introduce beginning readers to the series and build a beginning reading vocabulary (i.e., words recognized on sight). Inside illustrations and outside covers also became increasingly colorful. Word lists became the standard for choosing

readers' vocabulary. As the major author for the publishing house Scott Foresman, William S. Gray was probably responsible for much of the structure associated with the reading instruction that we experienced as children. Workbooks accompanied our reader. First we worked on skills; then we read for enjoyment. Each book had a different title, and much of the story content was supposed to be realistic narrative. Whether the content was or is realistic is an issue both publishers and classroom teachers continue to debate.

As the concept of reading readiness became more popular, teacher's manuals began adding more detail, and readiness books provided opportunities to practice prerequisite skills. One pre primer proliferated into two, three, or even four pre primers.

Instruction in basal reading programs depended in part on a strict adherence to the scope and sequence of reading skills. The terminology evolved from the 1948 *Ginn Basic Reader*, the objective of which was to provide a *vertical* arrangement of skill development and to ensure continuity in skill development (Smith, 1965, p. 285). Teacher's editions were keyed to the children's books, and diagnostic and achievement tests were developed. Basal reading programs had become more sophisticated and, to many teachers, unwieldy.

Until the 1960s, books in reading series were arranged according to grade placement. Grades evolved into levels (anywhere from 15 to 20) or, as it became known, the management system. By the 1970s,

teachers and curriculum committees in general sought clarification about levels in relation to grades. As a result, publishers used the term **level** and cross-referenced this with its traditional grade equivalent.

Management systems became necessary when publishers significantly overhauled their reading series in the 1970s. The majority of textbook publishers added new components, particularly in the area of assessment, such as pre- and post-skill tests, section tests, and end-of-book tests.

The reading series used in schools in the twenty-first century are a far cry, in both appearance and substance, from the first readers. Nevertheless, current reading books retain some of the features that were once innovative.

The new basal reading series have grown noticeably in size and price. Though not prescribing the bottom-up teaching approach that was used in the 1600s, today's teacher's manual presents a dilemma that is at the same time intriguing, interesting, and a bit daunting: It often purports to include *everything* that any teacher will ever need to teach reading.

c. Bottom-Up Model

A bottom-up reading model is a model that focuses on a single-direction, part-to-whole processing of a text. More specifically, in bottom-up models, the reader is assumed to be involved in a mechanical process where he or she decodes the ongoing text letter by letter, word by word, and

sentence by sentence (Grabe, 2009). In these models, the reader decodes the text which has been previously encoded by the writer. Decoding of the text includes a visual focus on the identification of the letters, noticing the combination of the letters, recognition of the words, establishing sentences via their syntactic structures and finally integrating sentences into coherent discourse until the meaning of the text is eventually determined. The reader's world knowledge, contextual information, and other higher order processing strategies play a minor role, particularly at beginning stages, in processing information in this model (Alderson, 2000; Beach, 1997; Dechant, 1991; Grabe & Stoller, 2002; Koda, 2005).

The proponents of bottom-up models (e.g., Flesch, 1955; Gough, 1972; La Berge & Samuels, 1974) argue that these models work on the premise that the written text is hierarchically organized, and the reader's job is to process the smallest linguistic (i.e. grapho-phonetic) unit first and then combine the smaller units to discover and comprehend the higher (e.g., sentence syntax) units (Alderson, 2000; Dechant, 1991; Field, 2003; Grabe & Stoller, 2002; Koda, 2005; Macaro, 2003; Mitchell, 1982). Word recognition plays an essential role in reading comprehension. Koda (2005) defines it as "the processes of extracting lexical information from graphic displays of words" (p., 29). Studies on eye movement indicate that nearly every content word obtains direct visual fixation (Balota, Pollasek, & Rayner, 1985; Just & Carpenter, 1980, 1987), and the lack of even a single letter can be disruptive, largely decreasing reading efficiency (e.g., Mc Conkie & Zola, 1981; Rayner & Bertera, 1979). Furthermore, based on developmental

studies, researchers argued that poor readers could not extract visual information from print, and deficient word recognition is associated with poor comprehension (e.g., Perfetti, 1985; Stanovich, 1988). If inefficient word recognition continues, it may have adverse effects, directly or indirectly, on the acquisition of reading competence (e.g., Juel, 1988; Juel, Griffith, & Gough, 1986). Thus, word recognition efficiency can result in successful comprehension. Some studies also indicate that automaticity can be rather easily achieved in word recognition (e.g., Adams, 1994; LaBerge & Samuels, 1974; Perfetti & Lesgold, 1979). This may reduce the processing load in working memory, leaving more capacity for the storage component, and eventually facilitating conceptual manipulations of the extracted information (e.g., Daneman & Carpenter, 1980; Waters & Caplan, 1996).

Word recognition involves orthographic, phonological and semantic operations.

While a word's meaning is obtained in semantic operation, the word's sound features are achieved in phonological operation. Both of these operations are activated through orthographic operation and achieved via an analysis of graphic symbols (Koda, 2005; Samuels & Kamil, 1988).

Orthographic knowledge plays an important role in word recognition. Research suggested that skilled readers were able to not only analyze and manipulate word-internal elements such as letters and letter clusters (e.g., Ehri, 1998; Shankweiler & Liberman, 1972), but also to pronounce both individual letters and nonsense letter strings (e.g., Siegel &

Ryan, 1988; Wanger, Torgesen, & Rashotte, 1994). This is because orthographic knowledge is a powerful mnemonic device that connects the written forms of specific words to their pronunciation in memory (Ehri, 1998). Phonological decoding may be the most essential competence for reading acquisition in all languages (Koda, 2005). It is defined as the processes involved in accessing, storing, and manipulating phonological information (Torgesen & Burgess, 1998).

Researchers argued that deficits in phonological decoding could lead to poor comprehension in both alphabetic (Abu Rabia, 1995) and non-alphabetic languages such as Japanese and Chinese (Kuhara-kojima, Hatano, Saito, & Haebara, 1996; Zhang & Perfetti, 1993).

The empirical evidence supports the idea that all of a word's known meanings are activated by its orthographic input, even when strong constraints are imposed by the context (e.g., Seidenberg, Tanenhaus, Leiman, & Bienkowski, 1982). Then contextual facilitation helps to determine the appropriate meaning of the word in the immediate context at the sentence or discourse level. Researchers also argue that less skilled readers are more likely to be dependent on the context to retrieve word meanings than skilled readers (e.g., Biemiller, 1979; Becker, 1985; Perfetti, 1985; Stanovich, 1988). This supports the idea that poor readers use contextual clues to compensate for their underdeveloped visual information sampling skills in order to decipher a word's meaning (e.g., Pring & Snowling, 1986; Stanovich, 1986). There is an assumed relationship between contextual effects on word-meaning retrievals and language proficiency. It is suggested

that as L2 proficiency improves, reliance on contextual effects to retrieve word meaning diminishes (Becker, 1985; Grabe, 2009; Pring&Snowling, 1986; Stanovich, 1986).

A large body of studies also indicates that efficiency in extracting visual information differs among high and low-proficiency readers, suggesting that low-proficiency readers are slower and less accurate in a variety of word recognition tasks (e.g., Favreau & Segalowitz, 1982; Haynes & Carr, 1990; Macnamara, 1970). Some other studies suggest that low proficiency readers are more largely involved in word-level than discourse-level processing (e.g., Cziko, 1980; Horiba, 1990).

Since low-proficiency readers rely on a word's visual information rather than its semantic information (Chamot & El-Dinary, 1999; Clarke, 1980), they are less likely to engage in conceptual manipulations (such as hypothesizing and predicting) than high-proficiency readers (e.g., Anderson, 1991; Chamot & El-Dinary, 1999).

In bottom-up models, the reader takes a serial order to process the text, and the processing of each component takes place independently of the others (e.g., Alderson, 2000; Grabe, 2009; Koda, 2005; Mitchell, 1982). For example, the perception of phonemes is not influenced by the words in which they appear (Carroll, 2008). Since there is a single and restricted meaning in the text driven and constructed by the writer, the reader needs to extract this meaning and cannot go beyond it (Alderson, 2000; Beach, 1997; Grabe & Stoller, 2002; Koda, 2005). Therefore, it is not possible to make use

of higher-order reading skills such as making inferences, and consequently, background knowledge plays virtually no role in deriving and interpreting the meaning of the text in this model.

The bottom-up model is to decode meaning from the printed page, recognize linguistic signal, and use linguistic data processing mechanisms to impose some sort of order on the signals (Brown, 1994, p. 284). Weir and Urquhart (1998) also mentioned that bottom-up analyses begin with the text, or bits of the text. For example, in Gough's (1972) model, the reader begins with letters, which are recognized by a scanner. The information gained is passed to a decoder, which converts the string of letters into a string of systematic phonemes. This string is then passed to a librarian, where with the help of the lexicon, it is recognized as a word. The reader then fixated on the next word, and proceeds in the same way until all the words in a sentence have been processed. Reading is, therefore, considered as a process of exact identification of letters, words, and ultimately sentences. In a text, the smallest units of language are identified first, and these are chained together to form the next highest unit; these units in turn are then chained together to form the next highest unit and so on (Wang, 1998). Therefore, this model is data-driven and it is so-called bottom-up processing.

As Rayner and Pollatsek (1989) pointed out, in Gough's model, a word should take longer to recognize than a single letter. But in fact experiments have shown that this is not the case, words can be recognized more quickly than individual letters. It appears that at the word-recognition

stage, letters are processed in parallel. Moreover, readers have been shown to use syntactic information to deal with ambiguous words. Kolars (1969) also mentioned higher level information is being used in word recognition, which may conflict with the direction of the bottom-up model. Thus, the bottom-up model was criticized because its view of reading comprehension is in a rigid, word-by-word fashion (Wang 1998). The criticisms also come from several psycholinguistic such as Coady (1979). Lynch and Hudson (1991), and Goodman (1970). They argued that reading involves more than word perceptions. Lynch and Hudson (1991), for instance, pointed out that this model slows, the readers down in a way that they cannot comprehend larger language units. Therefore, a model that emphasized a process from higher-level comprehension came in.

Considerations

Conversely, though a bottom-up teaching approach will strengthen a student's grasp of a subject's fundamentals, its lack of emphasis on learning within the context of a larger whole may limit its effectiveness. For example, students who learn the specific meaning of a word may not understand how the meaning of that word changes based on the culture where the word is used.

2.3. CONCEPTUAL FRAMEWORK

Education: Is a permanent and systematic sociocultural process directed towards the fulfilment of the human being as a person and the

improvement of the conditions which benefit the development and transformation of society.

Teaching: Is the active process through which the student acquires new abilities, skills, knowledge and experience as a result of study.

“All individuals learn and through learning develop the behaviors which enable them to live.”

Capacity: Is the efficient and effective use of processes and strategies which permit the student to understand information with logical and coherent sense.

Comprehension: Is the essential path towards higher levels of reasoning; in this sense, if students do not understand the idea, therefore they will not be able to use it neither to analyze nor to solve problems; as a result, they will not be able to attain a higher level of comprehension.

Reading Comprehension: Refers to the abilities which the reader possesses and which enables them to understand, interpret and make projections about the ideas that the author has expressed in the text.

Context: Is everything which allows us to interpret. For example, the phrase “I’ll wait for you at the bank” has a multiplicity of possible meanings.

Contextualization: Refers to the meaningful use of the language with real communicative purposes, this means that knowledge is acquired through the association of meanings, objects, people and actions, among others, within a given context (Rioseco, Marilú, 2006); which helps students to understand like native speakers of that language according to a given context.

Didactics: Is the action that the teacher exerts on the student's direction, so that the latter is able to reach the educational objectives. This process implies the use of a series of technical resources to direct and facilitate learning.

Didactic Strategies: Are methodological procedures which orientate the teacher's work in an optimal way, having a positive effect on students' meaningful learning.

Study guide: This constitutes a fundamental instrument for the organization of the student's work and its objective is to compile all necessary orientation which enables the student to integrate the didactic elements for the study of a given subject.

Contextualized study guides: This is orientation material prepared with the purpose of increasing the viability of the teacher's work in the planning, execution and evaluation of teaching-learning activities in the subject of English, and constitutes an organized grouping of principles, norms, techniques of immediate application in the classroom, and the use of contextualized content which addresses the reality of our region to make the understanding of the English language easier.

Levels of Reading Comprehension: Are the abilities which are developed progressively through a combination of mental processes; these are converted into abilities, which allow the reader to understand the information with ease.

Literal Level: Is understanding the text just as it is written, eliciting simple replies and employing open questions such as in the case of a news item: What happened?, When?, Where, To whom?

Prediction: Is anticipating probable results concerning a reality or fact.

Technique: A group of abilities and skills which a human being employs to to something.

CHAPTER III

OUTCOME OF THE RESEARCH INVESTIGATION

3.1. ANALYSIS AND INTERPRETATION OF THE DATA

Observation guide to determine the students' levels of Comprehension of written texts at literal level.

**Table N° 1: Evaluation Matrix of Comprehension of written texts
at literal level**

LEVEL	INDICATORS	Nº OF ITEMS	POINTS FOR EACH INDICATOR
L I T E R A L	▪ Recognizing contextual information in the text.	5	2.5
	▪ Understanding the lexical meaning of the word.	3	2.5
	▪ Predicting the meaning of the text through the image.	1	1.5
	▪ Recognizing the contextual meaning of the word.	1	2
	▪ Putting sentences in order in a coherent way.	1	1.5
	▪ Putting the sequence of an event in order.	2	1.5
	▪ Recognizing the characters' features.	2	3.5
	▪ Understanding the characters' actions	2	5
Total			20

SOURCE: Observation guide applied to 2nd grade "Group "A"" of secondary level students at Serafin Filomeno School located in a small town called Moyobamba, district of Moyobamba, province of Moyobamba, department of San Martín in Peru.

KEY	
POINTS	LEVEL
00 – 05	POOR PERFORMANCE
06 – 10	IMPROVEMENT NEEDED
11 – 13	SATISFACTORY
14 – 17	VERY GOOD
18 – 20	EXCELLENT

The observation guide applied to the 2nd grade of secondary level at Serafín Filomeno, give us the dimensions of Comprehension of written texts at literal level.

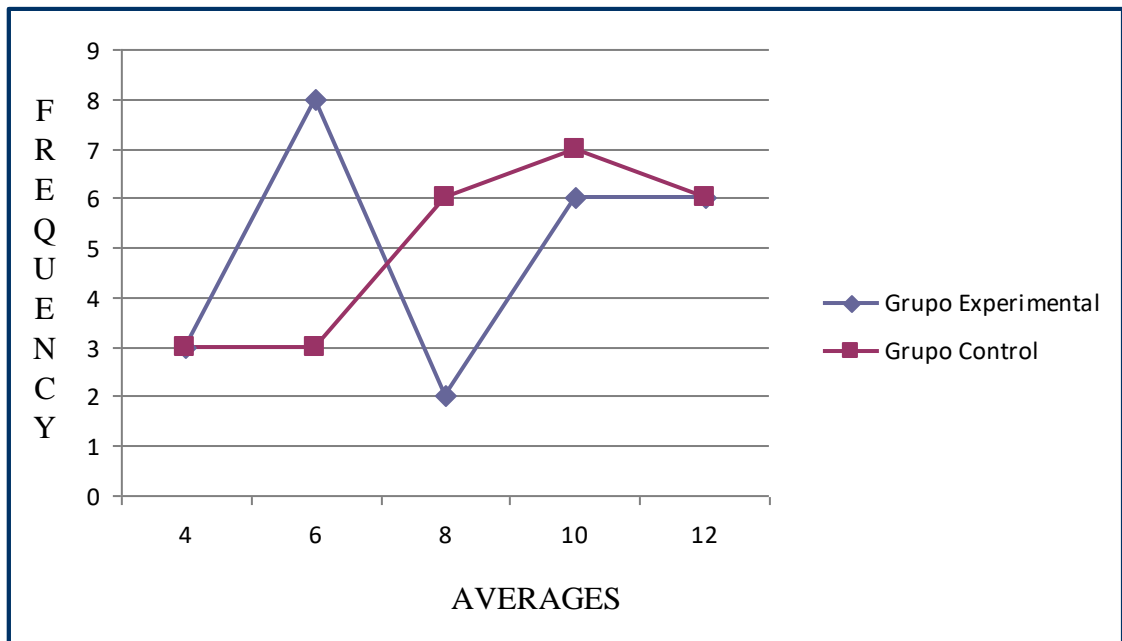
Results of the Application of the Pre-test

Table N° 02
Results of the Application of the Pre-test

K	GROUPS	EXPERIMENTAL					CONTROL			
	MEASURE- MENTS	xi	fi	$hi\%$	$xi \cdot fi$	$(xi - \bar{x})^2 \cdot fi$	fi	$hi\%$	$xi \cdot fi$	$(xi - \bar{x})^2 \cdot fi$
	POINTS									
1	[03 - 05)	4	3	12	12	55,00	3	12	12	69,12
2	[05 - 07)	6	8	32	48	43,05	3	12	18	23,52
3	[07 - 09)	8	2	8	16	0,20	6	24	48	3,84
4	[09 - 11)	10	6	24	60	16,93	7	28	70	10,08
5	[11 - 13)	12	6	24	72	81,25	6	24	72	61,44
TOTAL		25	100	208	196,43	25	100	220	168	

: Pre-test.

Graph N° 02
Results of the Pre-test.



Source: Table N°02.

Interpretation

From table and graph N° 02, we obtain the following deductions:

The grades obtained in the experimental group and in the control group vary between 03 and 12 points, considering that the majority of the students obtained very low grades and fails according to the 20-point scale; reaching 76% in both groups.

The highest concentration of students with fails in the experimental group, have grades between 05 and 06, which represents 32%, while in the control group, the highest concentration of students with fails have grades between 09 and 10, which represents 28%.

In the experimental group and in the control group, there are six students with pass grades which represents 24% of the total sample population in the study.

From the results obtained, we can confirm that the level of comprehension of written texts at literal level in the subject of English among second grade secondary school students at Serafín Filomeno High School – Moyobamba is low.

Table N°03

Analysis of Variability of Results obtained in the Pre-test.

GROUPS \ MEASURE- MENTS	\bar{X}	S	C.V%
EXPERIMENTAL	8,32	2,81	33,77
CONTROL	8,80	2,59	29,46

Source: Table N° 01.

Interpretation

In Table N° 03, we can observe the measurements which represent the Analysis of Variability of the results obtained in the Pre-test and we deduce that:

The arithmetic average of the students' grades in the experimental group is 8,32 and in the control group it is 8,80, which demonstrates that both groups are at a low level of comprehension of written texts at literal level in the subject of English.

Each grade of the students in the experimental group deviates by 2,81 points from the average and in the control group it deviates by 2,59 points; which is why the scores are very dispersed around the average.

The experimental group has a heterogeneous performance, as the coefficient of the variation is of 33,77% and the control group has a homogeneous performance, given that the coefficient of variation is 29,46% in relation to the conventional value of 33%.

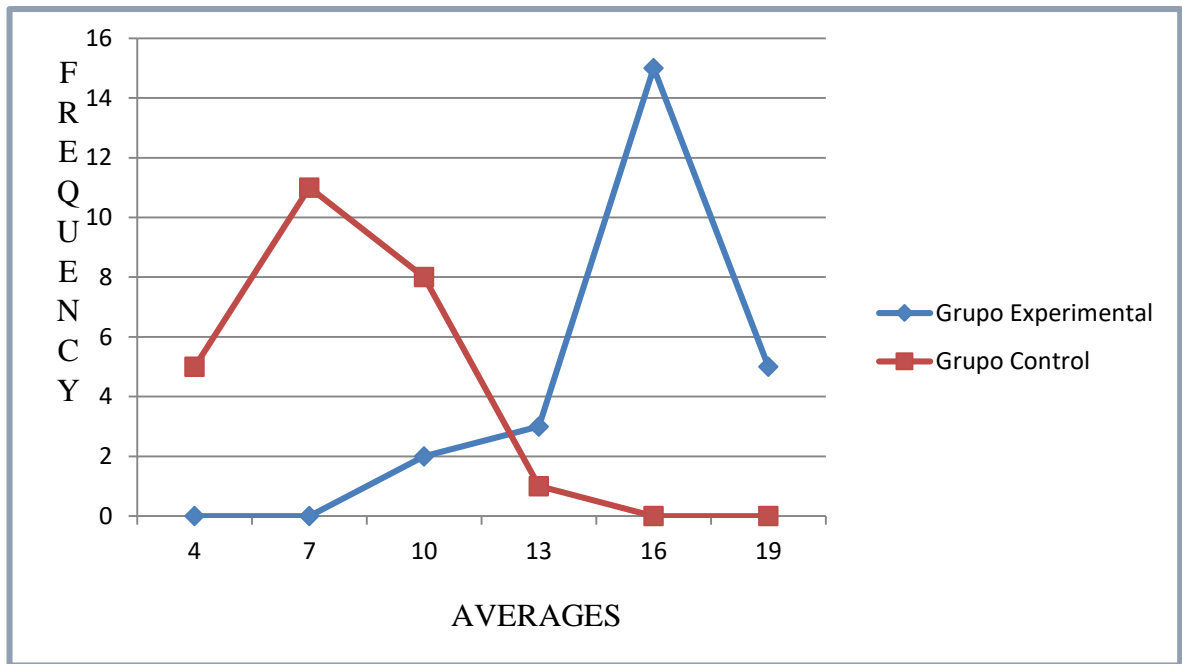
Results of the Application of the Post-test

Table Nº 04
Results of the Application of the Post-test

K	GROUPS	EXPERIMENTAL					CONTROL			
	Measure- ments Points	xi	fi	hi%	xi.fi	$(x - \bar{x})^2 \cdot fi$	fi	hi%	xi.fi	$(x - \bar{x})^2 \cdot fi$
1	[03 – 05]	04	-	-	-	-	5	20	20	64,8
2	[06 – 08]	07	-	-	-	-	11	44	77	3,96
3	[09 – 11]	10	2	8	20	66,36	8	32	80	46,08
4	[12 – 14]	13	3	12	39	22,85	1	4	13	29,16
5	[15 – 17]	16	15	60	240	0,86	-	-	-	-
6	[18 – 20]	19	5	20	95	52,49	-	-	-	-
TOTAL		25	100	394	142,56	25	100	190	144	

Source: Results of the Application of the Post-test..

Graph N° 04
Graphical Representation of the Results of the Post-Test



Source: Table N°03.

Interpretation:

From table and graph N° 04, we deduce the following:

The grades obtained in the Post-test, both in the experimental group and in the control group, vary between 03 and 20 points, as considered on the 20-point scale.

The highest concentration of students with low grades and fails in the experimental group, have grades between 09 and 11, which represents 8%, while in the control group, the highest concentration of students with low grades and fails have grades between 03 and 11, which represents 96%.

In the experimental group, there are 23 students with pass grades, which is equivalent to 92%, and in the control group there is one student with a pass grade which represents 4% of the total sample population in the study.

From the results obtained, we can confirm that the application of contextualized study guides in the subject of English, significantly improves the level of comprehension of written texts at literal level, in the experimental group.

Table N°05
Analysis of Variability of Results obtained in the Post-test.

MEASURE- MENTS	\bar{X}	S	C.V%
GROUPS			
EXPERIMENTAL	15,76	2,39	15,15
CONTROL	7,6	2,4	31,58

Source: Table N° 04

Interpretation

Observing the results of the Post-test, in both the experimental group and the control group, we can deduce that:

The experimental group varies, given that the arithmetic average is 15,76 with a deviation of 2,39 and a coefficient of variation in relation to the average of 15,15. This indicates that the experimental group improved significantly in comprehension of written texts at literal level in the subject of English, which indicates that it is a homogeneous group.

With regard to the control group, we note that an arithmetic average of 7,6 was reached, with a deviation of 2,39 in relation to its average, with a coefficient of variation of 31,58, which determines that it is a homogeneous group.

Comparing the results obtained in both groups it is statistically confirmed that there exists significant differences in favor in the experimental group; as its arithmetic average represents a performance higher by 7,44 points, in relation to the average of the Pre-test, demonstrating that the students improved significantly in the comprehension of written texts at literal level, through the application of the contextualized study guides in the subject of English.

3.2. HYPOTHESIS TESTING

Hypothesis test on the basis of Chi-squared, with a level of significance of 0,05.

Null Hypothesis (H_0)

By means of the adequate application of contextualized study guides in the subject of English, the comprehension of written texts at literal level among second grade students at Serafín Filomeno High School – Moyobamba, does not improve significantly, that is to say:

$$H_0: X_{Ge} = X_{Gc}.$$

X_{Ge} = Treatment applied to the Experimental Group

XGc = Treatment applied to the Control Group

Alternative Hypothesis (H₁)

By means of the adequate application of contextualized study guides in the subject of English, the comprehension of written texts at literal level among second grade students at Serafín Filomeno High School – Moyobamba, improves significantly, that is to say:

$$H_1: X_{Ge} \neq X_{Gc}; X_{Ge} > X_{Gc}$$

X ² chart α : 0,05	X ² calculated α : 0,05
9,48	38,78

Decision Rule

If x^2 calculated $> x^2_t$ we reject H₀ and we accept H₁

If x^2 calculated $< x^2_t$ we reject H₁ and we accept H₀

Decision

If x^2 chart = 9,48 and x^2 calculated = 38,78

Therefore x^2 calculated $> x^2$ chart; therefore H₀ is rejected and we accept H₁

With the results it is concluded that:

The execution of the experimental work “Contextualized Teaching Guides in the Subject of English to Improve the Comprehension of Written Texts at Literal Level”, resulted effective.

The statistical results show that the stimulus applied to the experimental group was very beneficial and effective because it enabled significant improvement in the level of comprehension of texts at literal level.

The Chi-squared test shows that there was a significant improvement in the experimental group, accepting the alternative hypothesis and rejecting the null hypothesis. In this way we positively verify our investigation hypothesis.

In the following table N° 06 the results of table N° 05 are presented.

Table N° 06
Table of specifications of the results

CONDITION	Experimental Group	Control Group	Total
Passes	23 a	1 b	24
Fails	2 c	24 d	26
Total	25	25	50

Finding the value of chi squared: (χ^2)

$$\chi^2 = \frac{N (ad - bc)^2}{(a + b) (c + d) (a + c) (b + d)}$$

$$\chi^2 = \frac{50 [(23) (24) - (1) (2)]^2}{(23 + 1) (2 + 24) (23 + 2) (1 + 24)}$$

$$\chi^2 = \frac{50 [552 - 2]^2}{(24) (26) (25) (25)}$$

$$\chi^2 = \frac{50 [550]^2}{111}$$

$$X_c^2 = \frac{15\,125\,000}{390\,000}$$

$$X_c^2 = 38,78$$

Decision Rule

If $X_T^2 > X_c^2$ we reject H_1 and we accept H_0 .

If $X_T^2 < X_c^2$ we accept H_1 and we reject H_0 .

As X^2 chart = 9,48 and X^2 calculated = 38,78;
therefore $X_c^2 > X_T^2$

Therefore we accept H_1 and we reject H_0 .

Derivation

According to the results H_0 (null hypothesis) is rejected with a level of significance of 0,05 as the value of X^2 calculated is greater than the value of X^2 chart.

This means that the treatment applied to the experimental group was significant in relation to the control group to which no stimulus was applied.

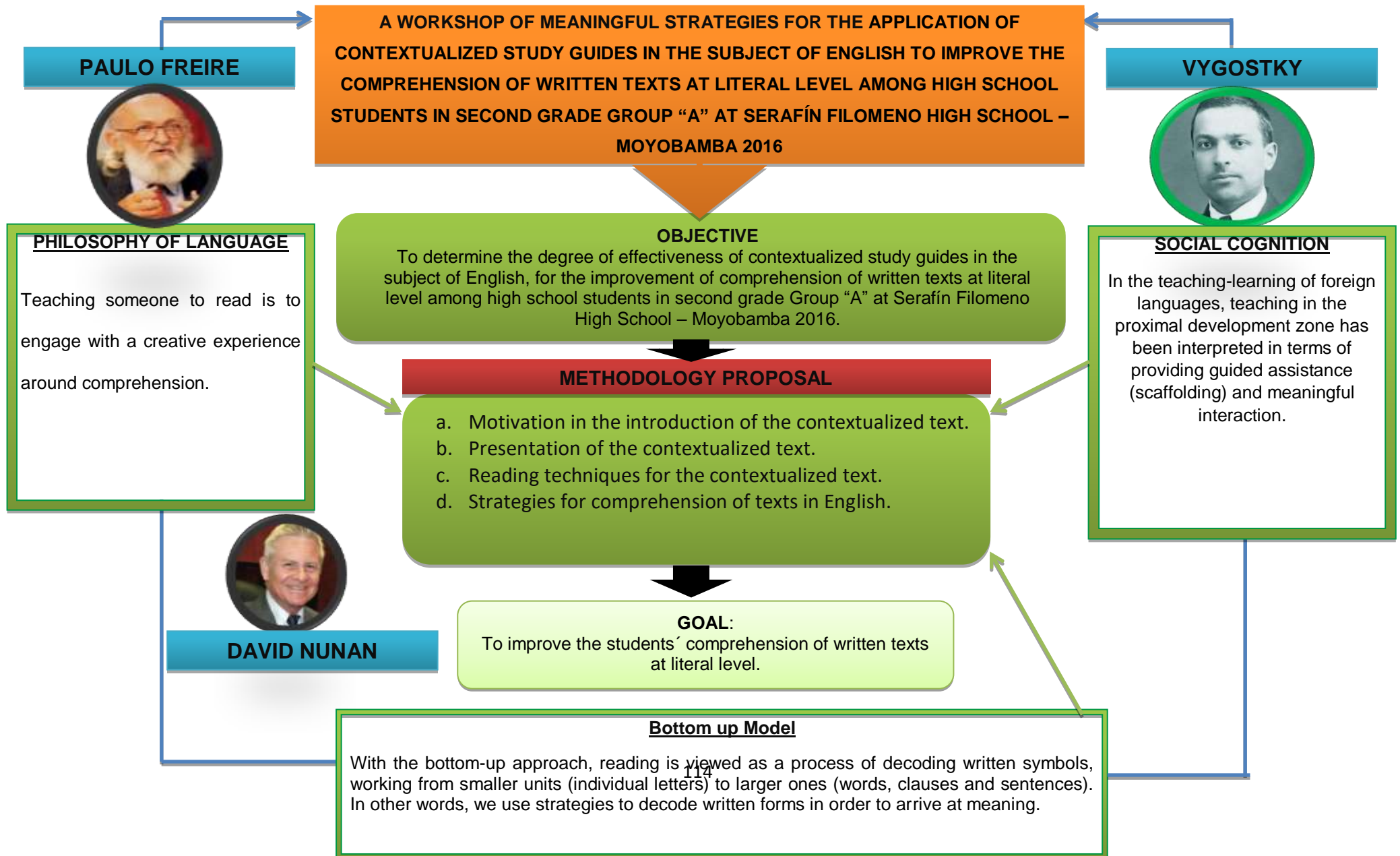
3.3. ANALYSIS AND DISCUSSION OF RESULTS

Of the fifty students who made up the study sample, with which the initial test was applied, 12 students passed, both in the experimental group and the control group, achieving pass grades of 11 to 12, with the rest of the students failing. These data indicate that the students have a low level of comprehension of texts at literal level in the subject of English, because they received no positive stimulus.

Interpreting the results of the post-test, we confirm that the stimulus received on the part of the experimental group is effective, since the result was good, given that 23 students in the experimental Group achieved pass grades, these being between 11 and 20, where 15 students had grades between 18 and 20; and only 2 students received low and fail grades; on the other hand, in the control group we only have one student who passed and 24 who failed, which implies that the experimental group which received the stimulus significantly improved their average results.

Comparing the pre-test and post-test results, we note that there is a significant difference, above all in the experimental group, demonstrating that the stimulus applied to the experimental group was good, as it enabled the improvement of comprehension of texts at literal level in the subject of English.

3.4. THEORETICAL MODEL



PROPOSAL OF STRATEGIES

3.5. PROBLEMATIC REALITY

In today's world, it is desirable that individuals study to acquire knowledge of the English language, which enables them to compete and have a lot of opportunities in the labor market, understand other cultures, widen their view of the world and of their experiences.

During the teaching-learning process of the English language, it is evident that students have problems with regard to the progress of the different abilities: Oral Expression and Comprehension, Text Comprehension and Text Production.

Given that the problem with learning the English language is very extensive within its abilities, the ability of text comprehension was chosen.

Comprehension of texts in English is difficult for students because they are unable to do it even in their own language. By the same token, they do not attempt to understand the content of a text, but rather translate it word for word. Dell'Ordine (2002) affirms: Reading is one of the most complex cognitive processes and learning to read is a difficult task which requires the use of specific strategies.

The article published by the magazine Signos V41N.67. Valparaíso 2008, announces that the Pontifical Catholic University of Valparaíso (Chile) carried out a study on the comprehension of academic texts written in English and confirms that students obtained low grades in the exam in the comprehension of academic texts written in English.

The Ministry of Education revealed that one of its main problems lies in the low level of culture achieved by students, which explains their poor vocabulary,

this making oral development difficult, as well as causing the absence of text comprehension. So much so that the Ministry of Education declared national education to be in a state of emergency. This led to teachers placing a greater emphasis on the subjects of mathematical logic, communication (reading comprehension) and the practice of values with the purpose of reaching a good academic level. This means that teachers will have to exercise with greater effectiveness the strategies which lead to students improving their levels of text comprehension.

It is no wonder that the education system, considering the demand on the subject of English, implements educational programs with methods, techniques, strategies, and materials among others, directed towards developing text comprehension and text production.

At present, teachers are needed who consent to change, thus having the capacity to develop students' comprehension of written texts.

One of the regions with greatest difficulties in education is the Region of San Martín, and Moyobamba is no exception to this reality. In a number of schools in Moyobamba it has been observed that secondary level students have a low level of text comprehension, which is evident at Serafín Filomeno High School, where it was specifically confirmed that students have difficulty understanding texts in English, to the point of not being able to identify the meaning of words, sentences and paragraphs; predicting the meaning of the text through images, putting the sequence of an event in order, recognizing textual information from the text, etc.

One of the factors which brings about this predicament is that the majority of teachers specializing in English know little about the use of contextualized study guides as a basic tool during the teaching-learning process of comprehension of texts written in English.

Within text comprehension there are three levels that the reader accomplishes according to their interest in understanding or immersing themselves in the content of a text; therefore, given that not all readers reach the same level of comprehension, we choose the first level (literal level) because it is considered to be the first step towards a better understanding of a text, especially in English.

For these reasons, the present investigation was carried out, entitled: the application of contextualized study guides in the subject of English to improve the comprehension of written texts at literal level among second grade students at Serafín Filomeno High School – Moyobamba.

Approach to the Problem

In the face of this reality and with the investigators' desire to contribute to the development of the ability of comprehension of written texts at literal level, we pose the following questions:

What is the degree of effectiveness of the application of contextualized study guides in the subject of English, to improve the comprehension of written texts at literal level among high school students in second grade Group "A" at Serafín Filomeno High School – Moyobamba?

What is the level of comprehension of written texts at literal level in the subject of English shown by high school students in second grade Group “A” at Serafín Filomeno High School – Moyobamba, before and after the experimental treatment?

What abilities, knowledge and attitudes are developed through the application of contextualized study guides in the subject of English, among high school students in second grade Group “A” at Serafín Filomeno High School – Moyobamba?

What is the methodological procedure to apply the contextualized study guides in the subject of English to improve the comprehension of written texts at literal level among the students under study?

3.5.1. FOUNDATION

Contextualized study guides have played an important role in teachers’ work because of their benefits for teaching and learning the English language.

This pedagogical material plays an important role within the teaching and learning of the English language, as through it the student improves their text comprehension and furthermore, it enables them to understand their culture in a new language. Taking these considerations into account, contextualized study guides must be integrated into the teaching-learning processes which are put into practice in the classroom on a daily basis.

Therefore, a contextualized study guide workshop was devised, entitled: Learning English by Reading, geared especially towards secondary level students, as a teaching proposal compiled from a variety of sources and to a large extent by the authors, with the purpose of improving comprehension of written texts at literal level among second grade high school students at Serafín Filomeno High School – Moyobamba.

Through motivational, practical, creative and straightforward teaching, setting ourselves apart from the rigid and traditional schemes used in English teaching, the aim is to teach in a different way, creating our own worksheets and activities with contextualized texts, keeping in mind various criteria such as students' age, level of learning, the type of text and learning rhythm, etc. Thus responding to students' expectations and motivating them to actively participate and to begin to develop a positive attitude towards learning English. The contextualized study guides were presented on worksheets, making use of visual material, dynamics, techniques and methods for teaching the English language and reading techniques.

3.5.2. PROPOSAL OBJECTIVES

General Objective

To improve comprehension of written texts at literal level among second grade students at Serafín Filomeno High School –Moyobamba.

Specific Objective

To create a teaching proposal using contextualized study guides to develop the literal level of comprehension of texts written in English.

To contextualize texts in English according to the abilities, knowledge and interests of second grade students.

To plan learning sessions with each of the contextualized texts including diverse methods and strategies to develop the comprehension of texts at literal level in the subject of English.

To create a positive attitude among students towards learning English and text comprehension.

3.5.3. RATIONALE OF THEORETICAL REALITY

Contextualized Study guides:

García, I. (2014), in the article entitled: *Study guides: Necessary resources for autonomous learning*, specifies that study guides are a learning resource which optimizes the development of the teaching-learning process through its relevance in permitting the student's cognitive autonomy and independence.

García, L. (2014), in the article entitled: *A proposal for structure of teaching units and study guides*, specifies that study guides are material that orients the study of the subject to favor autonomous work. They present a plan or framework for the development of the unit, a calendar that facilitates its organization into work

sessions, a list of resources and materials available and the activities to be realized by the students.

English, one of the most spoken languages in the world, plays an important role in countries' cultural, political and economic life; therefore it requires a contextualized way of teaching, by the use and application of a tool called the contextualized study guide.

For the teaching-learning process of the English language, the student first requires a contextualized study guide which enables them to carry out their work properly.

Precisely, contextualized study guides in the subject of English improve comprehension of written texts at literal level; they fulfill this objective by integrating contextualized texts, reading techniques and comprehension strategies with the realization of exercises for each text.

The objective of contextualized study guides is also that of familiarizing the student with their cultural context, using these contents in English and enabling students to be capable of understanding a text in English and thus form a clear idea about this subject, acquiring a change in attitude towards the language.

Furthermore, from the intellectual development, it is to be expected that students demonstrate precision, order in their work and appreciation of their knowledge. For this, it is necessary that the students understand the work that they are going to undertake and carry out the comprehension exercises which are included in the contextualized study guides.

Contextualized study guides enable students to make progress without the need to invest a lot of time looking up the meaning of all unfamiliar words in the English dictionary and making literal translations which in many cases do not make sense to the students because they are neither clear nor coherent.

It is necessary to integrate them into teaching activities and train students to make use of them. One of the ways in which contextualized study guides function is that the teacher makes use of English language reading techniques and uses text comprehension strategies.

The application of these contextualized study guides allows students to develop abilities, knowledge and attitudes, which has a beneficial result, both for the teachers and for the students because it sets them up to acquire discipline and a sense of responsibility, two important values which make them stand out, both in the academic world and in the working world.

For this reason, it is recommended that in schools, teachers apply contextualized study guides to their students in the subject of English to improve text comprehension.

The reading techniques and comprehension strategies, in the contextualized study guides, directly involve the student in their learning of this language, facilitate their comprehension and motivate them to continue learning of their own accord.

Contextualization:

ABC Definition (2014). Entitled: *Definition of Contextualization*, explains that contextualization is an abstract concept. To understand the meaning, it is necessary for us to clarify what is normally understood by context. Context is everything that surrounds a fact, the space and time in which that fact, event or situation occurs. Having understood what context is, we can therefore explain the meaning of the term contextualization, which will make direct reference to the former. Contextualization is the act by means of which the context of a situation, an event or a fact is taken into account, may this be public or private. It is without a doubt of great importance to bear in mind the contextualization that can be made of a situation because it would not be the same in two different contexts. Therefore, if the contextualization has not been properly developed, this can easily lead to misunderstandings and confusion, as well as scientific errors of historic misinterpretation.

Quees.la (2014) determines that contextualization is the action of providing the necessary information about the topic one is talking about to the person who is listening, this is achieved by giving more relevant information that may be necessary and valuable to give the topic a context, in order that the interlocutor might have the opportunity to understand better what is being dealt with. This is a tool widely used in the field of social sciences, as in this domain it is necessary to involve all those concerned who are found to be conducting an investigation or who simply wish to know more about the topic.

Therefore, this could be defined as a group of elements which relate to each other, as the situations which encompass the context of a topic are not the

same as those which deal with a different subject, each one has a particular value which makes them different, and these can focus on other fields of research. In this case context is a fundamental point that distinguishes social sciences from exact sciences, as in the latter there exists a determined and fixed study method which must be followed to find the expected result.

In the case of discourse, one can contextualize by making generally known the different areas to be dealt with concerning a topic, in this form of communication there are discursive genres and these have different rules for interacting with other discourses which address the same subject. A good example of this is in the field of philosophy where reference is constantly made to previous research which puts the theme in question into context, the investigation thus attaining a better foundation and a greater value.

For its part, to contextualize an article one must follow certain basic rules at the moment of conducting the research, as well as having a title one must include a first paragraph which makes a brief summary of the topic to be addressed, giving geographic and time references, details about the people to be spoken about and if possible including hyperlinks or bibliographic references from which the information was drawn.

Contextualization refers to the meaning of language with real communicative purposes, this means that knowledge is acquired by means of the association of meanings such as objects, people, actions, traditions, among others in a particular context.

Characteristics

Suárez, A. (2012) determines that the characteristics of a study guide must facilitate daily teaching practice to the instructor. It must meet the students' educational needs and expectations, possess a flexible character, and serve as an element of course evaluation or training sessions.

Suárez states that the characteristics of contextualized study guides are the following:

They offer information about the content and its relationship to the object of study for which it was prepared.

They present orientation concerning the methodology and focus of the domain.

They define the indicators and activities for independent study, to guide lesson planning, inform the student what they are to achieve in order to guide assessment.

Functions:

García, H., and De la Cruz, G. (2014) mention that study guides combine intellectual work techniques, individual as well as group activities and curricular and extracurricular experiences.

They are the most relevant and systematic teaching tools which allow the student to work on their own, though with the orientation and guidance of the teacher. In the same way they support the learning process by providing guidelines to give direction in the adoption of the content of the courses.

As teaching resources they fulfill various functions, from giving suggestions for approaching a text, to accompanying and guiding the learner during the study of content that is difficult to understand.

Conocimientos Web.net (2013). The basic functions of study guides contain three parts:

Orientation: Establishing the appropriate recommendations to manage and guide the student's work. Clarifying in its development the doubts that can predictably obstruct the learning process. Specifying in its content, the physical and methodological way in which the student must present their work.

Promotion of Autonomous Learning and Creativity: Suggesting problems and asking questions that require analysis and reflection, stimulating initiative, creativity and decision-making. Promoting transference and application of what is learned. Containing advice which allows the student to develop logical thinking abilities which imply different interactions to achieve their learning.

Self-assessment of learning: establishing the integrated learning activities in which the student makes their learning evident. Proposing a monitoring strategy so that the student evaluates their progress and motivating them to address shortcomings by means of further study. This usually consists of a self-assessment by means of a group of questions and answers designed for this purpose. This is a piece of work that provokes reflection on the part of the student concerning their own learning.

The following are also listed as other functions of study guides:

Motivational function: Awakening interest in the topic or course to maintain attention during the study process.

Facilitating function: Proposing clear aims which guide the students' study. Linking the basic text to other educational material selected for the realization of the course, and theory with practice as one of the teaching categories. Suggesting study techniques which facilitate the fulfillment of the objectives (such as reading, underlining, producing summaries, doing exercises, among others). Guiding various activities and exercises, in connection to different learning styles. Clarifying doubts which could hinder learning.

Function of orientation and dialogue: Promoting the ability of organization and systematic study, promoting teamwork, encouraging communication with the teacher-tutor and offering suggestions for independent learning.

Evaluative function: Giving feedback to the student, with the purpose of provoking reflection about their own learning.

In the authors' opinion an important function of study guides results from their influence on the education of values, as has already been mentioned, especially responsibility.

In summary, regarding the functions of study guides, three fundamental aspects can be specified: Orientation, Promotion of autonomous learning and creativity and Self-assessment of learning.

It is unquestionable that the achievement of greater cognitive independence among students during learning, places new demands on teaching not only in Medicine degrees but also in the rest of higher education.

Study guides, as mediators of learning, have the potentiality to include strategies for the development of the student's autonomy in the study orientation, which consists of five fundamental moments: Orientation of study of the learning unit content, orientation activities, systematization activities, feedback activities and self-assessment activities.

To summarize, the authors have reached their opinions with the bibliography consulted regarding the general characterization of study guides noting that:

They offer the student information about the content and the route to follow for self-management of knowledge:

They present orientations of the methodology to be followed regarding the organizational teaching form for each content.

They present indications for the attainment of abilities, skills and aptitudes in the learner.

They define the methodology and the specific objectives to realize the students' independent work.

They permit the student's self-assessment, which provokes reflection about the development of their own learning.

All in all, the authors of this article agree that study guides occupy a significant place in contemporary pedagogy and didactics, acting as mediatory elements between teacher and student, where the main objective is to establish the teacher's role as an adviser, and to consolidate the learner's independent

activity through the teaching task as a basic cell of the educational teaching process.

These functions are given by orientation, self-assessment of learning and the promotion of auto suggestive learning.

Orientation: Consists of giving recommendations, to guide the student's work and clarify possible doubts which can limit learning progress, specifying in their content, the physical form in which the student must present their work.

Self-assessment of learning: Proposes integrated learning activities in which the student makes this evident. Sets out monitoring strategies so that the student evaluates their progress and is motivated to address their shortcomings by means of further study. Assessment is given by means of a group of questions and answers designed for this purpose. This provokes reflection on the part of the student about their own learning.

Promotion of auto suggestive learning: Sets out problems and formulates questions which require analysis and reflection, fostering the application of what is learned. Which allows the student to develop abilities, which contain different interactions to achieve their learning.

Theoretical basis for the preparation and use of study guides

Valenciano, A. (2012). The study guide is a tool which the teacher uses to organize and impart the programming of training sessions. One must take into account: To what group is it directed? What is considered essential that students learn on completing the session? (Objectives), what knowledge must be acquired

so that student fulfill the objectives? (Contents), how are they to be worked on in the classroom, with what activities? (Methodology), how much time is available and how much will be dedicated to each topic? (Scheduling), what didactic means are required to realize these activities? (Resources), How will we know of learning has been achieved? (Assessment).

Constructivist theories attempt to explain the general principles that give foundation to what is often called the psychological source of the teaching syllabus. There have been various attempts to define positions regarding the analysis of the constructivist education paradigm; in other words, there exist different ways of understanding constructivism, although all share the general idea that knowledge is a process that is genuinely constructed by the subject and not a dispersion of innate natural knowledge, neither is it a copy of knowledge existing in the external world. The tools that permit this construction, fundamentally, are the frameworks that a person possesses, that is to say, what they constructed in their relationship to the environment which surrounds them.

It is well-known that Lev S. Vygotsky, Jean Piaget and the American David Paul Ausubel were authors who made different contributions to constructivism, though with different ideas; nevertheless, bearing these concepts in mind, this construction of knowledge depends in three fundamental aspects:

Human beings do not act on reality directly, but via the frameworks they possess, which contribute to the construction of their own knowledge. Therefore, their representation of the world depends on the aforesaid frameworks. Of course,

interaction with reality will cause an individual's frameworks to change on gaining more experience with particular contributions in this sense.

The zone of proximal development, which is simply another way of saying the distance between the actual level of development, determined by the capacity to resolve a problem independently, and the level of potential development determined through the resolution of a problem under the guidance of an adult or in collaboration with a capable colleague.

Learning must be a significant activity for the subject who learns, which is related to the existence of relationships between new knowledge and that which the student already possesses, a line of thinking to which the authors of this investigation subscribe.

From these contributions, it can be summarized that study guides are related to and based on constructivist theories, provided that for their preparation the following points are considered: prior knowledge (frameworks); the zone of proximal development, through the solving of problems with guidance from the teacher (teaching task) or in collaboration with fellow students (group work), and the existence of a direct relationship between the new knowledge to be acquired and that which students already possess (meaningful learning).

These elements, reiterate the authors, in consistency with the bibliography consulted on that subject, are essential for the preparation of study guides.

Coinciding with the bibliography analyzed, the authors consider that the contributions of constructivist theories from all points of view, have led to the

establishment of a new student-teacher relationship where the main function of the latter is that of guiding and orienting the student's learning process, while the former develops meaningful abilities to manage their own learning. Likewise, the realization of teaching tasks, as an essential component of study guides, as well as contributing to the acquisition of meaningful and developing learning, contributes to the strengthening of values, especially responsibility in students, on showing interest in the fulfillment and high quality realization of the tasks assigned in the guides which leads to the training of competent professionals, prepared for the solving of problems related to their practice.

Importance:

García, H. and De la Cruz, G. (2014). Study guides emerged, fundamentally, to cover distance learning. Since the first half of the last century some universities and schools in the world, above all in the USA, developed these techniques with the purpose of training professionals and specialists via distance learning. These guides are generally associated with distance learning or combined face-to-face and distance learning, which constitutes an error, as face-to-face education, which advocates learning autonomy, also necessarily requires that teachers prepare guides which allow them not only to orient, but also to contribute to the organization of the student's work and their own.

A study guide is considered to be a digital or printed tool constituting a learning resource through which the teacher's and students' action within the teaching process is set out, in a planned and organized way, providing the student with technical information and having as a premise education as conduction and an active process. It is based on teaching as a science to generate

cognitive development and development of learning styles. It constitutes a resource of utmost importance because it perfects the teacher's work in the preparation and direction of the teaching tasks as a basic cell of the teaching-learning process, whose realization is subsequently controlled in the actual curricular activities.

Different names are assigned to this document and they vary depending on the different contexts, thus it can be called a study guide, a study guide or a didactic guide. The study guide is the document that orients study, approaching the student's cognitive processes, the teaching material, so that they are able to work autonomously. The study guide acquires great importance. In fact a well-produced study guide at the service of the student, should be a motivational element of the highest quality to awaken interest in the corresponding subject or course. It must be an appropriate tool to guide and facilitate learning, aid understanding, and in this case, apply the different fields of knowledge, integrating all the means and resources presented to the student as an aid to their learning.

In the same way its significance in the learning process is demonstrated on expressing that all teachers must be competent in designing, producing and updating a teaching, study or didactic guide, because it is a highly recommended piece of material and in many cases of compulsory use.

Another definition is contributed by Garcia, H. and De la Cruz, who state that: it constitutes a fundamental tool for the organization of the student's work and its objective is to offer all the necessary guidance which permits the integration of the teaching elements for the study of the subject.

Without a doubt, it is important to recognize that study guides constitute a resource with the purpose of methodologically orienting the student in their independent activity, and at the same time serve as an aid to the dynamic of the teaching process, guiding the student in their learning, favoring this process and promoting autonomy through different teaching resources such as: explanations, examples, commentaries, diagrams, charts, case studies and other similar actions which the teacher uses in their teaching activities.

These learning resources correspond to the objectives, methods and comprehension level of the students and are linked to what is expected that students learn, it is fulfilled in this way with an algorithm which favors the assimilation of the content.

In the authors' opinion and coinciding with the bibliography referred to, study guides or study guides are greatly significant for the organization and realization of the teacher's and the student's activity both within the teaching sphere and outside it, especially concerning the use of the tasks included in them as a methodology of work for the students.

They have an influence on the learning of English, because the student is acquainted with and understands their culture in a different language.

They said the teacher in the realization of their tasks, with the greatest effectiveness and efficiency possible.

They adequately orient the planning and programming of school work.

They provide up-to-date information about the content of the field referred to and about the teaching techniques applicable for its realization.

Contextualized study guides present information in a clear and straightforward way, offering what is needed in a simple and engaging manner, training the learner in the habits of reading and investigation.

Contextualized study guides foster the interest and dedication of the students throughout their development.

They generate active participation among the students.

Methodological process to apply the contextualized study guides:

Suárez, A. (2012) states that: Methodology is how we are going to give the classes. It implies organizing and sequencing the contents (theoretical, practical and professionalizing), to present them in the classroom, incorporating the activities proposed. The activities have their place among the contents to be taught. In this way methodology is the result of a composition which explicitly states the organization of a teaching unit. The teacher chooses the most appropriate teaching method for each occasion and the most suitable group work techniques to facilitate the acquisition of content and to energize the group.

They are prepared in accordance with the steps of a proposal for the production of study guides as a model for the design of the contextualized study guides.

The methodological process can vary according to the objectives that one wishes to fulfill, in the case it was oriented and designed on the basis of the research objectives.

Suárez, A. (2012) indicates that this whole sequence is expressed in a worksheet.

Motivation in the introduction of the contextualized text: In this first process, the teacher creates an appropriate learning environment through the following activities:

Visual material: These graphic devices and items of realia are selected according to the content of the contextualized text and used to facilitate learning of the vocabulary to be presented.

Introduction to vocabulary: This consists of the selection of the terms that are going to be addressed in a text. These can be nouns, verbs or adjectives.

Mindmapping: This consists of observing images and objects around us to gather information about what the text is about, in accordance with each contextualized study guide.

Presentation of the contextualized text:

Texts: The written text is presented on large pieces of paper with its respective graphics, used for reading practice as a class, in groups, in pairs and as individuals.

Reading techniques for the contextualized text:

Students are encouraged to practice and participate in the reading using the following activities and techniques:

Listening activity: Students listen attentively to the teacher reading.

Chain drill technique: This consists of reading the text, either word by word or sentence by sentence, starting with a student or the teacher and continuing as a chain until everyone has read a word or sentence of the text.

Choral repetition technique: This refers to reading in which the teacher guides the students.

Technique of reading aloud: Students take turns to read sections of the passages of a text out loud, at the end of each student's turn the teacher uses gestures, realia, exercises and other resources to make understanding the section of text easier.

Text comprehension strategies in English: Students carry out the text comprehension exercises proposed in the contextualized study guides, using different strategies.

Contextualized study guides: These contain the contextualized texts with the respective reading comprehension exercises, which are distributed to the students.

Reading comprehension questions: Students answer questions in English based in their understanding of the text. The questions are often sequenced so that the answers are found within the text.

Completing the text: Selected words are removed from the texts that the students have learned. Students complete the text filling in the gaps with the missing words.

Matching questions: This refers to a list of paired words which the students identify and then match the words to the items.

Drawing according to the text: The student predicts the meaning and draws what they explicitly understand from the contextualized text.

Filling in the blanks: Students are given a series of sentences with words missing. They fill in the gaps with items of new vocabulary or items of a particular type of grammar, such as prepositions or verbs in different tenses.

Answering with right / wrong: Students are given a table which contains sentences taken from the text. Students check these sentences and place a check in the corresponding column, right or wrong.

Completing information in a chart: Students are presented with a double-entry chart specifying the cities and aspects to be completed using textual information

Putting words in order to form a sentence: Sentences are taken from the text, and presented to students in a mixed up way, for them to subsequently form a coherent sentence guiding themselves with the text.

Putting the sequence of an event in order: Small paragraphs are taken from the text or images are shown for each paragraph relating to the content of the text and are presented in a different order to be subsequently located correctly according to the paragraphs or content of the reading.

COMPREHENSION OF WRITTEN TEXTS AT LITERAL LEVEL

Ferreiro, E. (2010) states that text comprehension as a cognitive, constructive and active process: is the conscious construction of the representation of the overall meaning of a text which results in the integration of the textual information with the reader's prior knowledge.

Carbajal, L. (2013) in his book entitled *Reading comprehension*, states that the objective of reading is to transfer certain information or knowledge, contained in a written document, to a reader or recipient of the aforesaid document. This transference is expressed and represented in the concept of reading comprehension.

In this way, reading comprehension shall be understood as a manifestation of an individual's intelligence in the process of transference of information contained in a written document.

Definición ABC (2014), states that reading comprehension is the capacity that a person has to understand what they read, this being both the meaning of the words that make up a text and the entire text in general.

Comprehension is a recurring intellectual process among human beings and it permits the production of meaning by capturing the most important ideas in a text and then linking these with concepts of which the reader in question already holds the meaning.

Also called clearance level, this is the reader's first perception regarding the content of a piece of writing. It refers to the fact of understanding and recognizing the meaning of the words, phrases, sentences and paragraphs. That is to say, the meaning of all the terms used in the text must be clear to the reader. This implies distinguishing between relevant and secondary information, putting the sequence of an event in order, identifying the characteristics of the characters, recognizing the contextual information of the text, finding the meaning of words with multiple definitions, demonstrating command of the basic vocabulary according to their age, etc; to then express this in their own words. The type of questions at this level can be:

What term can replace BALL in the text?

- a) It is a toy.
- b) It is a play object.
- c) ***It is a way of cooking a typical dish.***
- d) It is a way of playing.

Put the sequence of an event in order:

Number the following pictures:



Match up contextual information from the text:

- | | | |
|---|--------------------------|-----------------------------|
| a. Moyobamba, known as... | <input type="checkbox"/> | San Martín. |
| b. It was the first city of Peru. | <input type="checkbox"/> | The City of the Palm trees. |
| c. Characterized by its natural wealth. | <input type="checkbox"/> | Moyobamba. |
| d. Tarapoto, known as... | <input type="checkbox"/> | The City of the Orchids. |
| e. It has a warm climate. | <input type="checkbox"/> | Tarapoto. |

Reading literally is doing so according to the text. In reading at a secondary level (literal level), one focuses on the ideas and information that are explicitly presented in the text, by recognition of facts.

Recognition can be: of details, of sequences and by comparison.

Of Details: Identifying names, characters, time and place in a narrative

Of Sequences: Identifying the order of the actions.

By Comparison: Identifying explicit characters, times and places.

Examples

Predicting the meaning of the text through images: This consists of discovering or understanding the text with the aid of images to subsequently understand the content.

Recognition of the lexical meaning of the word: This refers to the meaning of the word not changing within a text. For example translating the Spanish word to English:

Provincia	= Province	Ciudades	= Cities
Orquídeas	= Orchids	Tropical	= Tropical
Selva	= Jungle	Industrializado	= Industrialized
Conocido como	= Known as	Comercializado	= Commercialized

Recognition of the contextual meaning of the word: This refers to the meaning of the word changing according to its linguistic setting (context). Content is adapted depending on the context where the word is presented.

Example:

A) Ball

a) It is a toy.

b) It is a play object.

c) *It is a way of cooking a typical dish.*

d) It is a way of playing.

Recognition of the textual information of the text: This consists of answering questions according to the literal information of the text, for example questions which contain: What?, Where?, When?, Who?

Putting sentences in order in a coherent way: Sentences are taken from the text, which is presented to students in a mixed up way, for them to subsequently form a coherent sentence guiding themselves with the text.

Example:

Guevara/ Moyobamba/ de / was/ founded/Juan/ by/ Pérez.

Moyobamba was founded by Juan Pérez de Guevara.

Putting the sequence of an event in order: Small paragraphs are taken from the text or images are shown for each paragraph relating to the content of the text and are presented in a different order to be subsequently located correctly according to the paragraphs or content of the reading.

Examples of putting paragraphs in order:

Put these sentences in order according to the text:

- () Friendly people dance the *Pandilla* in the street and around the *humisha*.
- () The most notable food is *Juane*.
- () Residents of Moyobamba City celebrate the region's patron Saint John.

Example of putting images in order according to the sequence of the paragraphs:



Identifying the characteristics of the characters: A table is drawn up with a series of characteristics of each character in the text in a different order, through which the learner, by means of the reading, discovers and selects the characteristics assigned to each character.

Recognition of the characters' actions: Within the reading there is a series of actions of each character, which is selected and organized into a table for each character.

Cognitive strategies which promote comprehension:

For good text comprehension, it is necessary to establish a purpose before reading, activate prior knowledge, identify the type of text, apply techniques and strategies, imagine the paragraph content and make predictions.

3.5.4. HYPOTHESIS

If contextualized study guides are adequately applied in the subject of English, there will be a significant improvement in the comprehension of written texts at literal level among students in second grade Group “A” at Serafín Filomeno High School – Moyobamba, 2016.

Establishing a purpose before reading. It is claimed that the construction of meaning is most effective when there is an objective or intention in the reader that drives them. This could be: entertainment, obtaining information, delving into a topic, studying, or communicating, among others.

Activating prior knowledge regarding the type of text, content and communicative situation.

Identifying the type of text: Such as: narrative, informative and descriptive.

Applying techniques and strategies, which permit the reader to select the information which is relevant, useful and necessary, in such a way that the reader's perceptive apparatus is not overloaded.

Imagining the content of the paragraph read, allows the formation of images of the content.

Making predictions allows the reader to anticipate the content of the text.

3.5.5. VARIABLES

Independent Variable

Contextualized study guides.

INDICATOR

Methodological process for working with the contextualized study guides.

a) Motivation in the introduction to the contextualized text:

- Visual material.
- Introduction to vocabulary.
- Mindmap.

b) Presentation of the contextualized text:

- Texts.

c) Reading techniques for the contextualized text:

- Listening activity.
- Chain drill technique.
- Choral repetition technique.
- Technique of Reading aloud.

d) Strategies for comprehension of texts in English:

- Contextualized Study Guides.
- Reading comprehension questions.
- Completing the text.
- Matching questions.
- Drawing according to the text.
- Filling in the blanks.
- Answering right / wrong

- Organizing information in a chart.
- Putting words in order to form a sentence.
- Putting the sequence of an event in order.

Dependent Variable

Comprehension of written texts at literal level in the subject of English.

INDICATORS

- ❖ Prediction of the content of the text through an image.
- ❖ Recognition of the lexical meaning of the word.
- ❖ Recognition of the contextual meaning of the word.
- ❖ Recognition of the textual information of the text.
- ❖ Putting sentences in order in a coherent way.
- ❖ Putting the sequence of an event in order.
- ❖ Identifying the characters' features.
- ❖ Recognition of the characters' actions.

Intervening Variable:

Second grade students at Serafín Filomeno High School – Moyobamba.

- Little knowledge among students of strategies for text comprehension.
- Rhythms and styles of learning.
- Availability of students' time.

3.5.6. PROPOSAL STRUCTURE

Produced in consistency with the stages of a study guide as a model for the design of the contextualized study guides.

The methodological process can vary according to the objectives that one wishes to fulfill, in the case it was oriented and designed on the basis of the research objectives.

This whole sequence is presented on a worksheet.

Motivation in the introduction of the contextualized text

In this first process, the teacher creates an appropriate learning environment through the following activities:

Visual material: These graphic devices and items of realia are selected according to the content of the contextualized text and used to facilitate learning of the vocabulary to be presented.

Introduction to vocabulary: This consists of the selection of the terms that are going to be addressed in a text. These can be nouns, verbs or adjectives.

Mindmapping: This consists of observing images and objects around us to gather information about what the text is about, in accordance with each contextualized study guide.

Presentation of the contextualized text:

Texts: The written text is presented on large pieces of paper with its respective graphics, used for reading practice in the auditorium, in groups, in pairs and as individuals.

Reading techniques for the contextualized text:

Students are encouraged to practice and participate in the reading using the following activities and techniques:

Listening activity: Students listen attentively to the teacher reading.

Chain drill technique: This consists of reading the text, either word by word or sentence by sentence, starting with a student or the teacher and continuing as a chain until everyone has read a word or sentence of the text.

Choral repetition technique: This refers to reading in which the teacher guides the students.

Technique of reading aloud: Students take turns to read sections of the passages of a text out loud, at the end of each student's turn the teacher uses gestures, realia, exercises and other resources to make understanding the section of text easier.

Text comprehension strategies in English:

Students carry out the text comprehension exercises proposed in the contextualized study guides, using different strategies.

Contextualized Study Guides: These contain the contextualized texts with the respective reading comprehension exercises, which are distributed to the students.

Reading comprehension questions: Students answer questions in English based in their understanding of the text. The questions are often sequenced so that the answers are found within the text.

Completing the text: Selected words are removed from the texts that the students have learned. Students complete the text filling in the gaps with the missing words.

Matching questions: This refers to a list of paired words which the students identify and then match the words to the items.

Drawing according to the text: The student predicts the meaning and draws what they explicitly understand from the contextualized text.

Filling in the blanks: Students are given a series of sentences with words missing. They fill in the gaps with items of new vocabulary or items of a particular type of grammar, such as prepositions or verbs in different tenses.

Answering with right / wrong: Students are given a table which contains sentences taken from the text. Students check these sentences and place a check in the corresponding column, right or wrong.

Completing information in a chart. Students are presented with a double-entry chart specifying the cities and aspects to be completed using textual information

Putting words in order to form a sentence: Sentences are taken from the text, and presented to students in a mixed up way, for them to subsequently form a coherent sentence guiding themselves with the text.

Putting the sequence of an event in order. Small paragraphs are taken from the text or images are shown for each paragraph relating to the content of the text and are presented in a different order to be subsequently located correctly according to the paragraphs or content of the reading.

CONTEXTUALIZED STUDY GUIDE Nº 01:

- I. **Subject ability:** Text comprehension.
- II. **Indicators:**
 - ✓ Recognizing textual information of the text.
 - ✓ Understanding the lexical meaning of the word.
- III. **Contextualized text:**

AROUND PERU: SAN MARTÍN



The Province of San Martín is located in the high jungle of the east, in the tropical Region of Peru. It is characterized by its natural wealth and wild fauna. This wonderful **Province** has a unique and rich folklore. As well as that, it has **commercialized** and **industrialized** cities like Tarapoto and Moyobamba. The Capital of the Province of San Martín is Moyobamba, known as “The City of the **Orchids**”. Moyobamba was the first city of Peru founded in the **jungle** shortly after the conquest. Tarapoto, **known as** “The city of the Palm Trees”, has a **warm** climate and paradise-like landscapes, because it rises in the middle of the jungle. It is interesting to visit the waterfalls of Ahuashiyacu, Huacamaillo and Tunutunumba, etc.

Application exercises:

1. **In the text, fill in the blanks using the words in the box:**

Commercialized	industrialized	Province	jungle	Orchids
warm known as				

2. **Choose the correct answer:**

- | | | |
|--|-----------------|-----------------------------|
| a) Moyobamba is known as... | <u>C</u> | San Martín. |
| b) It was the first city in the Peruvian Amazon. | <u>D</u> | the city of the Palm Trees. |
| c) Characterized by its natural wealth. | <u>B</u> | Moyobamba. |
| d) Tarapoto is known as...
Orchids. | <u>A</u> | the city of the |
| e) It has a warm climate. | <u>E</u> | Tarapoto |

3. Translate into English:

- | | |
|------------------------------------|--|
| a) Provincia = <u>Province</u> | e) ciudades = <u>Cities</u> |
| b) Orquídea = <u>Orchid</u> | f) tropical = <u>Tropical</u> |
| c) Selva = <u>Jungle</u> | g) industrializado = <u>Industrialized</u> |
| d) Conocido como = <u>Known as</u> | h) comercializado = <u>Commercialized</u> |

4. Draw a picture according to the text:



CONTEXTUALIZED STUDY GUIDE Nº 02:

- I. **Subject ability:** Text comprehension.
- II. **Indicators:**
 - ✓ Recognizing textual information of the text.
 - ✓ Predicting the meaning of the word through the image.
- III. **Contextualized text :**

UNDERSTANDING THE GEOGRAPHY OF MOYOBAMBA

The city of Moyobamba is at an altitude of 860 meters above sea level in the province of the same name in the Department of San Martín, in the northern “high jungle of Peru”.

It has tropical weather with a temperature ranging from 28°C with an average temperature of 24°C. The climate is pretty warm from May to December and nice and wet from January to April.

Based on the census of 1999, the estimated population of Moyobamba City is 50,873, the population of the province of Moyobamba is estimated at 95,034 and the estimate for the department of San Martín is 718,208. These figures were provided by the National Institute of Statistics in Moyobamba.

Application exercises:

- a) In the text, fill in the blanks using the words in the box:

Department	temperature	weather	warm	climate	figures
population					

- b) Look at the text again and put a check if it's “Right” or “Wrong”:

SENTENCES	RIGHT	WRONG
Moyobamba has an altitude of 860 meters.	✓	
Moyobamba has a warm climate.	✓	
The average temperature of Moyobamba is 24°C.	✓	
The weather is wet from May to December.		✓
The population of Moyobamba City is 50,873.	✓	

c) **Complete this chart:**

Cities	Population	Altitude	Climate	Temperature	Weather
Moyobamba City	50,873	860	<i>Pretty warm and nice and wet</i>	<i>from 28°c to 24°c</i>	<i>tropical</i>
Moyobamba Province	95,034				
San Martín Department	718,208				

CONTEXTUALIZED STUDY GUIDE N° 03:

- I. **Subject ability:** Text comprehension
- II. **Indicators:**
 - ✓ Putting sentences in order in a coherent way.
 - ✓ Recognizing textual information of the text.
- III. **Contextualized text:**

UNDERSTANDING THE HISTORY OF MOYOBAMBA

Moyobamba is the oldest city in the Peruvian Amazon Region. According to the writer Inca Garcilaso de la Vega, Tupac Yupanqui penetrated the province of Moyobamba and subjected it into Inca rule. The foundation of Moyobamba is attributed to the Spanish Captain Don Juan Pérez de Guevara on July 25th in 1540, giving it the name of “Santiago de los Ocho Valles”.

The name of Moyobamba derives from the Quechua word “Muyupampa” which means “circular plain”. On June 7th in 1897, Moyobamba became the capital of the Department of Loreto, and later it was the capital of the Department of San Martín which was created on September 4th 1906.

Application exercises:

A) Put the following sentences in order:

- 1) Guevara/ Moyobamba/ de / was/ founded/Juan/ by/ Pérez.
Moyobamba was founded by Juan Pérez de Guevara.
- 2) In / Region/Moyobamba/ oldest/ city/ is / the/ Peruvian / Amazon/ the.
Moyobamba is the oldest city in the Peruvian Amazon Region.
- 3) Derives/ from/ name/ the/ Moyobamba/ the/ Muyupampa/ Quechua/ word /of.
The name of Moyobamba derives from the Quechua word Muyupampa.

B) Match:

- | | |
|---|--------------------|
| a) Santiago de los Ocho Valles was the name of | (B) Inca rule |
| b) Tupac Yupanqui made Moyobamba subject to | (C) Juan Pérez |
| c) Moyobamba was founded by | (A) Moyobamba |
| d) Moyobamba derives from the word Muyupampa that means | (E) Loreto |
| e) Moyobamba was the capital of | (D) circular plain |

C) Answer these questions:

- a) When was Moyobamba founded?
Moyobamba was founded on July 25th 1540.
- b) Who founded Moyobamba?
Moyobamba was founded by Juan Pérez de Guevara.
- c) When was San Martín created?
San Martín was created on September 4th 1906.
- d) What was the name of Moyobamba?
It was "Santiago de los Ocho Valles".

CONTEXTUALIZED STUDY GUIDE Nº 04:

I. Subject ability: Text comprehension.

II. Indicators:

Recognizing the lexical meaning of the word.

Recognizing textual information of the text.

III. Contextualized text:

TALKING ABOUT OUR ECONOMY

Moyobamba is the center of a large Agricultural Region and one of the major trading centers for the Aguaruna Native Communities, who inhabit in the surrounding Valley known as the “Upper Mayo River Valley”. The most lucrative crops in the region are: rice, coffee and corn.



Cotton, sugar cane, tobacco and cocoa are important products of the region. Liquors made with the bark of trees and various plants native to the Region are an extraordinary attraction, not only for the natives but also for the many tourists who pass through Moyobamba. Gold and some petroleum are produced.

Application exercises:

1. Translate into English:

a) native = nativa

b) lucrative = lucrativo

c) known as = conocido como

d) produced = producido

e) tourists = turistas

f) liquors = licores

g) center = centro

h) sugar cane = caña de azúcar

2. Put the following sentences in order:

a) is / large / the / Moyobamba / of a / center/ Agricultural Region.

Moyobamba is the center of a large agricultural Region.

b) Are / region / of / the / various plants / an / extraordinary / attraction.

Various plants of the Region are an extraordinary attraction.

c) The / lucrative / crops / most / in the / are / Region / : / rice, coffee and corn.

The most lucrative crops in the Region are: rice, coffee and corn.

3. Answer the following questions:

A) How is Moyobamba considered?

It is the center of a large Agricultural Region and one of the major trading centers for Aguaruna Native Community.

B) What area do Aguaruna Native Communities inhabit?

They inhabit the surrounding Valley known as the Upper Mayo River Valley.

C) What are the most lucrative crops in the region?

The most lucrative in the region are: rice, coffee and corn.

D) What are the important products in the region?

The important products are: cotton, sugar cane, tobacco and cocoa.

4. Draw according to the word:

rice	coffee	corn	Cotton	sugar cane	Liquors

CONTEXTUALIZED STUDY GUIDE Nº 05:

I. **Subject ability:** Text comprehension

II. **Indicators:**

- ✓ Recognizing textual information of the text.
- ✓ Recognizing the contextual meaning of the word.

III. **Contextualized text:**

CELEBRATING THE FESTIVAL OF SAN JUAN

Moyobambinos (residents of Moyobamba) celebrate the region's Patron Saint John every 24th of June. Native residents celebrate their traditional dances and most notably "juane", a dish that is meant to resemble the head of John the Baptist on a platter.



It is made by forming a ball of sticky green rice with chicken wrapped in bijao leaves to cook on an open fire. After feasting on their delicious food celebrators dance the "Pandilla" around the "humisha".

Application exercises:

1. **According to the text choose the best description:**

A) Ball:

- a) It is a toy.
- b) It is a play object.
- c) It is the way how to cook a typical dish.
- d) It is a way of playing.

B) Dish:

- a) It is a domestic object.
- b) It helps you to serve the food.
- c) It is food.
- d) It is a verb.

C) Put these sentences in order:

- (3) Friendly people dance the "Pandilla" in the streets and around the "Humisha".
- (2) The most notable food is "Juane".
- (1) Residents of Moyobamba City celebrate the region's Patron Saint John.

CONTEXTUALIZED STUDY GUIDE N° 06:

I. **Subject ability:** Text comprehension.

II. **Indicators:**

- ✓ Putting the sequence of an event in order.
- ✓ Identifying the characters' features.
- ✓ Recognizing the characters' actions.

III. **Contextualized text:**

THE COW THAT BREATHED FIRE

Settlers from Calzada tell a legend that a long time ago, next to a big mountain situated on the edge of the road to Moyobamba; there constantly appeared a fierce-looking cow with big twisted horns and which breathed fire through its mouth, people called it “vaca huilca” (holy cow). This fierce animal threatened to destroy the town with its fire.



The settlers were so afraid of this terrible threat and convinced that they alone could not make it disappear. They resolved to seek out the service of a famous wizard from Pomacochas. The wizard accepted people's request in exchange for payment. He performed his charms and successfully beat this strange animal. People still say that this monster escaped to Cochaconga Lake, in the highlands of Phiscohuanuna, where to this day the furious animal still lives and waits.

Application exercises:

1. **Number the following pictures:**



3



1



2

2. Recognize the features of the cow and the wizard :

FEATURES	COW	WIZARD
Twisted horns. He is famous Called holy cow He is from Pomacochas. Monster. Strange animal. Performed his charms	<i>Twisted horns.</i> <i>Called holy cow</i> <i>Monster.</i> <i>Strange animal</i>	<i>He is famous.</i> <i>He is from</i> <i>Pomacochas.</i> <i>Performed his</i> <i>charms.</i>

E) Identify the actions of the settlers, the cow and the wizard:



Twisted horns.
Called holy cow.



They are from Calzada.
The settlers were so afraid of that terrible threat.



He is famous.
He performed charms.

CONTEXTUALIZED STUDY GUIDE N° 07:

- I. **Subject ability:** Text comprehension.
- II. **Indicators:**
 - ✓ Putting the sequences of an event in order.
 - ✓ Identifying the characters' features.
 - ✓ Recognizing the characters' actions.
- III. **Contextualized text:**

THE LEYEND OF AYAY MAMAM

There were two children, a girl and a boy whose mother died, so unfortunately their father joined up with a bad woman who did not love them.

Time passed quickly and the bad woman began to heartlessly hate them, she had a plan to abandon them in the deep forest. The bad woman deceived them, pretending to go for a walk and a picnic, but the boy did not have any confidence in her and he took precautions, dekerneling some corn and then putting the grains in his pockets for the future.



While they were going towards the jungle, the boy was letting grains of corn fall one by one on the road. When they arrived to the forest, the bad woman invited the children to sit down and eat, so she could carry out her plan and she suddenly disappeared.

It was late and the stepmother did not return. The boy was very intelligent and he started to gather up all the corn grains until he and his sister returned home.

Seeing that her plan had failed, this bad woman made another cruel plan taking the children into the deepest jungle. She took the children to that place and disappeared again.

The children began to cry from the hunger and the cold. When the birds heard them crying, these little nice animals started to give them pieces of fruit while the peccaries and tapirs accompanied and slept near the children. Time passed and suddenly both children noticed that their bodies were changing, they began to have a lot of feathers growing over their bodies. Their arms became wings and the children quickly transformed into flamboyant birds. Then they began flying towards the house on moonlit nights and sang sadly: Ayay maman.

Application exercises:

1. Number the following pictures:



2. Recognize the features of the boy and the stepmother :

Features	Boy	Stepmother
Bad woman		✓
Took precautions	✓	
Didn't love them		✓
Intelligent	✓	
Cruel plan		✓
Didn't have any confidence	✓	

3. Recognize the actions of the children and the stepmother:

BOY

- *He was intelligent to let the grains fall one by one.*
- *He took precautions.*

CHILDREN

- *They didn't have any confidence.*
- *They began to cry from the hunger and the cold.*

Stepmother

- *She didn't return.*
- *She made another cruel plan.*

CONCLUSIONS

1. According to the results obtained, on the basis of the comparison of the two groups, both in the Pre-test and in the Post-test, it was proven that the application of contextualized study guides in the subject of English significantly improves the comprehension of written texts at literal level among second grade students at Serafín Filomeno High School – Moyobamba. Thus, comparing the respective averages and scores, better results were obtained in the experimental group, determining the effectiveness of the contextualized study guides.
2. Students showed a low level of text comprehension at literal level in the subject of English with an average of 8,32 before applying the stimulus; however, after applying the stimulus, according to the results of the Post-test, in the experimental group the average reached 15,76; that is to say, a good level of comprehension of written texts at literal level was achieved by second grade students at Serafín Filomeno High School – Moyobamba.
3. Contextualized study guides in the subject of English significantly improve the ability of text comprehension, knowledge (expressions to give examples: such us; time connectors: seeing that, while; tenses of verbs: present and past; adjectives: warm, hot, wild, wonderful, rich, etc) and create a positive attitude among students towards learning English.

4. The methodological process which is employed to apply the contextualized study guides is as follows: motivation in the introduction of the contextualized text, presentation of the contextualized text, reading of the contextualized text (techniques) and strategies for text comprehension; which, carried out in an organized, sequential and orderly way, enable a significant improvement in the comprehension of written texts. In this sense, the expected results were achieved.

RECOMMENDATIONS

- Reading generates the immediate grasping of the text's meaning, therefore the text must be of interest to the student. The text written in English has to be based on the student's reality, on their need to learn.
- With the support of a good Contextualized Study Guide developed with adequate strategies, it is easier for the student to accomplish learning, discovering the meaning of all the terms employed in the text.
- The methodological process which is employed to apply the contextualized study guides is as follows: motivation in the introduction of the contextualized text, presentation of the contextualized text, reading of the contextualized text, techniques and strategies for text comprehension.
- These elements, when put into practice in an organized and sequential way, enable a significant improvement in the comprehension of written texts. Furthermore, in contrast to traditional teaching methods, this methodological process encourages students to consider reading comprehension as an interesting and enjoyable task.

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APPENDIX



**“PEDRO RUIZ GALLO” NATIONAL UNIVERSITY
HISTORICAL SOCIAL SCIENCES AND EDUCATION
POSTGRADUATE UNIT
MASTER’S PROGRAM IN EDUCATION SCIENCES**

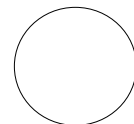


PRE –TEST / POST-TEST

Group: Experimental ☐ Control ☐ Date: ____/____/2016

Full name: _____

High School: _____ 2nd grade Group _____



I. Contextualized text

AROUND PERU: SAN MARTÍN



The Province of San Martín is located in the high jungle of the east, in the tropical Region of Peru. It is characterized by its natural wealth and wild fauna. This wonderful Province has a unique and rich folklore. As well as that, it has commercialized and industrialized cities like Tarapoto and Moyobamba.

The Capital of the Province of San Martín is Moyobamba, known as “The City of the Orchids”. Moyobamba was the first city of Peru founded in the jungle shortly after the conquest.

Tarapoto, known as “The city of the Palm Trees”, has a warm climate and paradise-like landscapes, because it rises in the middle of the jungle. It is interesting to visit the waterfalls of Ahuashiyacu, Huacamaillo and Tunutunumba, etc.

Application Exercises

1. Choose the correct answer:

- | | |
|---|--|
| a) Moyobamba, known as... | <input type="checkbox"/> San Martín. |
| b) It was the first city of Peru. | <input type="checkbox"/> The City of the Palm Trees. |
| c) Characterized by its natural wealth. | <input type="checkbox"/> Moyobamba. |
| d) Tarapoto, known as... | <input type="checkbox"/> The City of the Orchids. |
| e) It has a warm climate. | <input type="checkbox"/> Tarapoto. |

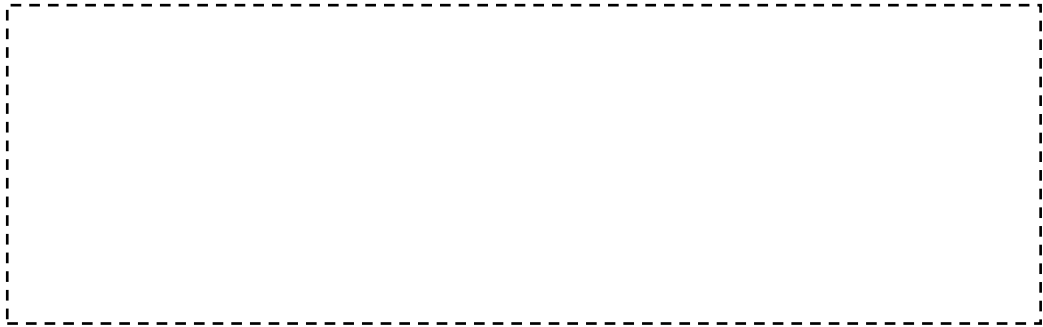
2. Translate into English:

- | | |
|----------------|---------------|
| a) provincia = | e) ciudades = |
| b) orquídea = | f) tropical = |

- c) selva =
d) conocido como =

- g) industrializado =
h) comercializado =

3. Draw a picture according to the text:



II. Contextualized text:

CELEBRATING THE FESTIVAL OF SAN JUAN

DANCE THE
PANDILLA!!

Moyobambinos (residents of Moyobamba) celebrate the region's Patron Saint John every 24th of June. Native residents celebrate their traditional dances and most notably "juane", a dish that is meant to resemble the head of John the Baptist on a platter. It is made by forming a ball of sticky green rice with chicken wrapped in bijao leaves to cook on an open fire. After feasting on their delicious food celebrators dance the "Pandilla" around the "humisha".



Application Exercises

1. According to the text choose the best alternative:

A) Ball:

- a) It is a toy. b) It is a play object.
c) It is a way of cooking a typical dish. d) It is a way of playing.

B) Dish:

- a) It is a domestic object. b) It helps you to serve the food.
c) It is food. d) It is a verb.

C) Put these sentences in order:

- () Friendly people dance the "Pandilla" in the streets and around the "humisha".
() The most notable food is "Juane".
() Residents of Moyobamba City celebrate the region's patron Saint John

III. Contextualized Text:

THE COW THAT BREATHED FIRE

Settlers from Calzada tell a legend that a long time ago, next to a big mountain situated on the edge of the road to Moyobamba; there constantly appeared a fierce-looking cow with big twisted horns and which breathed fire through its mouth, people called it “vaca huillca” (holy cow). This fierce animal threatened to destroy the town with its fire.



The settlers were so afraid of this terrible threat and convinced that they alone could not make it disappear. They resolved to seek out the service of a famous wizard from Pomacochas. The wizard accepted people's request in exchange for payment. He performed his charms and successfully beat this strange animal. People still say that this monster escaped to Cochaconga Lake, in the highlands of Phiscohuanuna, where to this day the furious animal still lives and waits.

Application exercises

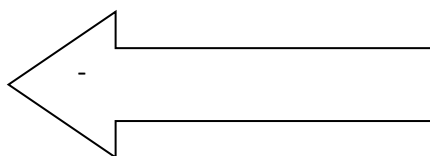
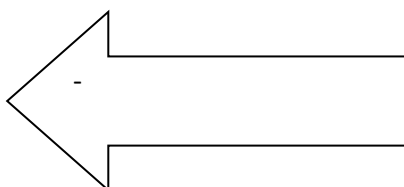
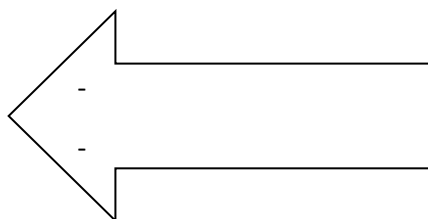
1. Number the following pictures:



2. Identify the characteristics of the cow and the wizard

CHARACTERISTICS	COW	WIZARD
Twisted horns. Is famous Called holy cow Is from Pomacochas. Monster. Strange animal. Performed charms		

3. Identify the actions of the settlers, cow and wizard:



❖ English Teachers:

- Fachín Armas, Katty
- Ruíz Cabanillas, Melissa



GOOD LUCK!

**WORKSHOP ON THE APPLICATION OF STUDY GUIDES IN THE
SUBJECT OF ENGLISH TO IMPROVE TEXT COMPREHENSION**



LEARNING ENGLISH BY READING

AUTHORS:

- **FACHÍN ARMAS, KATTY.**
- **RUÍZ CABANILLAS, MELISSA.**

CONTEXTUALIZED STUDY GUIDE Nº 01:

I. **Subject ability:** Text comprehension.

II. **Indicators:**

- ✓ Recognizing textual information of the text.
- ✓ Understanding the lexical meaning of the word.

III. **Contextualized text:**

AROUND PERU: SAN MARTÍN



The Province of San Martín is located in the high jungle of the east, in the tropical Region of Peru. It is characterized by its natural wealth and wild fauna. This wonderful Province has a unique and rich folklore. As well as, it has commercialized and industrialized cities like Tarapoto and Moyobamba.

The Capital of the Province of San Martín is Moyobamba, known as “The City of the Orchids”. Moyobamba was the first city of Peru founded in the jungle shortly after the conquest.

Tarapoto, known as “The city of the Palm Trees”. It has a warm climate and paradise like landscapes, because it rises in the middle of the jungle. It is interesting to visit the waterfalls of Ahuashiyacu, Huacamaillo and Tunutunumba, etc.

Application exercises:

4. In the text, complete filling in the blanks using the alternatives:

Commercialized	industrialized	Province	jungle	Orchids
	warm	known as		

5. **Choose the correct answer:**

- | | | |
|---|----------|-----------------------------|
| f) Moyobamba, known as... | <u>C</u> | San Martín. |
| g) It was the first city of Peru. | <u>D</u> | The city of the Palm Trees. |
| h) Characterized by its natural wealth. | <u>B</u> | Moyobamba. |
| i) Tarapoto, known as... | <u>A</u> | City of the Orchids. |
| j) It has a warm climate. | <u>E</u> | Tarapoto. |

6. Translate into English:

- | | |
|------------------------------------|--|
| a) Provincia = <u>Province</u> | e) ciudades = <u>Cities</u> |
| b) Orquídea = <u>Orchids</u> | f) tropical = <u>Tropical</u> |
| c) Selva = <u>Jungle</u> | g) industrializado = <u>Industrialized</u> |
| d) Conocido como = <u>Known as</u> | h) comercializado = <u>Commercialized</u> |

3. Draw a picture according to the text:



CONTEXTUALIZED STUDY GUIDE Nº 02:

- I. **Subject ability:** Text comprehension.
- II. **Indicators:**
- ✓ Recognizing textual information in the text.
 - ✓ Predicting the meaning of the word through the image.
- III. **Contextualized text :**

UNDERSTANDING THE GEOGRAPHY OF MOYOBAMBA

The city of Moyobamba is at an altitude of 860 meters above sea level in the province of the same name in the Department of San Martín, in the northern “high jungle of Peru”.

It has tropical weather with a temperature ranging from 28°C with an average temperature of 24°C. The climate is pretty warm from May to December and nice and wet from January to April.

Based on the census of 1999, the estimated population of Moyobamba City is 50,873, the population of the province of Moyobamba is estimated at 95,034 and the estimate for the department of San Martín is 718,208. These figures were provided by the National Institute of Statistics in Moyobamba.

Application exercises:

- d) In the text, fill in the blanks using the words in the box:

Department	temperature	weather	warm	climate	figures
population					

- e) Look at the text again and put a check if it's “Right” or “Wrong”:

SENTENCES	RIGHT	WRONG
Moyobamba has an altitude of 860 meters.	✓	
Moyobamba has a warm climate.	✓	
The average temperature of Moyobamba is 24°C.	✓	
The weather is wet from May to December.		✓
The population of Moyobamba City is 50,873.	✓	

f) **Complete this chart:**

Cities	Population	Altitude	Climate	Temperature	Weather
Moyobamba City	<i>50,873</i>	<i>860</i>	<i>Pretty warm and nice and wet</i>	<i>from 28°c to 24°c</i>	<i>tropical</i>
Moyobamba Province	<i>95,034</i>				
San Martín Department	<i>718,208</i>				

CONTEXTUALIZED STUDY GUIDE N° 03:

- I. **Subject ability:** Text comprehension
- II. **Indicators:**
 - ✓ Putting sentences in order in a coherent way.
 - ✓ Recognizing textual information of the text.
- III. **Contextualized text:**

UNDERSTANDING THE HISTORY OF MOYOBAMBA

Moyobamba is the oldest city in the Peruvian Amazon Region. According to the writer Inca Garcilaso de la Vega, Tupac Yupanqui penetrated the province of Moyobamba and subjected it into Inca rule. The foundation of Moyobamba is attributed to the Spanish Captain Don Juan Pérez de Guevara on July 25th in 1540, giving it the name of “Santiago de los Ocho Valles”.

The name of Moyobamba derives from the Quechua word “Muyupampa” which means “circular plain”. On June 7th in 1897, Moyobamba became the capital of the Department of Loreto, and later it was the capital of the Department of San Martín which was created on September 4th 1906.

Application exercises:

A) Put the following sentences in order:

- 1) Guevara/ Moyobamba/ de / was/ founded/Juan/ by/ Pérez.

Moyobamba was founded by Juan Pérez de Guevara.

- 2) In / Region/Moyobamba/ oldest/ city/ is / the/ Peruvian / Amazon/ the.

Moyobamba is the oldest city in the Peruvian Amazon Region.

- 3) Derives/ from/ name/ the/ Moyobamba/ the/ Muyupampa/ Quechua/ word /of.

The name of Moyobamba derives from the Quechua word Muyupampa.

B) Match:

- | | |
|---|--------------------|
| a) Santiago de los Ocho Valles was the name of | (B) Inca rule |
| b) Tupac Yupanqui made Moyobamba subject to | (C) Juan Pérez |
| c) Moyobamba was founded by | (A) Moyobamba |
| d) Moyobamba derives from the word Muyupampa that means | (E) Loreto |
| e) Moyobamba was the capital of | (D) circular plain |

C) Answer these questions:

- a) When was Moyobamba founded?
Moyobamba was founded on July 25th 1540.
- b) Who founded Moyobamba?
Moyobamba was founded by Juan Pérez de Guevara.
- c) When was San Martín created?
San Martín was created on September 4th 1906.
- d) What was the name of Moyobamba?
It was "Santiago de los Ocho Valles".

CONTEXTUALIZED STUDY GUIDE Nº 04:

I. **Subject ability:** Text comprehension.

II. **Indicators:**

- ✓ Recognizing the lexical meaning of the word.
- ✓ Recognizing textual information of the text.

III. **Contextualized text:**

TALKING ABOUT OUR ECONOMY

Moyobamba is the center of a large Agricultural Region and one of the major trading centers for the Aguaruna Native Communities, who inhabit in the surrounding Valley known as the “Upper Mayo River Valley”. The most lucrative crops in the region are: rice, coffee and corn.



Cotton, sugar cane, tobacco and cocoa are important products of the region. Liquors made with the bark of trees and various plants native to the Region are an extraordinary attraction, not only for the natives but also for the many tourists who pass through Moyobamba. Gold and some petroleum are produced.

Application exercises:

1. Translate into English:

- | | |
|------------------------------------|---------------------------------------|
| a) native = <u>nativa</u> | e) tourists = <u>turistas</u> |
| b) lucrative = <u>lucrativo</u> | f) liquors = <u>licores</u> |
| c) known as = <u>conocido como</u> | g) center = <u>centro</u> |
| d) produced = <u>producido</u> | h) sugar cane = <u>caña de azúcar</u> |

2. Put the following sentences in order:

- a) is / large / the / Moyobamba / of a / center/ Agricultural Region.

Moyobamba is the center of a large agricultural Region.

- b) Are / region / of / the / various plants / an / extraordinary / attraction.

Various plants of the Region are an extraordinary attraction.

- c) The / lucrative / crops / most / in the / are / Region / : / rice, coffee and corn.

The most lucrative crops in the Region are: rice, coffee and corn.

3. Answer the following questions:

- A) How is Moyobamba considered?

It is the center of a large Agricultural Region and one of the major trading centers for Aguaruna Native Community.

B) What area do Aguaruna Native Communities inhabit?

They inhabit the surrounding Valley known as the Upper Mayo River Valley.

C) What are the most lucrative crops in the region?

The most lucrative in the region are: rice, coffee and corn.

D) What are the important products in the region?

The important products are: cotton, sugar cane, tobacco and cocoa.

4. Draw according to the word:

rice	coffee	corn	Cotton	sugar cane	Liquors

CONTEXTUALIZED STUDY GUIDE Nº 05:

I. **Subject ability:** Text comprehension

II. **Indicators:**

- ✓ Recognizing textual information of the text.
- ✓ Recognizing the contextual meaning of the word.

III. **Contextualized text:**

CELEBRATING THE FESTIVAL OF SAN JUAN

Moyobambinos (residents of Moyobamba) celebrate the region's Patron Saint John every 24th of June. Native residents celebrate their traditional dances and most notably "juane", a dish that is meant to resemble the head of John the Baptist on a platter.



It is made by forming a ball of sticky green rice with chicken wrapped in bijao leaves to cook on an open fire. After feasting on their delicious food celebrators dance the "Pandilla" around the "humisha".

Application exercises:

1. **According to the text choose the best description:**

A) Ball:

- a) It is a toy.
- b) It is a play object.
- c) It is the way how to cook a typical dish.
- d) It is a way of playing.

B) Dish:

- a) It is a domestic object.
- b) It helps you to serve the food.
- c) It is food.
- d) It is a verb.

C) Put these sentences in order:

- (3) Friendly people dance the "Pandilla" in the streets and around the "Humisha".
- (2) The most notable food is "Juane".
- (1) Residents of Moyobamba City celebrate the region's Patron Saint John.

CONTEXTUALIZED STUDY GUIDE Nº 06:

I. **Subject ability:** Text comprehension.

II. **Indicators:**

- ✓ Putting the sequence of an event in order.
- ✓ Identifying the characters' features.
- ✓ Recognizing the characters' actions.

III. **Contextualized text:**

THE COW THAT BREATHED FIRE

Settlers from Calzada tell a legend that a long time ago, next to a big mountain situated on the edge of the road to Moyobamba; there constantly appeared a fierce-looking cow with big twisted horns and which breathed fire through its mouth, people called it “vaca huillca” (holy cow). This fierce animal threatened to destroy the town with its fire.



The settlers were so afraid of this terrible threat and convinced that they alone could not make it disappear. They resolved to seek out the service of a famous wizard from Pomacochas. The wizard accepted people's request in exchange for payment. He performed his charms and successfully beat this strange animal. People still say that this monster escaped to Cochaconga Lake, in the highlands of Phiscohuanuna, where to this day the furious animal still lives and waits.

Application exercises:

1. **Number the following pictures:**



3



1



2

2. Recognize the features of the cow and the wizard :

FEATURES	COW	WIZARD
Twisted horns. He is famous Called holy cow He is from Pomacochas. Monster. Strange animal. Performed his charms	<i>Twisted horns.</i> <i>Called holy cow</i> <i>Monster.</i> <i>Strange animal</i>	<i>He is famous.</i> <i>He is from</i> <i>Pomacochas.</i> <i>Performed his</i> <i>charms.</i>

3. Identify the actions of the settlers, the cow and the wizard:



Twisted horns.
Called holy cow.



They are from Calzada.
The settlers were so afraid of that terrible threat.



He is famous.
He performed charms.

CONTEXTUALIZED STUDY GUIDE Nº 07:

I. **Subject ability:** Text comprehension.

II. **Indicators:**

- ✓ Putting the sequences of an event in order.
- ✓ Identifying the characters' features.
- ✓ Recognizing the characters' actions.

III. **Contextualized text:**

THE LEYEND OF AYAY MAMAM

There were two children, a girl and a boy whose mother died, so unfortunately their father joined up with a bad woman who did not love them.

Time passed quickly and the bad woman began to heartlessly hate them, she had a plan to abandon them in the deep forest. The bad woman deceived them, pretending to go for a walk and a picnic, but the boy did not have any confidence in her and he took precautions, dekerneling some corn and then putting the grains in his pockets for the future.



While they were going towards the jungle, the boy was letting grains of corn fall one by one on the road. When they arrived to the forest, the bad woman invited the children to sit down and eat, so she could carry out her plan and she suddenly disappeared.

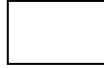
It was late and the stepmother did not return. The boy was very intelligent and he started to gather up all the corn grains until he and his sister returned home.

Seeing that her plan had failed, this bad woman made another cruel plan taking the children into the deepest jungle. She took the children to that place and disappeared again.

The children began to cry from the hunger and the cold. When the birds heard them crying, these little nice animals started to give them pieces of fruit while the peccaries and tapirs accompanied and slept near the children. Time passed and suddenly both children noticed that their bodies were changing, they began to have a lot of feathers growing over their bodies. Their arms became wings and the children quickly transformed into flamboyant birds. Then they began flying towards the house on moonlit nights and sang sadly: Ayay maman.

Application exercises:

1. Number the following pictures:



2. Recognize the features of the boy and the stepmother :

Features	Boy	Stepmother
Bad woman		✓
Took precautions	✓	
Didn't love them		✓
Intelligent	✓	
Cruel plan		✓
Didn't have any confidence	✓	

3. Recognize the actions of the children and the stepmother:

BOY

- *He was intelligent to let the grains fall one by one.*
- *He took precautions.*

CHILDREN

- *They didn't have any confidence.*
- *They began to cry from the hunger and the cold.*

Stepmother

- *She didn't return.*
- *She made another cruel plan.*

CONTEXTUALIZED TEXT 05

CELEBRATING THE FESTIVAL OF SAN JUAN

STAGES	ACTIVITIES	MATERIALS	INDICATORS
Motivation	<ul style="list-style-type: none">- Present a picture about the festival of San Juan to elicit some questions.- Introduce some words through realia.	Pictures Realia Large piece of paper Contextualized Study Guides. Board markers	Recognize the contextualized meaning of the Word. Put the sequence of an event in order.
Presentation of the text	<ul style="list-style-type: none">- Present the text divided in parts on a large piece of paper.		
Reading Contextualized Text (techniques)	<ul style="list-style-type: none">- Contextualized Study Guides.- Listening- Choral repetition- Chain drill		
Strategies for the comprehension of the text	<ul style="list-style-type: none">- Filling in the blanks.- Put the sequence of an event in order.- Matching questions		

PHOTOS OF THE WORKSHOP

