Benemérita Universidad Autónoma de Puebla

FACULTAD DE LENGUAS

TECHNIQUES TO DEVELOP FIRST GRADE HIGH SCHOOL STUDENTS READING OF EXPOSITION TEXT IN ENGLISH

FOR THE DEGREE OF

LICENCIADA EN LA ENSEÑANZA DEL INGLÉS

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Chapter I

1.0 Introduction to the problem

Writing has been an important skill since the beginning of our history, it helps us to keep a record about everything around us, it is part of our expression such as; spiritual and personal thoughts, dreams, opinions, memories, feelings, knowledge etc. But all this information is worthless if nobody takes advantage of it, by reading it. Reading allows us to know what has been done before our own existence and improve our efforts to increase the general knowledge about everything around us.

Unfortunately, this does not mean that everyone takes advantage of this benefit, it is estimated that 12 percent of the global population is illiterate and the rest of it, no matter theirreading knowledge they just do not read as they are expected to. According to the ranking of the 108 countries with reading habits made by UNESCO, Mexico occupies the place 107.

In Mexico people usually read about the national entertainment business and they show low interest in science, literature, history, journalism etc. Why does this happen? Some people say that they consider reading as a boring activity, they do not want to try, and they have a lack of motivation. Is this part of our culture? Are Mexicans a non-reading culture? National standardized test shows low levels of reading comprehension; it seems that even if students know how to interpret the graphics and emit the phonemes, they do not really understand what the text is talking about.

For the Academic area, reading is a fundamental skill. Students learn to read since the beginning of their academic life in kindergarten. The complexity of this skill evolves during their whole academic and personal life, through classes that increase the complexity of texts.

As Alderson (2000) mentions; reading involves many activities at one, leading the reader to the final stage; to be fully absorbed in reading by even being unconscious of what is around him.

In Puebla teachers know the importance of reading, in the Benemérita Universidad Autónoma de Puebla (BUAP) students have vast and different reading spaces to develop their academic work but it seems that students require a clearer guide to take advantage of these spaces and materials, such is the case of Lic. Benito Juárez García High School.

1.1 Rationale (justification)

During my teaching practice with teenagers at Lic. Benito Juárez García High School, I had the opportunity to be in touch with students, teachers, and the current educational system. I noticed that the problem High school students face in their reading practice are notorious; ability to get main ideas from texts or paragraphs, lack of vocabulary to completely understand an idea, correct pronunciation to avoid confusion, problems to complete their readings without distractions or read in a suitable time to complete academic tasks.

Thanks to this experience, I started to carefully observe the different activities they developed in their English and Mother Tongue class. I asked teachers their opinions and expectations about their students´ reading abilities and performance. And it seems that, High schoolstudents do not work with texts in English, even though, during their last year students are expected to read exposition texts in English and sometimes few and shorter ones in Germanor French.

I observed that their English and Mother Tongue class only focuses on grammar and daily life issues and Literature class is terribly limited by this lack of reading practice. I resolve that High School students´ reading practice needs to be reinforced and guided by techniques to practice it and improve their reading skill.

1.2 Significance of the study

The significance of this study is to find out the best or the most suitable reading techniques that allow students a better performance in the classroom. Reading efficiently in English might increase their opportunities to learn, to interact, to build globalized opinions, to develop cognitive abilities, to increase vocabulary, to encourage creativity, to strengthen concentration, and even help students to improve their writing skills.

Expository texts are present in a huge part of students´ academic life (Grellet, 1981; Nuttall, 1982); the techniques look for a better comprehension and use of academic texts. Teachers might find different benefices during the class development and in students´ individual performance.

The benefits for students would include better comprehension of the material, performance, production, faster and efficient access to information that help them build their own opinions about it (Alexander & Jetton 2000 cited in Grabe & Stoller, 2002).

Finally, at the end of this study, the author would determine the next step for this research; to find out a higher benefit for students and teachers´ academic performance. As a teacher this would help me to determine strategies that help my students to succeed in their different areas of study and different levels of education.

1.3 The context of research

The general concepts of this research are reading, reading techniques, expository texts, and students and teachers' role. With the objective to understand reading as a fundamental skill to successfully acquire and develop knowledge during academic performance and beyond.

Present different reading techniques such as: inference, text structure recognition, contextual clues, metacognitive skills, cognates, background knowledge, class participation, reading objectives, likes and dislikes and graphic organisers; that help students and teachers toimprove the reading practice, and to efficient the student's performance at high school, in a bid to get better results and to up the achievement level.

It is important to mention the different aspects of expository texts, how they are organised, which are their different parts, what is found in each part, what is the author's intention, and what is the pedagogic function to help students and teachers to master these academic texts.

Last but not least, Students and teacher's role and their relationship as key parts of this knowledge exchange, how the techniques are applied, what is their experience, which are the results for both characters; providing useful information that report more actions that might take part for further studies.

1.4 Location of research

This study was carried out in central México, in Puebla City, at Lic. Benito Juárez García high school; this school belongs to BUAP, the third best university of the country according to the Best Global Universities 2022 ranking for the News and World Report magazine.

Puebla has a population of 6,583,278 habitants, its three main commercial activities are the manufacturing of automobiles, parts or accessories for engines and automobiles, and air and water purifiers systems. Puebla´s highest buyer is The United States maintaining 63.4% of the annual total sales. Nevertheless, Puebla´s results are not satisfactory at the national level, it is considered one of the five more unfortunate states in matters of; health, income distribution, work, and well – being.

Most students who belong to this university are from middle and low socioeconomic status and come from different states of Mexico. For being admitted in BUAP, applicants must present a test and be approved with the highest score, as well as could be expected.

Lic. Benito Juárez García is one of the biggest high schools in BUAP, it is home to approximately 2,600 students. There are two shifts; morning and afternoon and each group has between thirty and forty students. Students are between fifteen and seventeen years old. Some of them developed extra classes for P.E. mainly soccer and karate and languagelearning such as English, German and French courses.

Students have three English classes per week, each one of forty minutes. It is important to mention that the English academy does not have a textbook. English teachers develop their own material, some of them just use the board and students work with self – access center

materials. The English self – access center is programmed to work once a week. The laboratory is divided in three different practices: grammar, video, and audio. The laboratory materials are not updated and do not include reading material like books or magazines.

During the third grade, groups are divided in four disciplines: Social – sciences, Medicine, Humanities, and Engineering. Where the corresponding teachers have expectations about students' reading skill in foreign languages, mainly English. With the objective of expanding students' knowledge and specializing them in their own field.

1.5 Purpose of the study

In a globalized world, new generations of students are expected to master their disciplines and specialize their knowledge about it. This objective leads teachers to face an unforeseen; firstly, few parts of the population attend English classes before junior high school, and secondly, students do not read or comprehend enough in their mother tongue, but they must read exposition texts in foreign language at high school.

The purpose of this study is, firstly, to apply reading techniques of expository texts through; inference, text structure recognition, contextual clues, metacognitive skills, cognates, background knowledge, class participation, reading objectives, likes and dislikes and graphic organizers to help students increase their levels of comprehension. After the application of these techniques, this study will collect the students and teachers´ experience to be analyzed in a qualitative and quantitative form.

This study looks for the most effective reading techniques to help teachers and students to successfully manage expository texts in English, considering the specific context of this high school and all their members.

1.6 Research Aims

- To apply different reading techniques with the first-grade high school students.
- To collect the first-grade high school students´ information and opinions about the techniques employed during this research.
- To find out students' opinions about the reading techniques that were applied.

1.7 Research questions

1. What are the reading techniques that seem to be helpful to develop expository text reading?
2. What are students´ opinions about the reading techniques?

1.8 Chapter conclusion

In this first chapter the purpose of the study, research questions and aims were provided and the location of the research, the context and the significance were developed. I will briefly mention what readers will find in next chapters.

Firstly, chapter II contains the literature review that lays down the foundation of this study, all important authors, and the necessary concepts to explain this study. After that, chapter III will present the methodology. Later, chapter IV will show the reader the findings based on data collected. Lastly, chapter V will contain the general conclusions of this research to be useful for future teachers and students.

Chapter II

2.0 Introduction

In the following chapter, readers will find previous research from different authors to support this study and validate its practice. It is important to consciously address our techniques, knowing the basis of the reading process and subsequently understanding how it works in a foreign language, its importance and the difficulties students face to successfully advise them for the expository text´s reading in their third high school year.

About the expository texts, readers will find out what is an expository text according to different researchers, which are its fundamental sections and how to take advantage of this knowledge knowing the pedagogic discourse, its purpose.

Once the reader has learned about reading and expository text, this chapter will present different techniques that are expected to increase the performance level of students and to ease the teacher´s work at high school, allowing them to use expository text in English to fulfill their purpose.

To conclude this chapter, previous research about students and teachers' role because they are fundamental to clearly confront the problem, knowing the actions that each part can take, their responsibilities and capacities, this is expected to be useful to self – assessment as appropriate. And at the end, to state possibilities for students to be self-sufficient, to recognize some techniques and to improve their reading.

2.1 Reading

To begin, reading represents an essential part of the students' academic life, it represents a vehicle of knowledge, a first approaching step to reach their objectives. There are two main reasons for students to read; to look for pleasure or to find out something. (Grellet, 1981; Nuttall, 1982). Also, Grellet mentions that people usually have the following motives to perform their reading: looking for facts, thesis, investigations, updates, historical events, or enjoyment by their daily life (Grellet, 1981). There are different types of texts where students can fulfill these needs and start developing their reading skills.

The skills that reading involves are different and rely on the type of text and the purpose students have when reading each type of text, their skill even depends on where students are reading. As Nuttall says, reading aloud and silently also depend on the purpose of the reading and even where it is taking place, usually in the classroom teacher tends to read aloud but not in the library (Nuttall, 1982). It can be concluded that reading magazines, wanted jobs, science articles or a speech is reading but each one contains its own difficulty level and skills to apply.

Likewise, reading is also a communicative function and has been catalogued as an active skill. (Grellet, 1981; Silberstein, 1994; Anderson, 1999) *¨The meaning is not merely lying in the text waiting to be passively absorbed. On the contrary, the reader is actively involved andwill very often have to work to get the meaning out¨* (Nuttall, 1982, p. 9). Therefore, as readers, students develop an interaction with the author. *¨More recently, scholars (notably Goodman, 1967, and Smith, 1971) developed a psycholinguistic perspective of reading,focusing on its active, cognitive process¨* (Silberstein,1994, p. 6).

2.1.1 Reading on a Foreign Language

Reading in a foreign language is not the same as in the mother tongue. When students learn the second language they start comparing and finding similarities and differences between both and use it as an advantage. The linguistic differences between the L1 and the L2 will depend on the languages. Thus, differences such as orthography, morphological complexityor use of suffixes, make greater differences to the student's perspective and guide him to the use of different techniques to develop the reading process. (Grabe & Stoller, 2002).

Reading in a foreign language allows students to get the ideas of these experts by encoding the message. Students will face different levels of difficulty by their second language previous knowledge. *¨L2 learners, while learning to read, must broaden their linguistic knowledge, deal with transfer effects, and learn to use L2 – specific resources. All these factors suggest that L2 reading can be quite different from L1 reading¨* (Grabe & Stoller, 2002, p. 41).

To illustrate, if you ask a student to read a text in Italian, German or Portuguese, he will decode the text based on what he already knows. If he has knowledge of some word in German but not in Portuguese, it is expected Portuguese to be the most difficult language to decode. *¨The first step is to look for the same code¨* (Nuttall, 1982).

2.1.2 The Importance of reading in a Foreign Language

For a student, reading in a foreign language represents a wide-open door to expand their knowledge on different fields. No matter how far away the reader is, reading in a foreign language allows the scholar community to be closer to any author, study, country, proposal, problem, opinion, hypothesis, context, information, etc.

Nowadays, the importance of reading in a foreign language resides in the gigantic usefulness for the students´ academic development. Grabe and Stoller (2002), present the following table, in which we can observe some of the activities that took place during the students' academic formation:

Purposes for reading:

1. Reading to search for simple information
2. Reading to skim quickly
3. Reading to learn from texts
4. Reading to integrate information
5. Reading to write (or search information needed for writing)
6. Reading to critique texts
7. Reading for general comprehension

(Grabe and Stoller, 2002, p. 13).

Once readers have those needs it is important to teach them what is useful for their study purposes. Most of the time this is done through the exposition of different texts so they will start developing diverse skills. *¨Advanced readers know what not to read as well as what to read, when to skim, and when to study carefully¨ (Snow, Griffin and Burns, 2005, p. 28).* Reading efficiently without wasting time or energy is particularly advantageous for academic reading.

The students' reading performance in foreign language can be presented in varied activities at school or even daily life, keeping in mind the globalized world they live in, providing

students a higher amount of exposure. *¨In ¨real life¨, reading is often part of a series of activities, including locating texts and presenting material orally and in writing. Even in a designated reading class, activities that include speaking and writing are well motivated¨ (Silberstein,1994, p. 103).*

2.1.3 Difficulties on the reading process

The reading process of students is quite varied, reading habits are developed since they are toddlers led by their families' reading tendencies and teachers reading appliances in different contents.

It is important to this paper to emphasise the difficulties that students face in the reading process. If the difficulties are known by the teacher, the decision making about the reading techniques is expected to be more suitable. Even if the students' difficulties are all different, this paper will mention the general issues, considered by the authors.

Firstly, what happens when students do not know the meaning of a word? how are they supposed to comprehend the author's idea if they are not on the same page? Vocabulary seems to be the starting point. *¨Reading comprehension cannot be carried out for an extended period of time without word recognition skills. However, these skills are difficult to develop without exposure to print¨* (Grabe & Stoller, 2002, p. 21).

As foreign readers, students do not have the same amount of vocabulary as a first language reader, unfortunately, this causes most of them to stop their reading when they find an unknown word. We must consider that words have different meanings no matter if they look

alike, explaining each meaning is not possible by time, and not effective by students (Nuttall, 1982). The reading exposure looks forward to adding a higher amount of vocabulary in a more natural way than a vocabulary list. ¨*The L1 reader did not learn his 50,000 words by being taught them; most of them were learnt by meeting them in context and assimilating the meaning*¨ (Nuttall, 1982, p. 65). Creating a vocabulary list might be effective, but as a matter of fact the reading process improves by using the context. Overall, ¨*If the meaning is not available from the context provided, if the item is likely to impede comprehension, and if the word is frequent enough to be worth teaching, it is a candidate for a vocabulary from context activity*¨ (Silberstein,1994, p. 107).

Teachers should contemplate the fact that even in the first language, students do not tend to read, creating a diversity of experience between the ones that read frequently, sometimes, or hardly ever. ¨*They come with linguistic knowledge of their L1, even if most of it is tacit knowledge, and this knowledge can either support the transfer of reading skills or become a source of interference*¨ (Grabe & Stoller, 2002, p. 41). Lower or higher experience in mother tongue reading might determine a student's success in second language print. ¨*Unfortunately, in middle school, interest in both recreational and academic reading declines, and most adolescents spend little time reading outside of school: only one or three reports reading voluntarily at thirteen years of age, only one of four at seventeen*¨ (Snow, Griffin and Burns, 2005, p. 28).

Bearing in mind a low reading performance in first language, the difficulties presented by students are usually; the difficulty to establish semantic continuity, to interact with theauthor's proposal of textual organization, to identify the most relevant ideas, the ones that give a global view of the text. Also, the relation between the most relevant ideas, the

comprehension of the situational contexts, the ones that allows the reader to know theintentions of the author like to inform, persuade, seduce, or persuade. And finally, thedifficulty to identify the different voices that take part on the text (Martínez, 2001).

Notwithstanding nowadays technology has provided us with several tools to read any time, any place, reading activity sadly has not increased, culture is due to this factor.

> What it means to be literate, how this literacy is valued, used and displayed, will vary from culture to culture. Some cultures have enormous respect for the printed word, such that it is implicitly accepted as authority, and cannot be questioned. Others fear the implications of putting any opinions in print, since the greater permanence accorded to opinions thereby makes the owner of the opinion more accountable (Alderson 2000, cited in Grabe & Stoller, 2002, p. 59).

The early exposure to a second language is beneficial to develop the necessary skills to succeed. *¨Most L2 readers are simply not exposed to enough L2 print (through reading) to build fluent processing¨* (Koda, 1996; Lundberg, 1999 cited in Grabe & Stoller, 2002, p. 47). It is for that reason that knowing the importance of reading and promoting early practice in high school, might help students.

2.2 Exposition text

Students develop their reading process facing diverse types of texts but specifically, exposition texts are part of students´ daily life since they are young learners. These texts represented part of the classes at school, as materials they offered students an opportunity to learn, obtain and produce knowledge. In other matters, the way written language is presented,guide students to recognize them as ¨scientific¨, ¨logical¨ and ¨rational¨. The teacher´s guidance help students to comprehend the scientific discourse. *¨Historically written languagehas played a central role in the production, construction, dissemination, and reproduction of the scientific meaning¨* (Halliday & Martin, 1993, cited in Veel 1997, p.162).

Exposition texts have the particularity of create a dialogue between students and authors. Whereas the speaker person – author, conversational partner – reader and lesson, formed the statement representing social interaction. This interaction based in the tonality, intention and expression could take different meanings. The author may have a tone of authority, educator or scientific. By the other hand, the reader being the other person that is expected to answer, may have a role as an allied, witness or an adversary (Martínez, 2001). *¨In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge¨* (Grabe and Stoller, 2002, p. 14).

2.2.1 Analysis of exposition texts

Exposition texts are important for academic purposes due to its characteristics and diverse subclass. Students´ necessity will determine text´s characteristics, kind, and order. Reading activities should consider students´ needs and desires (Silberstein, 1994). For scholars, sciences are one of the most important and large fields to address; guiding students through the application, reproduction, and creation, implies the use of different types of exposition texts. The exposition texts presented by Robert Veel (1997) are first organized by four main categories: doing science, explaining events scientifically, organizing scientific information and challenging science.

¨Doing science¨, refers to the teaching and learning process in the classroom, usually implies observations and formal organized experiments, these activities allow leading students and to test hypotheses. The second: ¨Explaining events scientifically¨, is to obtain an explanation from students through experimentation and observation, using logical reasoning, cause and effect proposals, conditionals, and abstracts. Regarding ¨Organizing scientific information¨, itis about constructing and storing scientific knowledge. And finally, ¨Challenging science¨, it is the necessity to science innovation, talking about theoretical and practical science, argument and persuasion need to be practised in this part (Veel, 1997).

Robert Veel´s classification (1997), let the reader to explore the teacher and student ´s different perspectives. From these four categories students are exposed to the following genres: Procedures, Procedural Recount, Sequential Explanation, Causal Explanation, Factorial Explanation, Theoretical Explanation, Consequential explanation, Exploration, Descriptive Report, Taxonomic Report, Exposition and Discussion. Each one of these with

different social purposes and stages. The science needs to be comprehended as static and dynamic, in that sense expository texts work to enable both characteristics.

Consequently, the knowledge of the exposition text's structure would allow teachers todevelop an effective plan to achieve their goals, including the one related to comprehending and creating an independent student.

> Efficient readers approach reading tasks in a more active, strategic, and flexible fashion than poor readers. Poor readers´ passivity is reflected in their lack of predicting and monitoring activities: They do not pose questions, identify a goal, or check the extent to which answers have been confirmed (McNeil, 1987 cited in Anderson, 1999, p. 12).

Parallel that, *¨Knowledge of text genres and structures allows readers to access information more readily and accurately, as they construct their personal interpretations of the text¨* (Alexander & Jetton 2000 cited in Grabe & Stoller, 2002, p. 44). Reading an expository text would be easier and more effective if teachers and students are aware of the structures followed. It is not about memorising the steps, it is about identifying the possibilities,anticipate the answer that the author wants the readers to know. *¨In these circumstances, a more critical set of goals must be established for an effective synthesis: the reader needs to remember points of comparison or opposition, asses the relative importance of the information, and construct a framework in which the information will be organized¨* (Grabe& Stoller, 2002, p. 11). The benefits for students would include the better comprehension of the material, performance and production. *¨A pre – reading discussion on the type of text structure and what expectations a reader may have about the organization of the material is very valuable for ESL readers¨* (Anderson, 1999, p. 14).

To conclude, the application of the semantic structure of exposition texts was tested by the project *Reading for Learning* developed by Florence Davies and Terry Greene. They considered whether the order of sequences was always the same or not, grammatical, and functional elements, repetition of linguistics forms, logical relations and remaining functions in scientific and social texts. *¨Knowledge of structure is clearly important in efficient and strategic processing of text¨* (Goldman & Rakestraw, 2000 cited in Grabe & Stoller, 2002, p. 44).

2.2.2 Pedagogic Discourse

Institutional factors affect the meaning of certain words, the scientific context and the pedagogic context are different since they have nonidentical goals; as a result, two different types of texts come out. The scientific field has technical words that could not be understood without a previous explanation; being part of that specific portion of the society who is literate in that knowledge becomes crucial to use and comprehend in a suitable way the use oflanguage. *¨Adults may choose to deny it, but children in school know very well that there is a language of science¨* (Halliday in Halliday & Martin, 1993, cited in Veel 1997, p.161).

It is not the only field that requires previous experience with concepts, for example in the Music field, the word ¨Chord¨ implies at least three notes of any scale that could be in one or half tone distance, but musicians do not make this clarification anymore. It seems clear that as readers it is important to identify the author's interest, how they comprehend the use of their own language regarding their fields, and even how the knowledge is organized. If these aspects are not well understood by readers, it became harder to comprehend the message of the exposition text. *¨Different subject matters call for learning specific vocabularies, styles ofwriting, formats, graphic and numerical representations, canons of reasoning and*

interpretation, or standards of quality in expression, argument, and proof¨ (Snow, Griffin and Burns, 2005, p. 16).

At school the students´ necessities lead the expository discourse to a higher level. *¨A reader has several possible purposes for reading, and each purpose emphasizes a somewhat different combination of skills and strategies¨* (Grabe and Stoller, 2002, p. 9).

> Pedagogic discourse is a principle for appropriating other discourses and bringing them into special relations with each other for the purposes of their selective transmission and acquisition. Pedagogic discourse then is a principle which removes (delocates) a discourse from its substantive practice and context and relocates that discourse according to its own principle of selective reordering and focusing (Bernstein, 1990 cited in Veel 1997, p. 169).

At the same time, *¨Readers read for a particular purpose. Texts should reflect the purposes at hand and will suggest the kinds of activities that surround the reading¨* (Silberstein,1994, p. 102). Pedagogic discourse is a necessity to the expository text in class, if students do not comprehend all concepts, their learning process will not be successful or complete. This recontextualization provides students, the information they need. Reading for academic purposes requires identify and remember main and supportive ideas, recognize and organize information and link the text to student previous knowledge. (Grabe and Stoller, 2002). The information along this recontextualization process is reduced, simple, general, and idealized.

The school text´s composition is planned to reach the contents in a successful and effective way. Concluding that without pedagogical recontextualization, expository texts would not be completely accessible to students. If teacher guide the practice of L2 reading their students will be more prepare to their academic functions. *¨With strengthened reading skills, ESL/EFL readers will make greater progress and attain greater development in all academic areas¨* (Anderson, 1999, p. 1)

2.3 Reading techniques

To begin this section, it is important to mention the differences between methodology,strategy and technique. Even though the three of them are related to the teaching – learning process, it is important to recognize their hierarchical place. According to The Tecnológicode Monterrey (2012), the methodology pointed out the pattern, direction, research guidelines and the acquisition of defined knowledge. It owns a rational order to implement an action or several actions. It is the result of a process that gives it basis. For example; Montessori Method or Active Language Learning Method. In second place, strategy, as well, represents aguide of action, provides meaning and direction, contains specific goals and it is based in a methodology. An important point is that in contrast to the methodology, strategy is flexible. Teachers can modify the strategies in an advisable way to their students. And finally, techniques, they are ¨part¨, ¨pieces¨ of the learning process. They served to orientate students reaching specific products. Techniques need less time to be practised in contrast to the strategy or method. They are described as educational and are focused to a specific audience. (Capacitación en estrategias y técnicas didácticas, 2012)

The main ways of reading exposed by Françoise Grellet (1981) are; skimming, scanning, extensive reading and intensive reading. The first two focus on quickly reading. Skimming is to run the eyes over the text, the reader only gets a gist. *¨Students can be asked to locate facts which are expressed in sentences rather in single words¨* (Nuttall, 1982, p. 40). Scanning is when readers want to find particular information, for example; names or dates. *¨Scanning exercises are easy to devise: the easiest are those requiring the students to scan for a single word, or specific fact¨* (Nuttall, 1982, p. 40). Extensive reading, usually with longer texts; involves global understanding and fluency in the activity. Finally, intensive reading, usually

with short texts; is used to extract specific information, the reader must read for detail (Grellet, 1981). *¨Students will never read efficiently unless they can adapt their reading speedand technique to their aim when reading¨* (Grellet, 1981, p. 17) Readers apply these techniques depending on their goals, but in short they use them all. *¨It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the texts until a general idea is formed¨* (Grabe & Stoller, 2002, p. 13).

When the teacher provides a text, students usually read it and they start asking or looking for words they do not know. As Spanish speakers, the use of cognates could be the first path for students to follow. *¨In cases where student have Romance language as an L1, and is learning to read in English, cognates represent a significant resource if we help students to recognize and use them¨* (Nagy, Garcia, Durgunoglu and Hancin – Bahtt, 1993 cited in Grabe & Stoller, 2002, p. 50).

Searching words in the dictionary should not be the answer for the students, interrupting their actual reading performance, making them slower readers, forcing them to read two or more times and provoking them to lose concentration. *¨If he keeps stopping to look up new words, it may actually make him a less effective reader¨* (Nuttall, 1982, p. 69). The constant repetition of certain words would lead students to gain vocabulary in each English session, *¨Basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary¨* (Anderson, 1999, p. 25). Joined, teacher must motivate them to sensitise. Inference is the first step when students do not know a word. They have to apply the syntactic, logical and cultural clues on the text to discover meaning. *¨When dealing with a new text, it is better not to explain the difficult words*

to the learners beforehand (...) On the contrary, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in a dictionary¨ (Grellet, 1981, p. 14)

The complex structure of a sentence could also represent a problem. In this case, the student has the chance to divide the structure to their minimal parts, in this way, she will be able to recognize the important elements in a passage. *¨The following types of contexts can provide the meaning of an unfamiliar word: synonym in apposition, antonym, cause and effect,association between an object and its purpose or use, description, and example¨* (Clarke & Silberstein,1977 cited in Silberstein 1994, p. 109). In addition,*¨One of the best ways to move beyond heavy L1 interference in L2 reading is to be sure that students are not always readingtexts that are too difficult for them; students should be given sufficient opportunities to read texts that are easy to read and enjoyable¨* (Grabe & Stoller, 2002, p. 53). Teachers also need to consider their students´ level to allow them to develop their inference in a process and not under pressure. The references in the texts represent connections between ideas. The cohesionof the texts avoids escaping ideas or concepts losing the communicative value of the text. (Nuttall, 1982).

When students are asked to read something, teachers usually do not pay attention if the topic is of their interest or if it is actual. Some textbooks are older than students and the content needs to be updated.

> ¨This underlines the artificiality of the classroom situation in which students are often confronted with passages they know nothing about, do not and cannot situate in a more general cultural context and – what is even more important – have no particular desire to read. It is very difficult, in such conditions, to expect the students to learn to read better¨ (Grellet, 1981, p. 18)

Teachers can use the students´ interest to motivate reading activity. If it is true that not all the group have the same interest in a topic, the teacher could find what he considers better to get

attention. This decision encourages anticipation of the reader. Students related with the topic are prone to be motivated (Nuttall, 1982; Françoise, 1981). Whether *¨As students read more on the topic, they will approach successive texts with an increasing store of knowledge and more detailed and sophisticated expectations¨* (Silberstein,1994, p. 25).

The previous student's experiences allow them to understand certain parts of the text presented. Expository texts have taken part in all their academic life, in that sense students may use the tones of information they have learnt before. *¨A synergy occurs in reading whichcombines the words on the printed page with the reader´s background knowledge and experiences¨* (Anderson, 1999, p. 1). What is more, *¨What the speaker or writer indicates in the text is processed by the listener or reader so that it adds to background knowledge, questions it, confirms it, revises it, or transforms it in some other way (compare Graesser, Millis, and Zwan, 1997; Kintsch, 1998)¨* (Snow, Griffin and Burns, 2005, p. 22).

Reading requires us to guess, to discuss, to reflect, to predict, to check and to answer some questions. For these aspects, students need to be taught to use their previous knowledge as a benefit to understand what they do not know, what is new in the text; words or complete ideas (Grellet, 1981). If it is true that students in this research are second language readers, *¨The overall goal is not to remember most of the specific details but to have a good grasp of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate¨* (Grabe & Stoller, 2002, p. 11). This is how novice readers start to gain experience, interest, and to develop their reading techniques. *¨Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words¨* (Grellet, 1981, p. 7)

As a consequence, students who were in constant reading practice seem to obtain academic and daily life benefits.

> ¨Memory processing appears to go on during reading, not after it, since time spent on reading a passage increases relative to the density of ideas. Recall of propositions differentiates between skilled and less skilled comprehenders. Working memory processes and capacity are crucial for integrating information within a text and coordinating it with background knowledge¨(Snow, Griffin and Burns, 2005, p. 28).

This work will address expository texts; establishing the limits of the genre. Students will be able to use the text's structure as a resource to help them develop their reading and post activities. *¨The lack of tacit L2 grammatical knowledge and discourse knowledge also suggest that L2 students need some foundation of structural knowledge and text organization in the L2 for more effective reading comprehension¨* (Grabe & Stoller, 2002, p. 43). The identification of information would also become easier. If the reader knows where and how the ideas were developed; he will have more chances to follow the reading and understandthe author's ideas. *¨Research on knowledge of text structure indicates that the reader'sunderstanding of how texts are organized influences reading comprehension¨* (Anderson, 1999, p. 12). Also, *¨Another reason why it is essential for the students to grasp the method used to present the information is that once they have recognized the pattern that is being used, they can apply their reading strategies to the text and predict what is likely to follow ¨* (Grellet, 1981, p. 20)

> ¨But, if reading is to be efficient, the structure of longer units such as the paragraph or the whole text must be understood. It is no good studying a text as though it were a series of independent units. This would only lead the students (a) to become dependent on understanding every single sentence in a text, even when this is not necessary to fulfil their reading purpose, with the result that they would tend to read all texts at the same speed and (b) to be reluctant to infer the meaning of sentences or paragraphs from what comes before or after (Grellet, 1981, p. 6)¨

When students start to develop these techniques their reading process improve to a sophisticated one, *¨Fluent readers are ¨finished reading¨ when they have gotten what they need from the written material, not when they have reached the end of the last word¨* (Snow, Griffin and Burns, 2005, p. 22). Thus, the recognition of text structures would lead the

student to become self-sufficient, because if he knows what is important and what is not, they will determine the lack of information and search it as well. Knowing the structure of a text is a tool to the students for their whole academic life (Martínez, 2001). Consequently, *¨It is the process of understanding, i.e. what the student does between starting to read a new text and eventually correctly answering questions on it, that interests us most, because it is during this period that learning takes place¨* (Nuttall, 1982, p. 136).

Leading students to realise strategies that take part in their L1 reading, will help them to take advantage in their L2 reading. *¨While we do not believe that all L1 reading strategies transfer automatically to L2 reading contexts, it is still far easier to raise learner awareness of, and practice with, strategies that have been productive for them in L1 situations¨* (Grabe & Stoller, 2002, p. 46).

2.3.1 Techniques Selection

Once the authors techniques to improve reading skills were presented, this study will display some activities examples to clarify the expected performance in the classroom. This performance takes place not only during the reading itself but also before and after it, with the intention of increasing student's reading techniques and their comprehension.

Before the reading practice teachers might prepare some context to induce the main topic and invite students to share their personal experience about the lesson. *¨Background knowledge includes one's own experiences and vicarious experiences learned during communication with others, especially with those considered more expert¨* (Snow, Griffin and Burns, 2005, p.23). Reading performance is expected to be different and more effective for students, allowing them to integrate concepts easily. *¨Studies indicate that with a title or a picture to cue the use of background knowledge, recall of the passage and judgements about comprehensibility change for the better¨* (Snow, Griffin and Burns, 2005, p. 23).

¨Another area in which it is essential to prepare the students is in recognizing the various devices used to create textual cohesion and more particularly the use of reference and link – words¨ (Grellet, 1981, p. 15) In order to practice cohesion, Grellet (1981) proposes activities such as; recognizing the function of the connectors and finding equivalents, completing texts with the missing link – words, transforming a series of statements and propositions into a coherent text by joining sentences and adding connectors.

When reading, students are prone to understand the text partially. Post-reading activities provide students a second chance to completely understand the author's ideas. For example, discussing the topic with teacher´s guidance, motivation for reading discussion to help students listen to other partners´ ideas concurrently motivating them to oral participation.

¨Discussion also gives weaker students a chance to see for themselves something of the process of making sense of a text and will give all the students a chance to learn from one another¨ (Nuttall, 1982, p. 136).

Creating a discussion of ideas requires previous design to drive it as efficiently as possible, making trigger questions to begin the discussion inviting all students to participate. *¨Whereas role play is usually based on what the text says, debate may go far beyond it, using the text simply as the spark to set it going¨* (Nuttall, 1982, p. 138).

After reading students seem to immediately forget what they experience; authors agree on including a reading objective to force students' attention during their performance. *¨A good way of making sure that the reader gets to grips with the text is to give him a task that requires him to make use of what he has read. One alternative is to devise a writing task for this purpose¨* (Nuttall, 1982, p. 141). Teachers might consider a brief essay, questionnaire, multiple choice tasks, statements to complete or a variety of graphic organizers. *¨Diagrams are also an excellent basis for written work¨* (Nuttall, 1982, p. 141).

As it was mentioned; inference is a good resource when students do not know a word. One activity presented by Nuttall (1982) is to present students a text with a nonsense word. Students must replace it by choosing other words offered by the teacher.

Read the text and decide what the word FLET means.
Choose the best answer.
FLET means:
(a) Shadow (b) Reflection (c) Colour
(d) Spectrum (e) Rainbow

Flets are solar spectra formed as sunlight passes through drops of water. Flets may be seen when a hose is adjusted to a fine spray. The drops act like prisms, refracting sunlight to produce the spectrum. A single, or primary, flet has red on the outside, violet inside. Its arc, 40 degrees in radius, is always on a line with the observer and the sun. When you see a flet, the sun is behind you. Sometimes a secondary flet forms outside the primary. It is fainter, with colours reversed – red inside, violet outside. The secondary flet is formed from light reflected twice within drops.

(Nuttall, 1982, p. 72).

After reading this paragraph students are expected to understand and infer the meaning of the word ¨Flet¨ to choose a correct synonym. This technique provides students a short text to work to reach its inference objective.

To conclude, it is vital to mention that high school students with low English knowledge must unquestionably be committed to practice all aspects of their foreign language to benefit their reading performance. *¨One benefit of developing accurate letter – sound correspondences as a support for reading is lost in most L2 settings; that is, L2 students cannot match asounded-out word to a word that they know orally since they do not yet know the word orally¨*(Grabe and Stoller, 2002, p. 43). As well to perform second language words sounds, teachers might include vocabulary exercises to permeable students with them. *¨Vocabulary instructioninclude: knowing spelling rules, analyzing word structure, mnemonic techniques, paraphrasing activities, and vocabulary puzzles¨* (Anderson, 1999, p. 26).

2.3.2 Material Selection

To develop classroom reading techniques, teachers invest time to select the accurate texts to present students. *¨When teacher works with reading skill, he must select, adapt, or design material to develop activities. One common feature of the early stages of a course is that the material does not consist of texts at all, even short ones, but is rather a series of disconnected sentences¨* (Nuttall, 1982, p. 19). The investment of text selection is completely necessary and cannot be avoided. *¨The instruction is designed (and written material is designed or chosen) to introduce, practice, and apply specific approaches to comprehending written materials. The purpose is to improve students´ comprehension proficiency in current and future reading tasks¨* (Snow, Griffin and Burns, 2005, p. 25).

Most authors agree that text selection should include real life texts ¨authentic¨, not teaching purpose texts but texts that students will face to reach their goals. *¨In a reading lesson we need to use texts that have been written not to teach language but for any of the authentic purposes of writing: to inform, to entertain and so on¨* (Nuttall, 1982, p. 20). Authorsconsider that a student's future performance is affected if these considerations are not taken.
¨Simplifying texts so that they no longer resemble the original in terms of either syntax, discourse, structure, vocabulary, or content violates authenticity. At all proficiency levels, we want students to be engaged with texts that are ¨authentically¨ similar to those which represent their reading goals¨ (Silberstein,1994, p. 102).

This selection should also consider students' reading satisfaction when they accomplish the established goals. *¨Classroom activities should guarantee some measure of success for students. Texts generally work best if they are somewhat challenging, but not more than that; reading activities should demonstrate that students can accomplish something they might not*

have thought possible¨ (Silberstein,1994, p. 101). That implies that teachers should be careful during the guidance of students in different levels; this consideration is related to the activity selection. When choosing an activity, teachers must include one that goes better with the text. *¨An exercise should never be imposed on a text. It is better to allow the text to suggest what exercises are most appropriate to it¨* (Grellet, 1981, p. 10)

Chapter III

3.0 Introduction

This research was about the implementation of reading techniques in first grade - high school students to analyze the obtained data and determine accurate options for future students and teachers, due to what reading techniques seems to help students in their second language reading. This research was focused on expository text, it was chosen on the basis of a student's academic necessities. In this chapter the setting and participants where the study took place will be described, mentioning the most important characteristics. The research methodology will be exposed and supported. Later, the reader will find some instruments samples used in this study. After this exposition, I will narrate in chronological order, how data collection was carried out. Finally, data analysis of this research will be described stepby step.

3.1 Setting

This study was carried out in central México, in Puebla City, at Lic. Benito Juárez García high school; this school belongs to BUAP, it is one of the biggest high schools BUAP has, it is home to approximately 2,600 students. There are two shifts; morning and afternoon and each group has between thirty and forty students. Students are between fifteen and seventeen years old. Some of them developed extra classes for P.E. mainly soccer and karate and language learning such as English, German and French courses.

Students have three English classes per week, each one of forty minutes. It is important to mention that the English academy does not have a textbook. English teachers develop their own material, some of them just use the board and students work with self – access center materials. The English self – access center is programmed to work once a week. The

laboratory is divided in three different practices: grammar, video, and audio. The laboratory materials are not updated and do not include reading material like books or magazines.

3.2 Subjects

During this research thirty-seven students participated by giving their opinions on the instruments presented below. Their English level is mostly A2, just a few students have a higher level. High School students are between fifteen and seventeen years old. The participants of this study were in the afternoon shift and were tested four times per week withthe techniques exposed in chapter two. It is important to mention that during this research, students showed very participative behaviour.

3.3 Research Methodology

The characteristics of this study, guide us to nominate it as qualitative research. First, it is important to mention that the following characteristics of this study are part of a checklist designed by John W. Creswell (2014, p. 232-242) to identify if a study was qualitative or not. According to Creswell this study presents:

In chapter one, an understanding of my paper as researcher, by relating how I got to Benito Juárez high school, my experiences in the setting, my connection with students and why I decided to apply the instruments there. In chapter two, multiple techniques were described and cited, this with the purpose of validating the findings. At the end of the instruments application, the information was organized for data analysis. Interpretation of the information was carried out on the basis of personal experiences, which is a higher level of abstraction. At the end, data analysis was presented in tables, graphs and figures. In some parts of this study, I have written personal comments about my role. The reflection of the researcher in

qualitative research is important because; my personal background, experience and culture, influences the way I interpret the results that I have obtained from my participants.

On the other hand, qualitative research takes place in a natural setting. During this study, students were having the *reading sessions*, that was in fact the application of the instruments, in their own classroom, at the same hour of their English session, with a teacher that has been working with them before the study, myself in this case. It is important to mention the issue in detail, providing perspectives and factors that involve the natural setting.

The researcher in this study collected and gathered data through examining students' works, behaviour and interviewing participants. In this way, multiple sources of data were organized and presented by categories to make it clear for the reader. Deductive analysis is a fundamental part of qualitative research. The order developed in this study allows the reader to understand the different stages of the process.

3.4 Instruments

For this study, two kinds of instruments were developed: a questionnaire and an interview. The design considered the interest and knowledge of the participants, and the samples are included in this section.

3.4.1 Questionnaire Design

During this research a questionnaire was applied each session to students. At the top of the instrument, I provided a brief explanation of the instrument´s purpose, the anonymity of their answers and names and finally thanked students for their participation, and immediately after, instructions. The statements and questions mentioned on it were based in chapter two. The different techniques such as; inference, use of cognates, previous knowledge, text structure,

graphic organizers, etc. were considered in the design and creation of this instrument. This questionnaire changed depending on the technique implemented in that specific session. This means that some of the questions formulated below (see Appendix A) could disappear if necessary.

The total number of statements were ten, these with five different options (Totalmente de acuerdo, de acuerdo, ni de acuerdo, ni en desacuerdo, en desacuerdo and Totalmente en desacuerdo) The design was using a table and adding ¨Emojis¨ to each option, this because ¨Emojis¨ are nowadays very used by high school students to express themselves. To answer this tool, the reading sessions finished ten minutes before the end of the class, it was intended to provide students enough time to answer consciously.

3.4.2 Interview Design

About the student's experiences, I decided to interview them personally. I searched and asked high school students to participate with this research, then I organised time to meet them inan isolated classroom provided by the principal. Just like in the questionnaire, at the top ofthe instrument I provide a brief explanation of the instrument´s purpose, the anonymity of students' answers and identities and finally thank them for their participation. The total number of questions were six and the total number of interviewed students were 15. This interview contemplated principal and secondary questions with the purpose to get in detail, their opinions and experiences. (see Appendix B) The interview was taped and notes were taken.

Benemérita Universidad Autónoma De Puebla

Facultad De Lenguas

Estimado alumno, con el objetivo de obtener datos que ayuden a analizar tus experiencias de las técnicas de lectura empleadas en textos expositivos en lengua extranjera, respetuosamente solicito tu valiosa colaboración para contestar el siguiente cuestionario, el cual servirá en el desarrollo de la tesis *¨Techniques to develop first grade high school students reading of exposition text in English¨*. Los datos y opiniones aquí proporcionadas serán totalmente confidenciales y utilizados únicamente con propósitos académicos en la investigación antes mencionada. ¡Gracias!

Nombre:_____Edad: _____

Instrucciones:

- Lee atentamente cada enunciado antes de responder.
- Marca con una (X) la opción que consideres correcta.
- Elije sólo una opción por cada punto.

	Totalmente de acuerdo	De acuerdo	Ni acuerdo, ni en desacuerdo	En desacuerdo	Totalmente en desacuerdo
Durante la lectura, inferiste el significado de algunaspalabras por su lógica relación con las ideas…					
Durante la lectura, el uso de cognados (por ejemplo: family – familia, center – centro, immortal - inmortal) te ayudó a saber el significado de algunas palabras…					
Durante la lectura, la estructura del texto (por ejemplo: introducción, desarrollo, conclusión) te ayudó a identificar la información que requerías…					
La estructura del texto te ayudó a comprender el desarrollo de las ideas y el texto en general…					
Durante la lectura, utilizaste tus conocimientos previos del tema …					

Después de la lectura, los comentarios emitidos por la maestra y compañeros, te ayudaron a terminar de comprender el texto…					
Después de la lectura, el debate de ideas te ayudó a terminar de comprender el texto y formular tus propias ideas…					
Después de la lectura, tu creación de organizadores gráficos (por ejemplo: mapas mentales, conceptuales, tablas comparativas, etc.) te ayudaron con la comprensión del texto…					
Los objetivos de la lectura fueron claros y te ayudaron a obtener o desarrollar las ideas necesarias…					
La lectura fue de tu interés…					

(Appendix A)

Benemérita Universidad Autónoma De Puebla
Facultad De Lenguas

Estimado alumno, con el objetivo de obtener datos que ayuden a analizar tus experiencias de las técnicas de lectura empleadas en textos expositivos en lengua extranjera, respetuosamente solicito tu valiosa colaboración para contestar el siguiente cuestionario, el cual servirá en el desarrollo de la tesis *¨Techniques to develop first grade high school students reading of exposition text in English¨*. Los datos y opiniones aquí proporcionadas serán totalmente confidenciales y utilizados únicamente con propósitos académicos en la investigación antes mencionada. ¡Gracias!

Nombre: _____

1. De la lectura desarrollada en clase, ¿Qué tanto comprendiste? 0% - 100%

2. ¿Qué partes del texto fueron más fáciles de comprender? ¿Por qué fueron fáciles?

3. ¿Qué partes del texto fueron más difíciles de comprender? ¿Por qué fueron difíciles?
4. ¿Cómo fue tu experiencia emitiendo comentarios en lengua extranjera? ¿Consideras que es fácil o difícil? ¿Ya habías tenido previa experiencia comentando lecturas en lengua extranjera?

5. ¿Cómo fue tu experiencia durante el debate en lengua extranjera? ¿Consideras que es fácil o difícil? ¿Ya habías tenido previa experiencia debatiendo lecturas en lengua extranjera?

6. ¿Cómo fue tu experiencia creando organizadores gráficos en lengua extranjera? ¿Consideras que es fácil o difícil? ¿Ya habías tenido previa experiencia creando organizadores graficos basados en textos de lengua extranjera?

(Appendix B)

Chapter IV

4.0 Introduction

This chapter will provide the information obtained during the study. The participants´ results will be shown using graphics to facilitate the visualization of data analysis. Also, some participants will be quoted for the benefit of this study. Research questions will take place during this analysis to be answered.

4.1 Purpose of study

The purpose of this study was to work with a group of high school students during reading sessions, to determine the usefulness of different techniques to improve their reading in a second language, delimiting the study by using just exposition texts. After finishing the activities proposed in chapter two, students were exposed to two different instruments: a questionnaire and an interview. These instruments were designed to answer the following research questions:

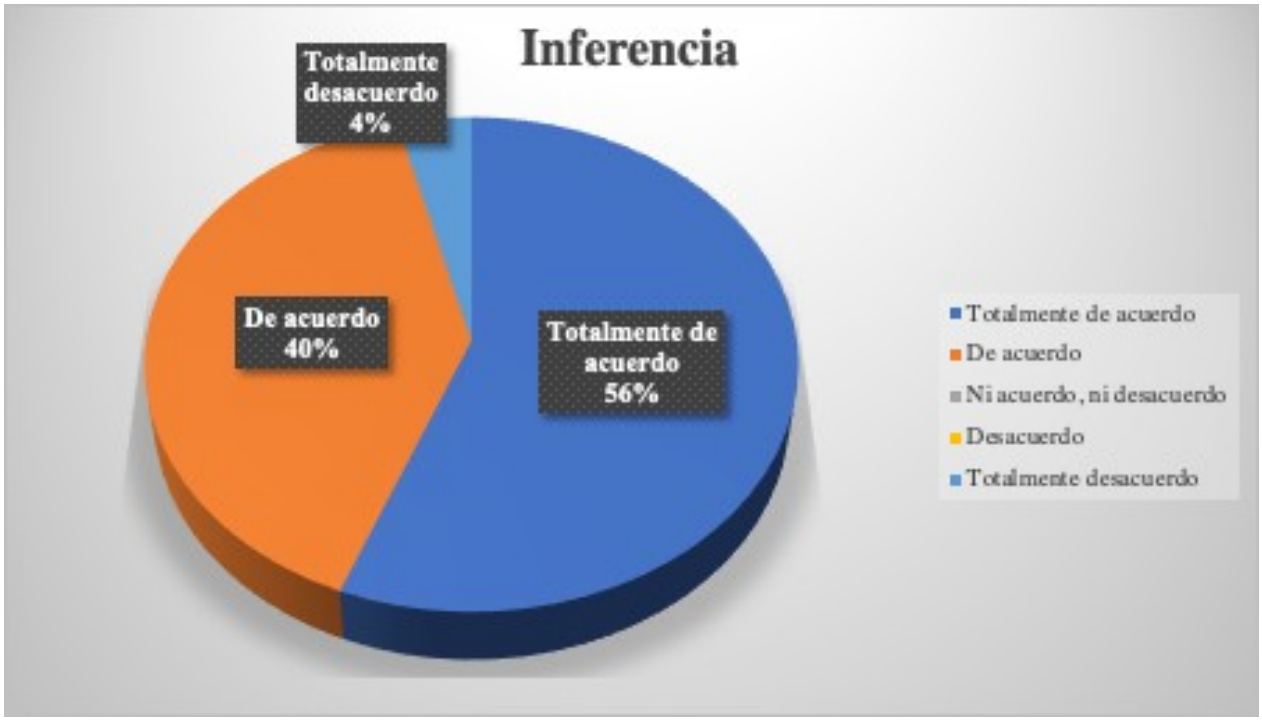
1. What are the reading techniques that seem to be helpful to develop expository text reading?
2. What are students´ opinions about the reading techniques?

4.2 Results

In this section, the study results will be presented by graphics or by quoting students'opinions. Each graphic will be explained and organized to answer both research questions. The research questions will be answered using both instruments´ results.

4.2.1 Inference

The first technique mentioned in the questionnaire was ¨Inferiste el significado de algunas palabras por su lógica relación con las ideas…¨ Students experience with inference showed that more than half of the students found this technique useful, 56% were totally agree, 40% agree and just a 4% disagree with it.

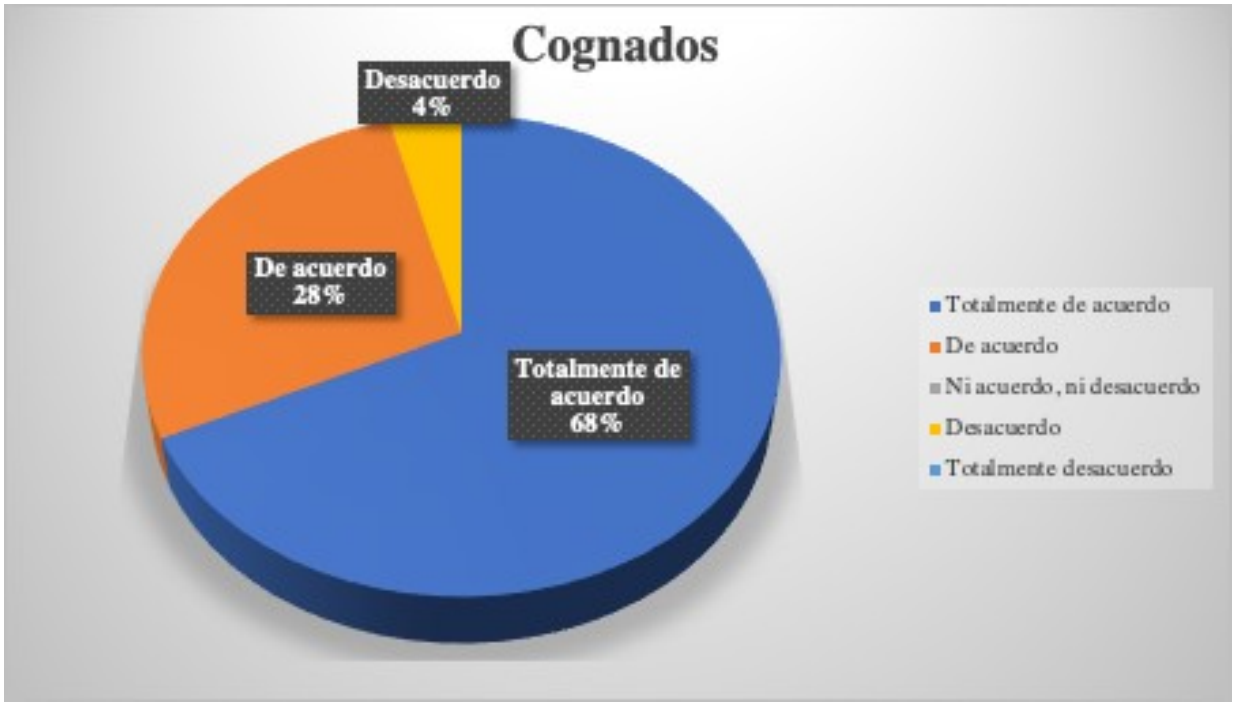


Graph 4.2.1

The identification of this technique was a little bit complicated but once the students comprehend that they do not need to know all the words they just improve their level of inference. This of course is related with the student's knowledge of a second language; it might be easier if the level of English is good enough, but even if you only have certain words, you can start the practice of this technique, this is how beginners showed an improvement in the inference of short texts.

4.2.2 Cognates

The second technique taken from questionnaire was ¨El uso de cognados te ayudó a saber el significado de las palabras…¨ Students experience with cognates showed that more than half of the students found this technique useful, 68% were totally agree, 28% agree and again just a 4% disagree with it.

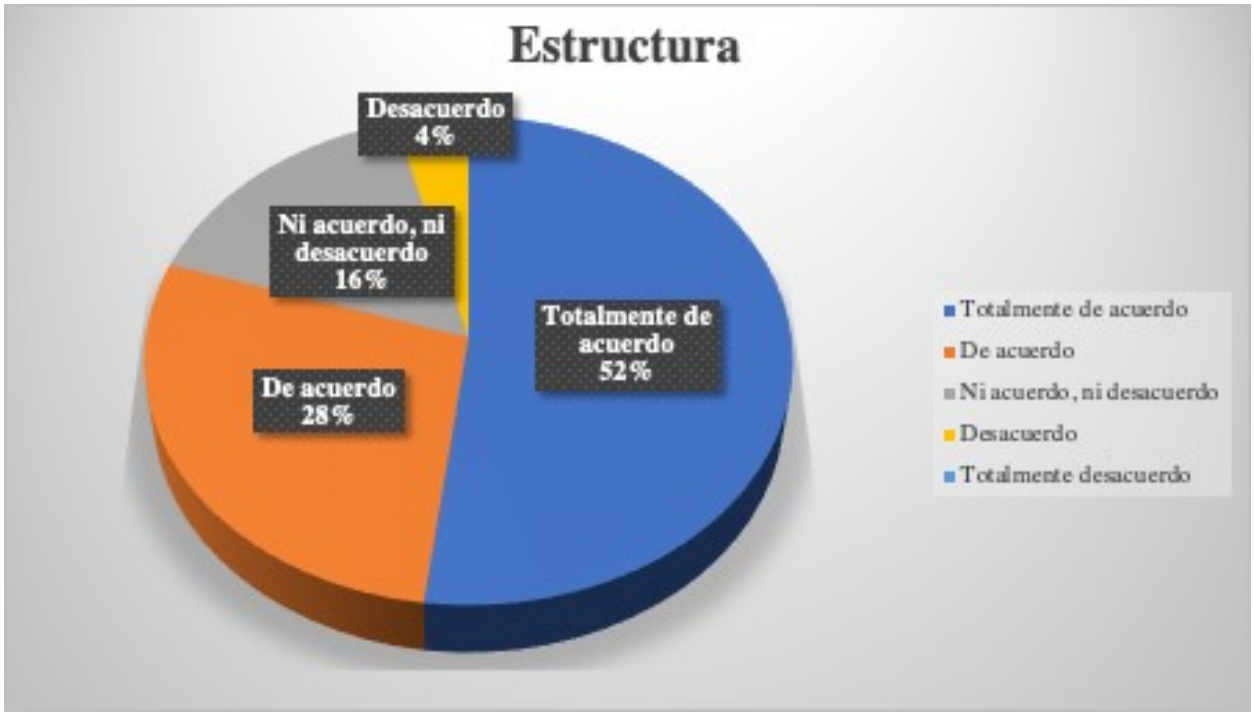


Graph 4.2.2

This technique was well seen by the students. They lose fear to make an inference using cognates. They learned about false cognates and take advantage of the ones they already recognize. According to students´ opinion ¨Esta actividad me ayudó muchísimo porque lo de buscar cognados nunca se me había ocurrido, de hecho, llegué a practicarlo con un libro que me dieron de física y me puse a buscar los cognados y me di cuenta de que si le estaba entendiendo más rápido¨ Most of them did not know about cognates, but once they understood the technique it quickly became a favorite in the class.

4.2.3 Text Structure

The third technique taken from questionnaire was ¨La estructura del texto te ayudó a comprender el desarrollo de ideas y el texto en general…¨ Students experience with text structure showed that more than half of the students found this technique useful, 52% were totally agree, 28% agree, 16% do not agree or disagree and again just a 4% disagree with it.



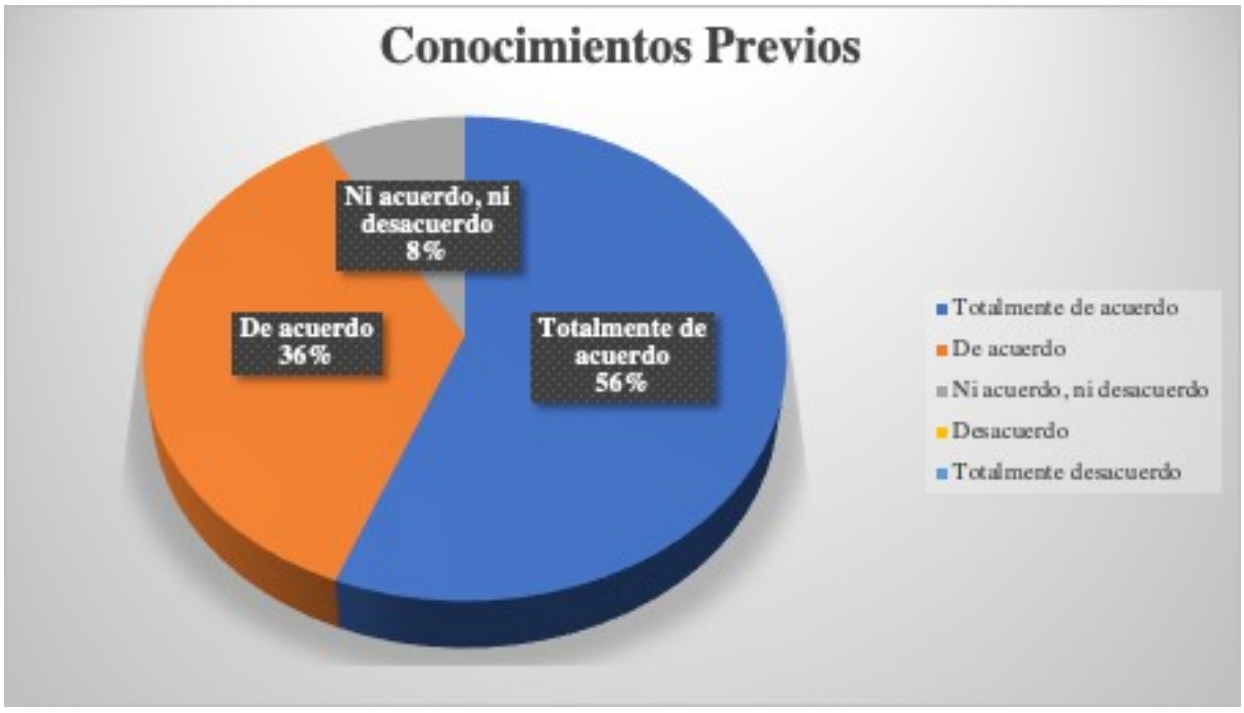
Graph 4.2.3

This technique was accomplished when students realized the structure of the expository texts. They found it hard to work using scientific data but later they realize that when following or using the text structure, finding important information is easier and understanding the main idea of each paragraph. It is true that students can find several types of structures and maybe that 16% reflect this fact and the low implementation of this knowledge. According to students´ opinion ¨Trato de buscar la idea principal de cada párrafo, entonces ya dependiendode los subtítulos que traiga es como voy derivando los temas de los que voy a hablar¨, ¨La estructura principalmente, lo que nos había comentado de la descripción, luego los puntos

clave, todo el texto ya es más fácil porque ya sabes que hay aquí, que hay aquí y que hay aquí, para más fácil y empezar a hacer el trabajo¨ Some students also shared with the author the appliance of this technique to certification test in order to save time, perhaps with more time to practice this technique, some other study might take part in the future.

4.2.4 Previous Knowledge

The fourth technique was ¨Utilizaste tus conocimientos previos del tema…¨ Students experience with expository text showed that students generally found this technique useful, 56% were totally agree, 36% agree, 8% do not agree or disagree and 0% disagree with it.



Graph 4.2.4

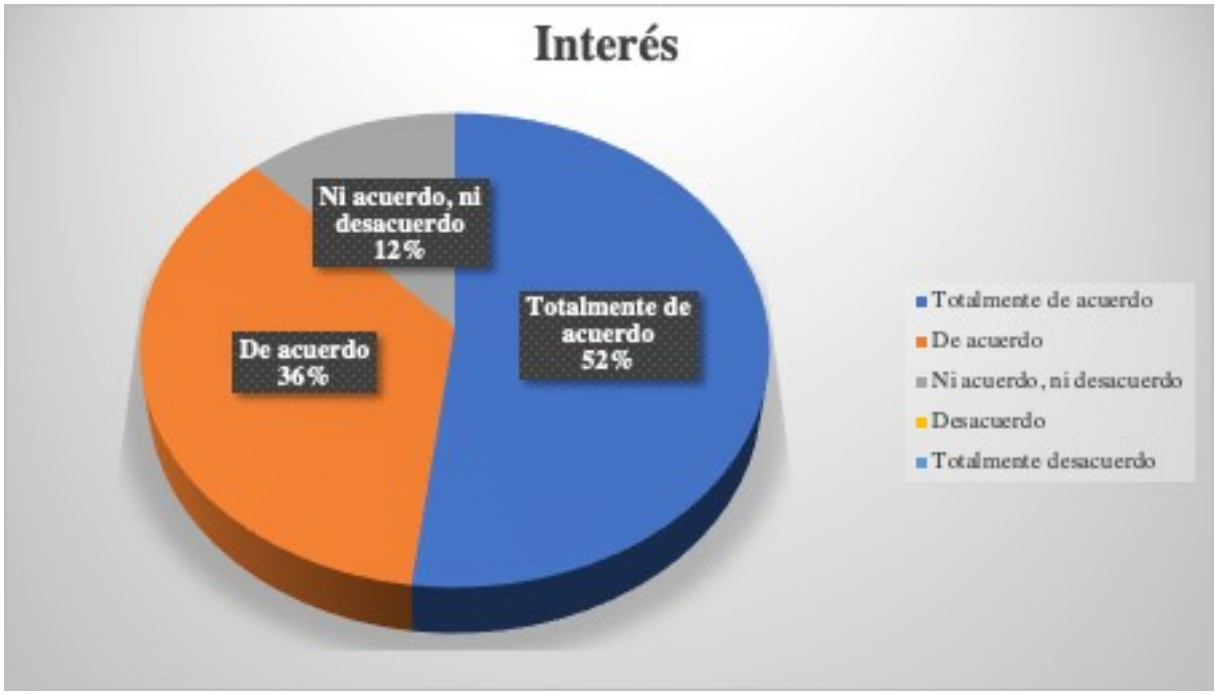
This technique was very clear for students. They commented during the reading sessions what they knew about the topic we were working on, not only used previous knowledge about the grammar to share their thoughts, they also commented on their knowledge and even

experiences related to the topic. The attention level and motivation to participate wereimproved by this brainstorm.

According to students´ opinion; ¨La parte de la conservación fue más fácil de leer porque como ya te había leído textos anteriores que tenían relación pues no se me hizo tan difícil¨ Something to highlight is that, when students interact the Reading session was more beneficial, and the teacher felt more certain about the interest and understanding of students regarding the text.

4.2.5 Interest on the topic

The fifth technique was ¨La lectura fue de tu interés …¨ Students interests about expository text, in this example about marine mammals showed that more than half of the students found this topic interesting, 52% were totally agree, 36% agree, 12% do not agree or disagree and 0% disagree with it.

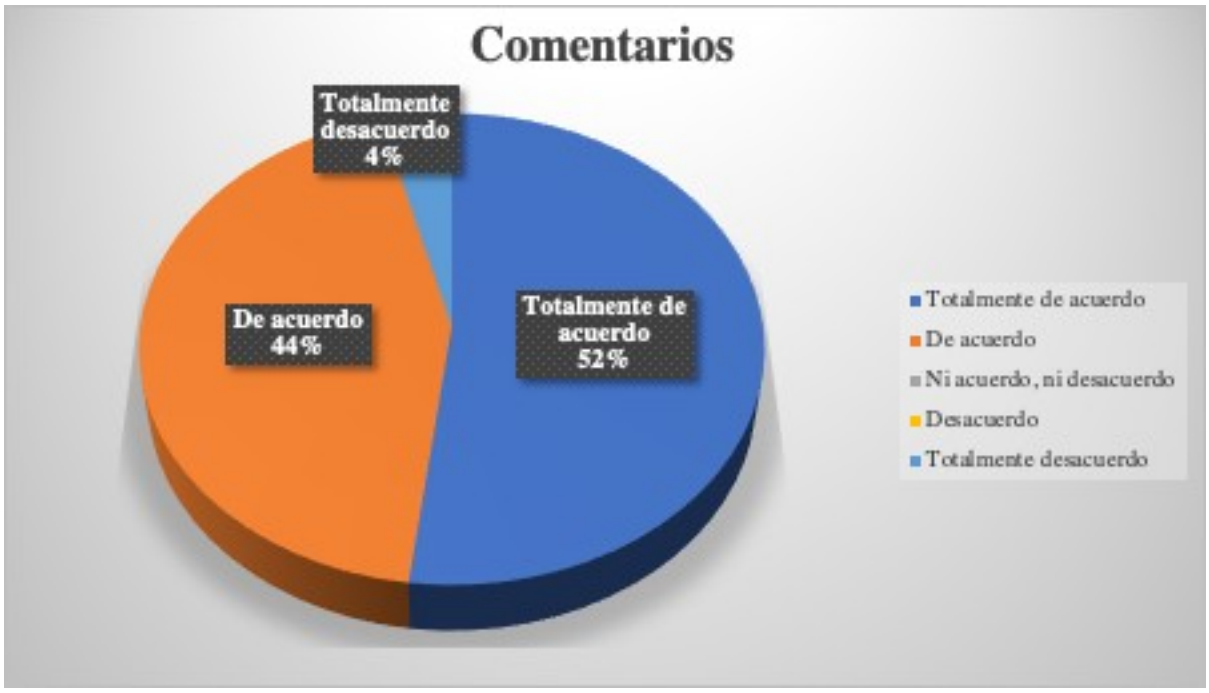


Graph 4.2.5

This technique tells us that if students have interests in the topic, they would probably improve their reading. The scientific data is not usually well received for students who arenot in a scientific area, the selection of the material is attached to gain the students´ interest. Expository texts have a variety of topics, in this case students liked to know about marine mammals, and this allowed the activities to develop in a fluent way. According to students´ opinion; ¨Comprendí casi todo por lo mismo de que pues me gusta ese tema, lo comprendo¨ Not all the time is possible to gratify the entire group, but sometimes knowing the group is crucial to determine their opportunities or limitations.

4.2.6 Emit Comments in Second Language

The sixth technique was ¨Los comentarios emitidos por la maestra y compañeros, te ayudaron a terminar de comprender el texto…¨ Students´ experience related with making comments about the reading; showed that the majority of the students found this technique useful, 52% were totally agree, 44% agree and just a 4% disagree with it.



Graph 4.2.6

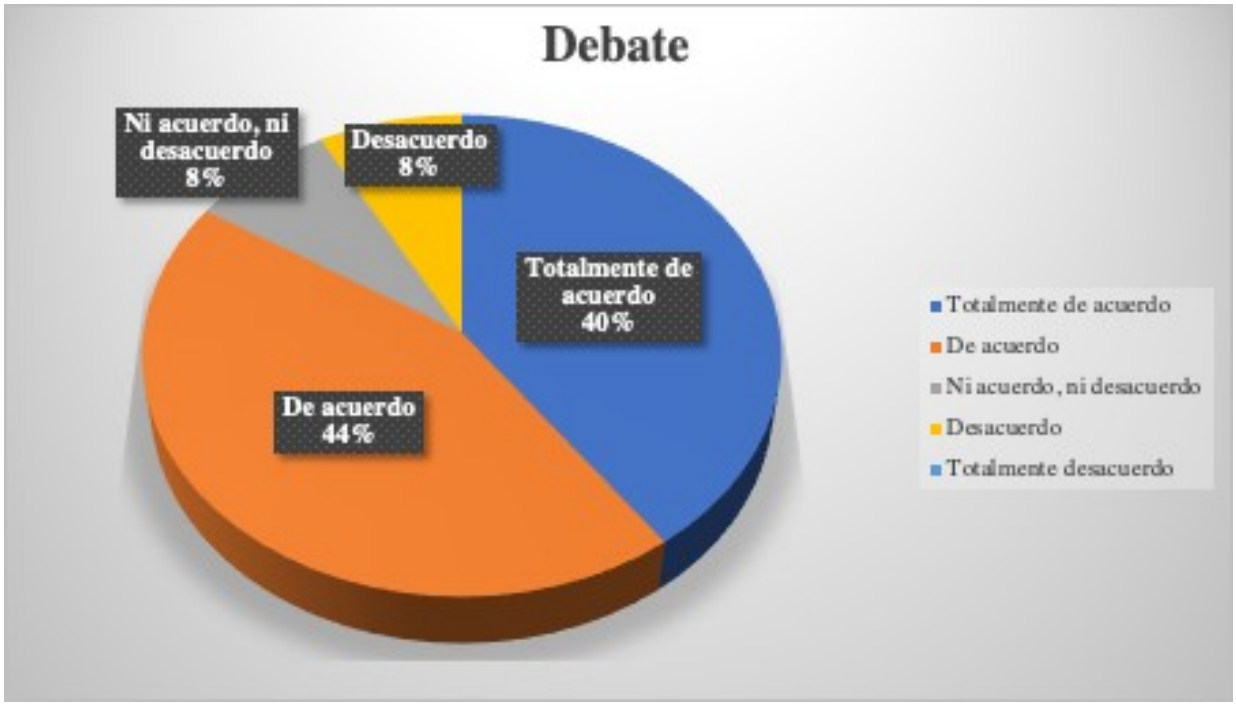
This technique works in a harmonious way, the classroom where the activity took part had students who are polite, and this atmosphere allows the students to feel free to give their opinions or thoughts in a second language. There were just a few students who were shy, maybe they were the 4% who disagreed but in general I found the students comfortable with this technique because there were no correct or incorrect answers, they just needed to practicetheir speaking to find out the objectives of the text.

According to students´ opinion ¨Sí es útil porque ayuda a darle una cierta confianza al alumno en cuanto a que si se equivoca, pues no va a pasar nada y el profesor lo va a poder ayudar¨, ¨Si estoy con mis amigos lo comentamos entre todos y si alguno tiene una duda nos la resolvemos entre todos y si de plano nadie sabe se la preguntamos al profesor¨, ¨A veces me siento incomoda, me da pena hablar en inglés¨

At the end this technique was an opportunity for some students to practice their English speaking skills.

4.2.7 Debate

The Seventh technique was ¨El debate de ideas te ayudó a terminar de comprender el texto y formular tus propias ideas…¨ Students´ experience debating ideas about the reading; showed that, 40% of students were totally agree, 44% agree, 8% do not agree or disagree and an 8% disagree with it.



Graph 4.2.7

This technique showed variated results. More than half of the students found this technique good but the students felt that the participation in the classroom was not as free as in the case of comments.

Other factors took place; the monitor, the time, and the use of arguments to obtain points. I consider that the 8% who disagree and the other 8% who are not sure about it, were students who had not developed enough oral practice. I also notice that the leadership of a few students makes the others feel comfortable or not.

The debate technique requires more planning time but the benefits are the critical thinking obtained by the reading, work group and confidence in speaking. According to students´ opinion ¨En ciertos grupos hay como que, se puede decir como los que entienden más, los que entienden menos y hay como que un cierto punto en el que no sabes ni que decir, porque tienen un punto de vista, otro y así como que se quedan clavados en sólo esos puntos de vista, ya si tú opinas es como de ¡ah! pues si puede ser pero pues no o sí lo tomamos¨, ¨Considero es útil ya que nos permite a todos cómo dar nuestro punto de vista y entre todos aprendemos más¨.

4.2.8 Graphic Organizers

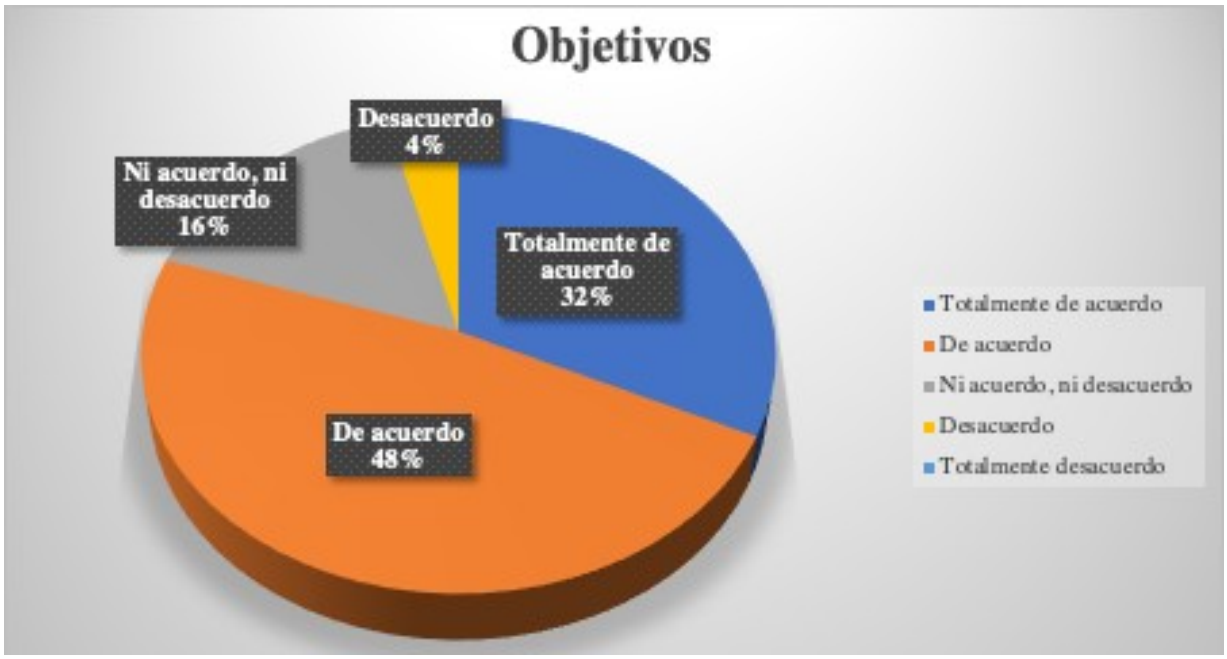
The eighth technique shown in the questionnaire was ¨Tu creación de organizadores gráficos te ayudaron con la comprensión del texto…¨ Students´ experience creating graphic organizers; showed that students found this technique, 52% were totally agree, 28% agree, 20% do not agree or disagree and a 0% disagree with it.

Graph 4.2.8

This technique was not new for the students, they commented their experience in the Language subject. The creation of graphic organizer allows students to identify the information they need according the objectives of the reading. They realize that the structure of the text facilitates the creation of the graphic organizer and this in turn facilitates the ideas that students need to accomplish the complete understanding of the author's ideas. Accordingto students´ opinion ¨Es más fácil porque ya tienes las palabras claves, es más dinámico se podría decir¨ They all create different proposals but all of them were capable to explain their ideas using their design.

4.2.9 Establishing of objectives

The last technique shown in the questionnaire was ¨Los objetivos de la lectura son claros y te ayudaron a obtener o desarrollar las ideas necesarias…¨ Students´ experience following the objectives emitted by the teacher; showed that more than half of the students found this technique useful, 32% were totally agree, 48% agree, 16% do not agree or disagree and a 4% disagree with it.



Graph 4.2.9

This technique needs to be developed carefully because if students do not understand the purpose of the reading activity, they might get lost or confused. The students show a good English level but sometimes the lack of attention or confusion of a few partners creates lots of questions.

After some sessions, I searched to give the instructions and then ask two or three students to repeat it just to check if the activity was clear. The monitoring of activities is very useful to students and the correct setting of goals allows students to use the techniques previously mentioned to gain time and effort.

4.3 Chapter conclusion

In this chapter the results were presented by graphics and quotes, the questionnaire and interview results were organized and explained one by one. The research questions were satisfactorily answered presenting the corresponding evidence and analysis. The students´ experiences help this study to consider the most useful techniques for future investigations.

Chapter V

5.0 Introduction

In this final chapter, the objectives and research questions of this study will be mentioned again, and finally, after the experience of observing, interviewing, practicing, reading, and testing on an actual high school environment, the researcher will be able to share the results obtained.

This is how this research work concludes, and besides the results obtained, the author will mention the limitations of her work, recommendations, and some considerations for further researchers.

The final page will include a list of references from previous authors that worked on this specific topic or other topics related, that were used to develop and give foundation to the investigation.

5.1 Findings

To begin, the first research question is ¨What are the reading techniques that seem to be helpful to develop the reading of the expository texts? ¨ This research will be answered in order of techniques.

Findings about inference; this activity was complex considering the level of target language that the participants possess. It is true that in this case most of the participants had an intermediate level of English, but the vocabulary was diverse in each participant; what the researcher found is that even the most basic vocabulary required a review to activate their L2.

The inference activity showed that students need to practice vocabulary before facing thetext, if not, they would not take any chance to participate in the inference of information or meaning.

To begin the study the researcher asked students to read a short paragraph that contained an unusual word but that was constantly repeated during the text, after take a look to the whole text, some students were capable to understand and even gave opinions about their ideas, some others were not participating and through observation and monitoring of the activity the researcher concludes that vocabulary and reading exposition were the obstacle for not reaching this goal.

Findings about cognates; this activity was rewarding for students who thought that English was complicated, even the ones who almost never wanted to participate, this time were enthusiastic by sharing their ideas about cognates and the ones who have an advanced level told the group how useful the cognates resulted for their learning process. The activity

basically was to focus on identifying cognates, and false cognates to use them for reading comprehension or to infer unknown vocabulary as a review of the first technique.

Findings about text structure; this study focuses on expository texts, in that sense the text structures were carefully chosen and worked. The contents were in the majority about science because the research wanted to access technical vocabulary and academic contents.

The text structure is something that according to students, they had never stopped to look at. Most times, students do not look at information in an effective and quick way. The activities to develop text structure were at the beginning, to read just the first line of each paragraph and deduce the title. After some examples the researcher shows participants the structure of expository texts and asks them to use this information to find the content they required to develop the activities. Time and comprehension of texts were beneficial.

Findings about previous knowledge, this technique was useful as a warmup, to get students involved in the topic; the researcher found a genuine interest in students to share their personal experiences or knowledge about science. And sometimes the main concepts took part even before the reading, helping students to identify cognates and infer the content.

Findings about Interest on the topic; the excitement in the classroom when teachers include or relate the reading with something or someone that is having a huge impact on them, is useful to maintain the attention during the reading part. And promotes the emission of comments in second language that later, with teacher´s guidance might become a debate. Both techniques, emission of comments in second language and debate, contributed highly to increase the interest of the reading and invite all students to get involved.

Findings about Graphic Organizers, this technique was close to text structure. Students found graphic organizers useful to study and to easily comprehend the content of texts, but the beginning was complicated and difficult for them. First, it was necessary to create different models with short texts, so students identify the main concepts and summarize the main ideas and the relation between them, thus, gradually increase the information exposed in the texts.

Findings about Establishing Objectives, this was especially interesting for students, during exercises, they realize their difficulty to maintain and follow guidelines, how they get easily confused once they are in the activity. This strategy took part all in all with the previous strategies.

5.2 Limitations

To begin with the limitations in this study, it's important to mention the unequal English level of the participants. Some activities were too easy or too difficult not because of the strategy tested, but because of the English proficiency of students. At the beginning of this study the tension in the classroom was evident but later, students were more confident, once they were related with the objectives and different strategies, the atmosphere changed to good.

As well, time was good, but some activities were developed during two sessions, because of their English level, this was especially complicated for students who finish on time.

Also, the high school had their own activities, so sometimes we missed our sessions. I consider this important because the amount of exposure to second language activities was lower than the one I considered at the beginning of this research.

5.3 For the further research

It is highly recommended to choose some study area and follow that path during the whole process. Text structure was incredibly useful for students and their relationship with the style of expository texts about science provided enough practice to identify if the techniques were useful or not.

During exercises do not only include open – ended questions, include a variety of activities that allow all students to participate, consider different learning styles, and only, if possible, look for students at the same English Level.

Ask students to read some paragraphs out loud, to get related with their performance, some of them might be very good comprehending but not very good at pronunciation and vice versa. Always taking care of the classroom atmosphere is beneficial for the study and students' performance.

Look for short texts that contain images to begin your research and later increase the density of word content and help them with graphic organizers, the student's consciousness that he or she is reading more and more motivates them to give an extra effort and increase their confidence while reading.

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