

University of Pedagogical Sciences

“José de la Luz y Caballero”

Holguín

Diploma Paper

Title: Adapted texts and exercises to favor reading comprehension in English, in first year Welding students at “Luis de Ferias Garayalde” polytechnic school.

Author: Maité Domínguez Garcia

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Author: Maité Domínguez García

Tutor: MsC. Raciél Reyes Bofill

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Abstract

How to favor the development of reading comprehension skills in English in first year welding students at Luis de Ferias Garayalde polytechnic school? This research contains the answer to this question based on a strong theoretical foundation which supports the experiments carried out by the author. As a result a selection of texts and exercises is provided for teaching reading comprehension lessons to the students of welding.

Acknowledgements

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THANKS...

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Introduction

The English subject in the National Education System responds to the politic, economic, social and cultural importance of it as an international language. In this context English plays a very important role to establish the relations with many countries of the world based on several areas of interest.

In the educational field this subject contributes to the pupils' scientific formation taking as starting point the language as a social phenomenon and the relation among language, culture and thought. The learning of a foreign language refers to the practical mastery of it.

The acquisition of a foreign language allows widening the ideopolitical formation of our students as they may comprehend better the culture and ideology of the peoples whose language is being learned. Therefore, the knowledge of this promotes a link among the students and the culture, feelings and people's attitudes of other countries.

Concerning the Technical and Professional Education, the main objective of the programme is to develop the communicative competence of the students which implies the expression, interpretation and negotiation of meaning among people, or between a person and a written or oral text.

The teaching of English not only must contribute to the linguistic efficiency, but also to the ability to construct and reconstruct new knowledge. It implies to develop knowledge, habits and basic skills in the pupils so as to allow them to communicate appropriately in a foreign language that is to understand oral and written information and to express themselves orally on familiar themes, as well as writing simple and brief messages.

The main objective of the technical and professional education is to form competent technicians. They should be able to contribute efficiently to production in the social service which will bring about the needed development of the economy in the country.

In the current development of science, the technique and the technology are useful tools at the service of entities and all the students of the technical and professional education should have a commitment with their career so as to meet the level of the demands and scientific challenges to obtain higher results.

The social and cultural requirements get more and more complex as time passes by. That is why the plans and programmes of studies of the different specialties of the technical and professional education, suffer ongoing modifications according to the new pedagogical and technical advantages.

In achieve a high level of quality in the formation of competent technicians it is necessary to structure procedures to guide the teaching learning process where the teachers depart from a pedagogical and integral diagnose of the students so as to characterize them as objectively as possible. Teachers are the responsible to teach, educate and develop the students' personalities in an integral way.

On December 1999, it began a new historical struggle in our country with a deep ideopolitical support under our Commander-in-Chief leadership known as Batalla de Ideas. One of its main purposes was to start what has already been labelled as the Third Educational Revolution in Cuba, in which the teachers have been perfecting their teaching methods, procedures and aids.

The teaching of English as a foreign language gains a paramount insight in the National Education System. It responds to the political, economical, social and cultural importance plays not only as means of establishing relations with many countries of the world. The English subject contributes to the pupils' scientific formation taking as starting point the language as a social phenomenon and the relation amount language, culture and thought.

The economic plans of our country and the advances of a scientific technical revolution, include the different agreements of Cuba with many other countries of the world. Thus, it makes necessary that the new generations learn at least English, as a foreign language. Besides, it contributes to young people's comprehensive culture which supports the ideopolitical formation of our students.

Cuba has given a great importance to people's intellectual development. It is carried out through a cultural revolution which tells us about the need to develop the communicative competence in our students. In the case of polytechnic students the reading competence arises as one of the goals to be accomplished but this objective has not been attained and the necessity of an investigation emerged.

Throughout this research process it was found that there were some elements which could be considered potentialities for learning English but there were also found negatives issues. As a possible source of motivation it was sought that the students of this specialty felt the need to read in English so as to be able to understand much of the information concerned with the use, features and recommendations that usually accompany the devices used for welding and its general instructions.

On the other side there were limitations concerned with the low motivation of the students for the contents they receive which do not meet their needs and expectations because there is not link with the specialty they are learning. This is reflected in their attitudes towards the contents which make them feel dissatisfied with the subject. This paves the way for low performance and achievement. In the case of professors their scientific, technical and methodological do not match with the complex problem they should solve.

The researcher after deeply evaluating the situation at the school has made the decision of carrying out an investigation to find a solution to the problem. Taking into account the above analysis it is necessary to determine the following **Research problem:** How to favor the development of reading comprehension skills in English, in first year welding students at "Luis de Ferias Garayalde Technical School?"

In correspondence with the scientific problem the following **Research object** has been determined: The teaching of the reading comprehension process in English in first year welding students at "Luis de Feria Garayalde Technical School".

To solve the previously stated scientific problem, the following **Research Objective** is formulated: The adaptation of a set of reading texts and the elaboration of exercises to favor the development of reading comprehension skills in English in first year welding students.

Likewise, in correspondence with the research object and the problem the **Scope of action** is the following: The development of reading comprehension skills for specific purposes centered on technical texts dealing with the welding specialty.

To achieve a logical order during the development of this research and to achieve its objective the subsequent questions should be answered.

Scientific questions:

1-What is the actual state of development of reading comprehension skills in first year students of the welding specialty?

2-Which are the theoretical and methodological foundations that support the reading comprehension process for first year welding students?

3-Which are the reading comprehension texts and exercises that may favor the development of reading comprehension skills in first year welding students?

4-How effective are these texts and exercises?

In order to answer the scientific questions already declared, it is mandatory to work on the next directions:

Research Tasks:

1 –Characterize the actual state of development of reading comprehension skills of first year students of the welding specialty.

2 – Provide the theoretical and methodological foundations that support the reading comprehension, process, particularly, for first year welding students.

3 -To adapt a set of texts and devise the appropriate exercises to favor the development reading comprehension skills.

4- To apply the texts and exercises to assess their validity and reliability to solve the problem.

To accomplish the scientific tasks, theoretical, empirical and statistics methods were used:

Empirical methods:

- To obtain information about the actual state of first year welding students and the possible causes of their limitations **Surveys** and **interviews** techniques were used.
- For the determination of the methodological strategies and techniques teachers use in delivering reading comprehension lessons the **observation method** was used.
- Pedagogical pre- experiment: This method was used to regard the current state of the independent variable which is the pre- test and to compare the initial result with the final output of the students.

Theoretical methods:

- Historical- logical: It served to the purpose of studying the evolution of teaching language methods, and particularly how the procedures and techniques for developing reading comprehension lessons have been approached until recently.
- Analysis- Synthesis: For the analysis of the results in the application of the different research methods and draw conclusions both, from the theoretical and methodological quest and the practical application of the proposal.
- Induction Deduction: They were used to determine from theory which scientific postulates support the selection of texts, its adaptation and the proposal of the exercises.

Chapter one.

Epigraph 1.1 Characterization of the actual developmental state of reading comprehension skills in first year welding students.

Reading comprehension is one of the skills that the students learning English as a foreign language should master. This is why teachers of English devote time and efforts to train this skill. Polytechnic schools, within the national system of education, have among their social tasks to graduate students proficient enough to read mid-complexity texts containing technical information. This task, however, has faced many difficulties thus a research paper has been carried out to find out solutions to this limitation.

During the teaching learning process, in the welding specialty at Luis de Ferias Garayalde polytechnic school, a diagnostic test was given to search for information about the students' real state of their knowledge and skills as well as their motivation towards the subject. The results obtained showed that most of the students were demotivated and they also had difficulties to handle reading texts as they were not able to understand the content of the texts. This gave reasons to start a search to find why they had such difficulties

The selected population was made up of 55 males and 5 females aged 15 to 16 years old. Most of these students were not taught the English subject in Secondary School, see appendix (II) so their knowledge of the English language was quite limited and did not match with the learning objectives of Junior High School. Moreover, there were some students that have their psychological sphere affected due to economic, social and environmental problems. In some other cases there were health problems which affected their attention and caused them to be absent from school at times.

A corroboration of the problem detected was observed when the institution applied the First Control Work which yielded very poor results concerning their mastery of the academic goals of the period. In short their gradings were very low or below par in reading comprehension questions, grammar, vocabulary and writing; these three last derived from the written text.

These results were the reasons to start the research work so as to find out information to explain them. Due to this, a sample of Thirty (30) students were surveyed, from which only 12 of them expressed they liked English lessons which represents (40, 0%) of the population. The rest of the students assured that they were not always motivated by the themes of the readings that teachers brought into class because they did not allow their personal link with the welding specialty. (See appendix II)

Also, interviews were applied to five (5) teachers. Three (3) of them demonstrated they had knowledge enough on the process for developing reading skills representing fifty (60 %) of the sample, while the other two (2), representing (40%), had little knowledge on the issue. The five (5) professors (100%) considered that the program for first year students of the welding specialty does not meet the students` academic level and interests. They agreed that the texts have huge limitations to achieve the purpose they are intended for, that is to develop and increase the students´ reading comprehension competence. (See appendix I)

The pre-test applied showed the students had not appropriately developed reading comprehension abilities and strategies, in spite of the time devoted for studying English at Junior High school.

The pre-test allowed the researcher to know the actual students´ level of knowledge and skills development which could serve as the starting point for teaching reading comprehension; (see appendix IV). This confirms the results previously obtained in the First Control Work

Besides, six (6) lessons were observed in a classroom of 30 students. In four of them (66, 6%), reading strategies such as recognizing patterns of language within the sentence and between sentences for increasing vocabulary, grammar and textual connectors understanding, surveying a text for main ideas, scanning to find specific information as quickly as possible and using the information from the context to discover the meaning of unfamiliar words, among others, were not appropriately used to achieve the development of reading comprehension.

Motivation was very low in all of them mainly because the teacher did not

establish a link between the new content and the students' previous knowledge or students' experiences.

Another factor that negatively affects the process is the non-existence of specialized texts for the welding specialty which leads to dissatisfaction, on both students and teachers, concerning reading comprehension skills development due to its negative impact on the professional competence.

Thus, the analysis of the results obtained in the lessons observation allows featuring some limitations that interfere in the process of reading comprehension as for instance the low scientific, technical and methodological preparation related to reading comprehension and the lack of a link with the social context, mainly in the neglecting of some necessary reading strategies to overcome reading problems.

It necessary to state on the other hand, that the analysis of the contents of the methodological documents showed a correspondence of its content with the First Year Welding Students' General Objectives which is to comprehend mid-complexity texts. The texts could be adapted or authentic dealing with different topics and first year students should be able to summarize information from texts and articles, respectively. In the case of this investigation authentic adapted texts have been used

Thus, after analyzing the information yielded by the different investigation techniques applied to diagnose the object of investigation, it is observed that there are some shortcomings in the teaching learning process that affect the process. Some of these are:

- 1- The students who come from junior high schools have limitations in the development of the skills of the language to engage in the English program of study for the welding specialty in first year.
- 2- The lack of English texts for the welding specialty makes it impossible for the students to develop properly the reading competence.
- 3- There are few teaching aids that may contribute to the technical preparation of first year welding students through the English program.

- 4- Welding students are not motivated towards the English program, because there is not link between the contents of it and the specialty.
- 5- Insufficient time devoted to develop reading comprehension skills in the English lessons due to the fact that teachers of English only have two 45 minutes class-periods in a unit.
- 6- Overcrowded classrooms where there are 30 to 35 students makes it difficult to work with them.
- 7- The texts teachers use in the reading comprehension lessons do not meet the needs for the different specialties.
- 8- Thus, in general terms, it could be stated that the use of the different investigation techniques, both from the theoretical and empirical levels, have demonstrated the existence of the problem embedded in the object of research and therefore it will be possible to devise a solution by means of the information available.

Epigraph 1.2. Scientific foundations of the reading comprehension process.

The reading process is connected with thinking and the visual, kinesthetic and oral analyzers that are with psycho physiological factors. The visual analyzer is at work when the reader sees a text. While seeing the text he sounds it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the oral analyzer is not passive; due to the work of all the analyzers, the reader can understand thought. The analyzers make possible the development of four major reading skills: eye-movement, visual discrimination, association and interpretation.

Eye-movement refers to the ability to move the eyes in a conventional way for reading, from left to right, back left and down a line, left to right again and so forth. Visual discrimination is the ability to distinguish one letter from another, one word from another, one group of words from another. Association is the mental bond formed between visual marks (letters and written words) and speech sounds which they represent. Interpretation is the ability to solve the problem of unlocking meanings by adding together a number of associations.

These skills let the reader recognize the script of the language and understand

its meaning. They are the first reading skills to teach in the elementary level in what Wallace (1983) calls the two stages of reading: that of relating the graphic symbols to the sounds in the spoken language, and that of extracting meaning from these graphic symbols.

During the reading process and the comprehension of a text many interpretations are possible, as a consequence of the knowledge and cognitive operation of the reader. The reader's background is the result of life experience. The following are definitions of reading. For instance reading is judged as an integral process which involves communication, mental process and the reader active participation. All these elements support the fact that reading is an active process.

In her book *More than Meets the Eyes*, Marva Barnett: 1996, states the importance of reading as an interactive process in which the reader plays the most important role.

She recognises that the reader does not only decode unknown vocabulary and grammar but comprehend the text. Text comprehension depends on some factors such as, the reader interest, necessities, expectations, their age, economies status, background knowledge and their reading skills. So she also assures that, "... reading is a receptive skill in which the reader actively produces meaning". Reading is a medium of communication, the power to get information from written language; it is an active, thought-getting, and problem-solving process. In this process, the reader must make an active contribution by drawing upon and using concurrently various abilities that he has acquired.

Francoise Grellet: 1981, puts that 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. When a person reads, he tries to relate the new information in the text to what is already known. The reader must make connections between what a text is about and external objects, ideas and people.

Jack Richards; 1985, said that reading is perceiving a written text in order to understand its contents. This can be done silently (silent reading). Reading is

also saying a written text aloud (oral reading) with or without understanding of the contents and Dubois, M.A; 1986, considers that reading is a process of interaction among thinking and language, and comprehension is the building of the text meaning by the reader.

Mikulecky; 1990, states the process of reading like this: The reader constructs the meaning of the text by interpreting textual information in the light of prior knowledge and experience. The textual information activates prior knowledge, in turn, activates expectations about what is in the text. This interactive process continues until the reader is satisfied with the match between text and prior knowledge, and comprehension has occurred.

Furthermore, it is important for teachers to acknowledge that the students bring something important to a text. This fact implies that the learners need to have language knowledge to start reading; so reading comes after oral skills. Most of the authors consulted agree that reading is a process which its main objective is the search of meaning or the comprehension of text that has been read.

Finally the researcher would like to quote Ph.D. Medina B, Alberto, 1994, when he says, "reading comprehension is a process by means of which the student-reader, in an active interaction with the written text, decodes its content in order to understand it and get to the realization of critical analysis from his own cosmovision. As a skill in formation it passes through different stages which can turn into strategies that he acquires and that might be useful for the development of different types of reading (...)". This is the definition assumed by the author of this paper.

One of the teachers' main task and the most difficult, at the same time, is to teach their students a variety of reading strategies. The difficulties lies in the fact that different students need different strategies but the teacher must try those which better meet the students' needs and possibilities.

The readers activate and use the strategies that allow them to succeed the text comprehension using strategies in different degrees, but always taking into account that the objective and content implicit in the activity should keep a logical correspondence with the order of matter that is studied.

The teaching procedures should include, as a very important step, the students' practice of the reading strategies guided by the teacher until the students learn how to do it alone.

Reading strategies should not be taught in isolation but within a specific context. The effective use of them will enable the students to select the global meaning or the segmented meaning of the text.

Among all the strategies the following can be listed as very important ones:

1-Recognizing patterns of language inside the sentence and between sentences increasing the understanding of vocabulary, grammar and textual connectors.

2-Surveying a text, reading for main ideas.

3-Scanning to find specific information as quickly as possible.

4-Having a clear purpose before reading, locating the parts of a passage, which are relevant to your purpose

5-Making intelligent guesses about what the text contains using only small samples of the text.

6-Title, subtitle and the students' knowledge about the topic

7-Non- linguistic contexts, (pictures, diagrams.)

8-Using the information from the context to discover the meaning of unfamiliar words or phrases and to help choosing the appropriate meaning from the dictionary

9-Making inferences by using two kinds of information to make sense of what is read: information from the text and information from the reader.

10-Critical reading: comparing viewpoints.

Clearly, there is a connection between types of reading and strategies to be used for comprehension. The bibliography makes reference to **four types of reading**. They are the following according to the readers' purposes.

- ❖ Skimming: This involves reading as quickly as possible to get the gist of the text or part of the text.
- ❖ Scanning: This involves reading a text or part of a text rapidly in order to find specific pieces of information.
- ❖ Intensive reading: This involves close study of the text. The reader tries to fix

the information so as to remember it for future benefit. Thus, the amount of comprehension should be high.

- ❖ Extensive reading: It is reading for pleasure. It is a fast reading in which the reader can even skip some paragraphs and even whole pages.

As a matter of fact, it needs to be said the reading has a close link with the rest of the skills as it may be source of knowledge for the rest of the abilities and on the other way, the mentioned skills: listening, speaking and writing could be used as a source of departure for reading activities. But, of course, this is not the aim of this research.

Reading has being source of analysis by many authors. It is an activity which is interactive and mostly it is directed by teachers. Teachers use different techniques to make reading activity much meaningful and therefore, it is handled in to three phases, to manage the task in a much proper and effective way. Each of them has its own important role and they are all necessary parts of a reading activity. In class these phases have to be put into practice in order to favor the development of the students' reading skills.

Some authors, working on the theme, offer new proposals and how the phases of reading comprehension should be organized according to didactic purposes. Ph.D. Medina Alberto; 1998, establishes that reading comprehension includes four phases: **Sensitiation, Elaboration, Redefinition** and **Generalization**. Ph.D. Maria Elena Ayala (2000) also proposes four phases: **Preparation, Processing, Integration** and **transference** and **Self-regulation**. Gerry Abbot (et al) suggests the following phases: **Before-reading, While-reading** and **After-reading**. All these stages seem to be appropriate to work on reading comprehension texts. Nevertheless, the author of this research assumes the methodological phases suggested by Marva Barnett, 1996, including her proposal of follow-up activities in the development of reading comprehension tasks. They are explained below:

Pre- Reading activities: They involve the students in reading a particular text, elicit or provide appropriate background knowledge and activate the necessary schemata. The objective of this stage is to motivate the students toward the

text. Also there could be pre-teaching of new words if they contain key meanings to comprehend the text.

While reading activities: They help the students to develop reading strategies. They improve control of the foreign language and decode problematic text's passages running from general understanding to total comprehension. It implies working with the grammar and vocabulary of the text.

Post reading activities: They check the students' comprehension and then lead them into a deeper analysis of the text. The students give their own opinion about the message and the author's intention.

The follow-up activities: They take the students beyond the particular text in one or two ways: by transferring skills and integrating reading with other language skills. Transferable reading strategies are those learners may assimilate and use with other texts. Integrative activities, use text's language and ideas in foreign language listening, speaking and writing. Thus, the information and techniques learned from each reading helps the students in both their language and cognitive skills development.

Traditionally, the aim of linguistics had been to describe the rules of English usages that are the grammar. As seen, most of the information collected views reading comprehension as a process concerned with teaching and understanding reading texts for general purposes. It is the aim of this paper to deal with more specific objectives. That is why it was necessary to search for texts which would respond to the learning demands of a very specific group of students.

However the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widdowson, 1978). One finding of these was that the language spoken and written varies considerably in different ways, from one to another. In English language teaching this gave rise to the view that there are important differences between the English for commerce and that for engineering. These ideas married up naturally with the development of English courses for specific group of learners.

New development in educational psychology contributed to the rise of English for Specific Purposes, by emphasizing the central importance of the learners and their attitudes to learning according to Rodgers; 1969. Learners have different needs and interests, which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. This is precisely one of the findings of this investigation. Therefore, this research focused attention in the search of texts that would meet the needs of students of the welding specialty.

Chapter Two: Proposal of texts and exercises.

In teaching, whatever activities designed for learning, they need to be carefully planned. This means to have in mind a characterization of the students both physiologically and psychologically as well as the context where they act and live.

The beginning for the students, in the technical and professional education, is a crucial moment in their lives because this will have an impact over their future lives. It means that they are deciding what they are going to be in the future. It is also a must to take into account that they are going through a transitional period, from teenagers towards the youth, which have very special features from the psycho-physiological viewpoint. As a matter of fact, it implies that the students share both youth features, while others still maintain an adolescent typical behavior.

From the intellectual point of view these students are capable to accomplish tasks with a high level of difficulty, logical thinking, initiative, independence and creativity. The intellectual performance of these students is more profitable than in previous grades.

The students enjoy the lessons where they develop mental efforts, imagination and creativity. They are motivated in lessons where the teacher has created conditions for an active participation.

The professors must take the students' characteristics into account, because in the youth there is more stability of motives, interests, points of view. The students' convictions and points of view determine their ways of behavior and activity in the society where they live.

Young people want to feel useful in life. They increase their participation in social activities. For example, they study, practice sports, work and participate in cultural and political activities. For these reasons the professor should teach and educate his students at the same time. The professor guides the students toward the future, taking into account moral principles, ideals, needs and their likes. Adolescence is characterized by various anatomico-physiological, psychosexual and social changes, but all these events do not occur in the same way and at the same time in every individual. These elements constitute a challenge for teachers; that is, they cannot fail to regard these biological facts when teaching.

Epigraph 2.1: Criteria for selecting suitable texts and exercises.

One of the most important abilities that students learning English as a foreign language need is reading. Such a skill is a crucial tool that aids the learning process because; additionally, it is a source of knowledge to use the rest of the skills.

In the one hand it is the ability which seems to be used the most by non-native speakers of English due to the fact that technologies, products among others are commonly described in English. And on the other hand it has an application when selected texts to be used for teaching. That is why the above mentioned texts need to fulfill some requirements.

Authenticity: Authentic texts are considered to be those written by native speakers. These texts motivate the students, offer a real context, transmit the target language, culture and prepare the students to read outside the classroom. The selection of authentic texts and what the students understand from them should be appropriate to the age, linguistic level and cultural particularities of the students involve.

Readability: It is the combination of structural and lexical difficulties. The new lexical items should not be too difficult. Structure difficulties are also an important factor to be taken into account. New grammatical forms may interfere in the text's understanding.

Suitability of contents: Teacher should take into account the psychopedagogical and cultural characteristics of the students, the theme and the context where they act.

Exploitability: Whenever a text is taken to the classroom for pedagogical purposes the teachers should ensure that it is appropriate to develop reading skills. Hence, both the grammar and the vocabulary should meet the students level why at the same time, allow them develop adequate reading strategies. It should also contribute to the value formation of the students and represent a step higher in regard to previous exploited texts so that the students become effective independent readers.

Criteria for selecting suitable exercises

Once the texts have already been selected the teacher needs to pinpoint which exercises are appropriate to each of the texts. It is mandatory to have in mind M.Barnet's words when she says that "...exercises should not be imposed on texts, but the texts demand which exercises are to be used". An exercise should never be imposed on a text, it is better to suggest what exercises are more appropriate to it, taking into account the communicative function of the text.

Thus, teachers should take into account some considerations when producing or using exercises intended to achieve reading comprehension. The first activities to be developed should be of a more global kind. Thus the students can read more fluently and get the gist of the text more easily.

By considering the layout of the text. The students can be encouraged to anticipate what they are to find in it. This is essential in order to develop their skills of inference, anticipation and deduction. Preparing the students for reading, activating the students "awareness of preconceptions and expectation" is an essential element in the reading process.

The readers should try to guess the probable meaning of unfamiliar words from the context rather than look for the words in the dictionary.

Exercises should be flexible. They should be devised taking into account the author's view point and intentions in order to get a global comprehension of the text. It can be fulfilled by making open questions or true or false exercises.

But the aim of reading is to get the total comprehension. Therefore, as explained before, there is a time when a critical comprehension takes place as the students show their reactions toward the contents of the text.

The following texts have been selected and adapted taking into consideration the requirements already stated above.

Unit one

Text: Welding the future profession

Welding is a fabrication or sculptural process that joins materials, usually metals or thermoplastics, by causing coalescence. It is the result of melting the work pieces and adding a filler material to form a pool of molten material, that cool becomes a strong joint, with pressure sometimes used in conjunction with heat, or by itself, to produce the weld. This is in contrast with soldering and brazing, which involve melting a lower-melting-point material between the work pieces to form a bond between them, without melting the work pieces.

Many different energy sources are useful for welding, including a gas flame, an electric arc, a laser, an electron beam, friction, and ultrasound. Although welding is an industrial process, it can be done in many different environments, including open air, under water and outer space. Regardless of location, however, welding remains dangerous, and precautions must be taken to avoid burns, electric shock, eye damage, and overexposure to ultraviolet light.

Grammar: Simple Present tense.

Pre-reading phase

Task 1: Look at this word and tell me what words come to your mind when you see this one

Welding

Skill: Anticipation

a)-Write down two ideas you expect in the text.

While-reading phase

Task 2: Read the text and choose the general idea of it.

Skill: Identifying the general idea of the text.

----- Welding in different fields.

-----Energy sources used for welding.

-----Welding as a process.

Task 3: Read the ideas below and underline the ones that explicitly appear in the text.

Skill: Understanding ideas explicitly stated.

a)-Welding is the result of melting the work pieces and adding a filler material to form a pool of molten material.

b)-Welding is a process of mixing materials, usually plastics.

c) - Many different energy sources are useful for metallurgy.

d)-Welding can be done only in industry.

e)-Welders should take into account some precautions to avoid health problems.

Post-reading phase

Skill: Summarizing.

Make a brief summary about the dangers of welding.

Follow-up activities.

Task 5: After reading the text write down what the utility of the process of welding in industry is.

Skill: Summarizing

Unit two

Text: Safety issues in welding

Welding, without the proper precautions, can be a dangerous and unhealthy practice. However, with the use of new technology and proper protection, risks of injury and death associated with welding can be greatly reduced. Because many common welding procedures involve an open electric arc or flame, the risk of burns is significant. To prevent them, there are some personal protective equipment like heavy leather gloves and protective long sleeve jackets to avoid exposure to extreme heat and flames. Additionally, the brightness of the weld area leads to a condition called arc eye in which ultraviolet light causes inflammation of the cornea and can burn the retinas of the eyes. Also, there are goggles and welding helmets with dark face plates to prevent health problems. Besides, there is a translucent welding curtain to protect bystanders that often surround the welding area.

Grammar: The use of there is and there are. Countable and uncountable nouns.

Pre- reading phase

Task1: Look at the title of the text.

a)-What does it suggest you?

Skill: Predicting.

While-reading phase

Task 2: Read the text and write true (t) or false (f). Explain your choice in case of false items.

Skill: Understanding explicit and implicit information.

----- Welding is always dangerous.

----- In the process of welding the risk of burn is significant.

----- There are some personal protective equipment to avoid exposure to extreme heat and flame.

----- Welding without protection doesn't cause any damage to people health.

Task 3: Find in the text and copy the words or expressions equivalents to:

Skill: Scanning and Inferring word meanings

a)-A synonym of appropriate:

b)-An antonym of healthy:

c)-The English equivalent for quemadura.

d)-A word that means espectador.

e) - Select a sentence that makes reference to quantity.

Post- reading phase

Task 4: After reading the text discuss with your classmates the author's intention in writing this text.

Skill: Expressing personal meaning.

Follow- up activities

Tell the class the main security measures to protect the welders from burns.

Skill: Listing main information.

Unit three

Text: Processes of welding

Metal is one of the most common types of arc welding is shielded metal arc welding, which is also known as manual metal arc welding or stick welding. Welders can use electric current to strike an arc between the base material and consumable electrode rod, which is made of steel and is covered with a flux that protects the weld area from oxidation and contamination by producing CO₂ gas during the welding process. The electrode core itself acts as filler material, making separate filler unnecessary.

The process is versatile and can be performed with relatively inexpensive equipment, making it well suited to shop jobs and field work. An operator can become reasonably proficient with a modest amount of training and can achieve mastery with experience. Weld times are rather slow, since the consumable electrodes must be frequently replaced and because slag, the residue from the flux, must be chipped away after welding. Also, the process is generally limited to welding ferrous materials, though special electrodes have made possible the welding of cast iron, nickel, aluminium, copper, and other metals. Inexperienced operators may find it difficult to make good out-of-position welds with this process.

Grammar: Simple Present.

Modal verbs (Can, May, Could, and Must.)

Pre- reading phase

Task 1: Read the following words carefully.

Skill: Associating words by their meanings.

Iron, nickel, aluminium, copper.

- a) Do they have something in common?
- b) What do they have in common?
- c) Can you mention others?

While-reading phase

Task 2: In the reading you will find some words and phrases that are new for you.

Skill: Scanning and understanding word meanings

a) - In the text find a word that has three letters, begins with (r) and means **a slender straight bar. (1st paragraph)**

b) - In the text find a word that has six letters, begins with (f) and means **a substance that fills a gap or increases bulk. (1st paragraph)**

c) - In the text find a word that has four letters, begins with (s) and means **waste left after metal is smelted. (2nd paragraph)**

d) - In the text find a word that has four letters, begins with (f) and means **metal fusion. (2nd paragraph)**

Task 2: Answer the following questions about the text

Skill: Understanding general information.

- a)-Are metals one of the most common types of arc welding?
- b)-Why do welders need electric current in the process of welding?
- c)-How can the process of welding be performed?

d)-Can ferrous metals join by means of the process of welding? What makes it possible?

Post- reading phase.

Task 4: Give your personal opinions about the content of the text.

Skill: Giving personal opinion.

Follow- up activities

Based on the content of the text write the names of two elements used in the process of welding and explain the use of each.

Skill: Writing specific names.

Unit four

Text: Gas in welding process.

The most common gas welding process is Oxyfuel welding, also known as oxyacetylene welding. It is one of the oldest and most versatile welding processes, but recently it is not the most used in industrial applications. It is still widely used for welding pipes and tubes, as well as repair work. It is also frequently well-suited, and favored, for fabricating some types of metal-based artwork. Oxyfuel equipment is versatile, lending itself not only to some sorts of iron or steel welding but also to brazing, braze-welding, metal heating (for bending and forming), and also Oxyfuel cutting.

The equipment is relatively inexpensive and simple, generally employing the combustion of acetylene in oxygen to produce a welding flame temperature of about 3100 °C. A similar process, generally called Oxyfuel cutting, is used to cut metals. Other gas welding methods, such as air acetylene welding, oxygen hydrogen welding, and pressure gas welding are quite similar, generally differing only in the type of gases used. A water torch is sometimes used for precision welding of small items such as jewellery. Welders can use Gas welding in plastic welding and the temperatures are much lower.

Grammar: Simple present. (Frequency adverbs.)

Pre-reading phase

Task 1: Read the first sentence of the first paragraph and anticipate what the reading is about.

Skill: Anticipating.

While-reading phase

Task 2: As you read the text list information in column form under the following heading:

Gases used in welding.

Skill: Identifying words by meaning.

Task 3: Tick the item containing the right answer:

Skill: Understanding explicitly stated information

a) Oxyfuel is

- 1) ----- the most recently gas welding process.
- 2) ----- one of the oldest and versatile welding process.
- 3) ----- not used nowadays.

b) Oxyfuel cutting is

- 1) ----- used to cut plastic.
- 2) ----- used to fabricate some types of metal-base.
- 3) ----- used to cut metals.

c) The water torch is

1) ----- used for welding pipes and tubes.

2) ----- used as repair work.

3) ----- used for welding jewellery.

Post-reading phase

Task 4: Write in two sentences the importance of Gas in welding process.

Skill: Summarizing.

Follow- up activities

Task 5: With the help of your partner and teacher transform the reading text into a possible dialogue between a welder and an interviewer. Act it out.

Skill: Transferring written information to spoken style.

Unit five

Text: Submerged arc welding

Submerged arc welding is being a high-productivity welding method in which the arc is striking beneath a covering layer of flux. This is increasing arc quality, since the flux in the atmosphere is blocking the contaminants. The slag that forms on the weld generally is coming off by itself, and combined with the use of a continuous wire feed, the weld deposition rates high. Working conditions are improving over other arc welding processes, since the flux hides the arc and almost no smoke is produced. The process is commonly used in industry, especially for large products and in the manufacture of welded pressure vessels. Other arc welding processes are including atomic hydrogen welding, carbon arc welding, electro slag welding and electro gas welding.

Grammar: Present Progressive.

Pre - reading phase.

Task 1: The reading is about submerged arc welding. Make a list of all you know about it.

Skill: Anticipation.

While reading phase

Task 2: Scan through the reading and make sure that the information you have coincide with what is provided in the text.

Skill: Scanning.

Task 3: Underline the action you consider that occurs at the moment of speaking.

Skill: Understanding actions that occur at the moment of speaking.

- a) Submerged arc welding is being a high-productivity welding method in which the arc is striking beneath a covering layer of flux.
- b) The process is commonly used in industry, especially for large products and in the manufacture of welded pressure vessels.
- c) Working conditions are improving over other arc welding processes, since the flux hides the arc and almost no smoke is produced.
- d) Other arc welding processes are including atomic hydrogen welding, carbon arc welding, electroslag welding and electro gas welding.

Post-reading phase

Task 4: Answer the following questions in paragraph form.

Skill: summarizing

- 1) Is submerged arc welding being a productive method? Why?
- 2) How are working condition improving?

3) Where is the process used?

4) What other arc welding process are including in submerged welding?

Follow-up activities

Task 5: Be ready to report the above summary of the text to your teacher and classmates orally.

Skill: Summarizing orally a written text.

Unit six

Text: Welding electrodes

An electrode is an electrical conductor used to make contact with a non-metallic part of a circuit .The word comes from the scientist Michael Faraday from the Greek words electron.

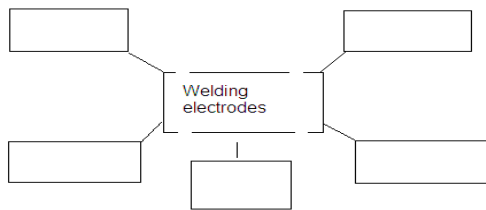
In arc welding an electrode has different uses, for example to conduct current through a work piece, to fuse two pieces together. For electrical systems which use alternating current the electrodes are the connections from the circuitry to the object to be acted upon by the electrical current. Electrodes have numerous purposes, for example electrodes for medical purposes, for electrophysiology techniques in biomedical research, for arc welding, for chemical analysis and others. Depending upon the process, the electrode is either consumable, in the case of gas metal arc welding or shielded metal arc welding, or non-consumable. Nowadays welding is very useful in different industries .It is at the level of the scientist challenges because it puts in practice the new technological advances.

Grammar: Infinitives and gerunds.

Pre-reading phase

Task 1: Brainstorm words to complete the chart according to the information given

Skill: Anticipating.



While- reading phase.

Task 2: Complete the following box with information that appears in the text.

Skill: Transferring information to diagrammatic display.

What an electrode is.	
The scientist who proposed the name "electrode"	
The importance of electrode in arc welding.	
Mention some of the uses	

Task 3: Find in the text:

Skill: Scanning.

a) - A word that makes reference to a nationality_____ (p.1)

b) - A word that means many _____ (p.2)

c) - The antonym of consumable_____ (p.2)

d) - A word that means at present_____ (p.2)

Post- reading phase

Task 4: Write a brief summary about the different uses of the electrodes

Skill: Summarizing.

Follow-up activities

Task 5: Discuss with your partners the importance of welding for the society.

Skill: Expressing general meaning.

Unit seven

Text: Robot welding

Robot welding is the use of mechanized programmable tools, which completely automate a welding process by both performing the weld and handling the part. Processes such as gas metal arc welding, while often automated, are not necessarily equivalent to robot welding, since a human operator sometimes prepares the materials to be welded. Robot welding can be used for resistance spot welding and arc welding in high production applications, such as the automotive industry.

Robot welding is a relatively new application of robotics, even though robots were first introduced into USA industry during the 1960s. The use of robots in welding did not take place until the 1980s, when the automotive industry began using robots extensively for spot welding.

Robot arc welding is growing quickly, and nowadays it commands about 20% of industrial robot applications. The major components of arc welding robots are the manipulator or the mechanical unit and the controller, which acts as the robot's "brain". The manipulator should make the robot move.

Grammar: Modal verbs (Should, May, Could and Can)

Pre - reading phase.

Task 1: Look at the words robot welding. What do they mean to you?

Skill: Brainstorming

While- reading phase.

Task 2: Organize the following events in chronological order according to the text.

Skill: Reordering information.

___The use of robots in welding took place in the 1980s.

___ Robot welding is growing quickly nowadays.

___Robots were first introduced into USA industry during the 1960s.

Task 3: Read the text again and answer the following questions.

Skill: Understanding explicitly stated information.

- a) - What is robot welding?
- b) - How can robot welding be used?
- c) - Are the manipulator and the controller the main components of arc welding robot? Why?
- d) - Which are the purposes of these components?

Post - reading phase

Task 4: Imagine that you are working in a big industry as a welder and you don't know how to operate a robot to carry out a process of welding. What do you do to solve this problem? Write a brief paragraph explaining the possible solutions you give to the problem.

Skill: Brainstorming ideas.

Follow-up activities

Task 5: Think about the use of robots in welding and make an oral report about the importance you consider they have.

Skill: Expressing personal meaning.

Chapter 3: Validation of the proposal.

This chapter presents the results obtained in the process of corroboration of the effectiveness of the proposal of texts and exercises to favour the reading comprehension in first year welding students at Luis the Feria Garayalde polytechnic school. First of all, the teachers were told about the results obtained in a diagnosis test applied with the aim of revealing if the objectives of the previous level concerned with reading comprehension have been fulfilled and to which degree some of those skills need to be rehearsed to match with the goals of the first year. The diagnosis proved that the students have serious limitations to face the new contents. Also it had been found that the students were not motivated toward the reading lessons because the themes under discussion did not appeal them. The researcher suggested to select texts related to their specialty; Welding. The workshop agreed to work on a selection of texts which would be submitted to specialists' criteria.

For the second workshop the professors were given the proposal of texts and exercises before they attended the activity so that they had time enough to critically analyze them and make the necessary recommendations. In the process of valuation of the texts and exercises the teachers voiced two main advices: First, the texts which were authentic, needed to be shortened because they were too long and it would be difficult to teach them in 45 minutes. Second, some of them were very complex from the grammatical point of view therefore they needed adaptation. The texts, once they were adapted, were given back to the teachers who valued them (see appendix...)

Meanwhile, a pedagogical pre- test was applied to a sample of 30 first year welding students to evaluate the actual state of them. With the objective of

valuating the reliability of the texts and the exercises, pre- experiment method was used. This method was necessary to regard the current state of the independent variable which is the pre- test and to compare the initial result with the final output of the students.

During the third workshop the results of the pedagogical pre-test were analyzed. It showed the following results. This was applied to a sample of 30 first year welding students. In an exercise of comprehension question about the text, two (2) students were graded (M.P), representing (6, 6 %), four (4) of the student were graded (M), representing (13, 3 %), eight (8) students were graded (P.M) representing (26, 6%) and sixteen (16) of the sample were evaluated (L.M), representing (53, 3 %). In a vocabulary exercise two (2) students were graded (M.P), representing (6, 6%), five (5) students were graded (M), representing (16, 6 %), eight (8) of the students resulted (P.M), representing (26, 6 %) and fifteen (15) were graded (L.M), representing (50, 0 %). In a grammar exercise five (5) students were graded (M.P), representing (16, 6%), three (3) students were graded (M), representing (10, 0 %), nine (9) students were evaluated (P.M), representing (30, 0 %) and thirteen (13) resulted (L.M), representing (43, 3 %). In the last reading comprehension exercise where they had to give personal opinion about the text based on critical comprehension, none of the students (0) were graded (M.P), representing (0%), two (2) students were graded (M), representing (6,6%), eight (8) students achieved (P.M) representing (26,6%) and twenty (20) students resulted (L.M), representing (66,6 %). (See appendix IV). The final outcomes demonstrated that first year welding students have difficulties in reading comprehension skills since most of them were not able to provide right answers to the questions of the text. During the development of the activity it was observed that most of them tried hard but they could not cope with the text.

After this workshop, it began the introduction of new text and exercises which lasted until the first half of March. Along this period the researcher in charge of the work gathered information about the results in the introduction and development of the experiment. Although the student were motivated toward the content of the first reading comprehension text because it content matched appropriately with their professional interests, it was difficult for them due to the

vocabulary and syntax of a text for specific purpose. However, with the next texts they began to feel much more involved and their motivation grew up, which meant higher efforts and better results.

Due to the schedule of the career it is compulsory to tabulate the results of the research on April so that the investigator has time enough to process the information, draw conclusions and start the preparation to present the results. By then, only four (4) texts out of seven (7) have already been introduced. This is the moment, however, when the students seem to be more proficient in comprehending reading texts for specific purposes because these texts generally show a different syntax as compared to common reading texts. The last text worked out, the four one, undoubtedly show that the results will continue improving during the introduction of the next three texts.

To value the degree of progression achieved by the students during the introduction of the proposal the following qualitative indicators were assumed:

FIRST TEXT VALUATION

Indicators	High	Mid	Low	Very Low	Below par
Motivation		X			
Mastery of contents.				X	
Participation.			X		
Critical comprehension				X	

SECOND TEXT VALUATION

Indicators	High	Mid	Low	Very Low	Below par
Motivation		X			
Mastery of the contents.			X		
Participation.		X			
Critical comprehension			X		

THIRD TEXT VALUATION

Indicators	High	Mid	Low	Very Low	Below par
Motivation	X				
Mastery of the contents.		X			
Participation.		X			
Critical comprehension		X			

FOURTH TEXT VALUATION

Indicators	High	Mid	Low	Very Low	Below par
Motivation	X				
Mastery of the contents.	X				
Participation.	X				
Critical comprehension	X				

Explanation of the indicators:

Indicators	High	Mid	Low	Very Low	Below par
Motivation	Between 26-30 participants	Between 21-25 participants	Between 16-20 participants	Between 11-15 participants	Between 1-10 participants
Mastery of contents					
Participation					
Critical comprehension					

Motivation: It shows how much interest the texts activities arise in the students. It is closely related to participation.

Mastery of contents: It is corroborated by evaluating the students' answers and appropriateness of the responses.

Participation: It refers to the amount of the students which provide verbal or non verbal responses. It includes the quality of the responses.

Critical comprehension: It makes reference to what the students could express based on personal meaning. This is the students own consideration about the value of the information from the outside world.

At the beginning in the application of the first proposal of texts and exercises the students were not able to understand questions about the texts because the vocabulary of the text was not familiar for them. Although the students were motivated toward the lesson the participation was low at the beginning.

After that the students showed a great advance in the comprehension of the texts and their corresponding exercises. Also they expressed their ideas widely and deeply, using the technical vocabulary. They showed independence to answer exercises. On the other hand, the students worked either alone, in pairs and in small groups. It gave them the opportunity to share ideas, opinions and points of views so they could benefit one from another. This meant that they could help one another and everyone to responsibility for the work of the others. From the axiological point of view this collaboration allowed values formation favoring the students' interpersonal relations. Thus, working with reading comprehension texts made possible cooperative in collaborative group work.

In a four workshop there was a valuation of the results obtained with the application of the previous four texts with their corresponding exercises.

A pedagogical post-test was applied to a sample of 30 first year welding students to evaluate the final output of the students after the application of the proposal. In an exercise of comprehension question about the text, twelve (12) students achieved the category of (M.P), representing (40, 0%), fifteen (15) of the student were evaluated (M), representing (50, 0%), two (2) students were graded (P.M) representing (6, 6%) and one (1) of the sample resulted (L.M), representing (3, 3%). In the vocabulary exercise seven (7) students were graded (M.P), representing (23, 3%), eighteen (18) students were graded (M), representing (60, 0%), four (4) of the students resulted (P.M), representing (13, 3%) and one (1) students were graded (L.M), representing (3, 3%).

In a grammar exercise five (5) students were graded (M.P), representing (16, 6%), twenty (20) students were graded (M), representing (66, 6%), three (3)

students evaluated (P, M), representing (10, 0%) and two (2) were evaluated (L.M), representing (6, 6%). In the last reading comprehension exercise where they had to give personal opinion about the text based on critical comprehension, ten (10) students were graded (M.P), representing (33, 3%), fifteen (15) were graded (M), representing (50, 0%), four (4) were graded (P.M), representing (13,3%) and one (1) was graded (L.M), representing (3,3%)

After the analysis of the results both tests it is observed there was an increase of the students' results in the categories of (M.P) and (M). On the other hand there was a decrease in the categories of (P.M) and (L.M)

Comparative table of the results of the Pre-test and Post test

GRADES	PRE-TEST QUEST I	POST-TEST QUEST I	PRE-TEST QUEST II	POST-TEST QUEST II	PRE-TEST QUEST III	POST-TEST QUEST III	PRE TEST QUEST IV	POST TEST QUEST IV
Mastery Plus (10-9 pts)	2	12	2	7	5	5	0	10
Mastery (8 pts)	4	15	5	18	3	20	2	15
Partial Mastery (7- 6 pts)	8	2	8	4	9	3	8	4
Low and non-mastery (5 pts or less)	16	1	15	1	13	2	20	1

Conclusions

Through the application of the different theoretical and empirical methods the author of this research proved the need of new motivating texts with updated and suitable information which match the students' interest closely related to the features of their specialty. The teaching of reading comprehension skills lacked two fundamental requisites: Appropriate texts and motivation.

The first was successfully achieved by making and implementing a proposal of seven specialized texts with their corresponding exercises which meet the students' needs according to the diagnosis of the group. The second was attained by following logical reading procedures which purposefully moved the students from the actual state to a potential state through their Zone of Proximal Development based on highly motivating information concerned with their future professions.

The use of cooperative learning by means of pair work and group work allowed taking advantage of the knowledge and skills asymmetries of the students to offer the necessary level of aid.

Appendixes

Appendix I. Entrevista a profesores

Nombre: _____

Nivel profesional: _____

Años de experiencia: _____

Para el desarrollo de la investigación que se está llevando a cabo se necesita su aporte. Responda con sinceridad.

1- ¿Ha escuchado o leído sobre el proceso de comprensión de lectura en el inglés como lengua extranjera?

Si____ No____

2- ¿Conoce usted las estrategias de lectura implicadas en la comprensión de textos?

Si____ No____

a)- Mencione algunas.

3-¿Conoce usted las fases de la lectura para la comprensión de textos?

Si____ No____

a)- Menciónelas.

4-¿Tiene usted en cuenta en sus clases las estrategias y las fases de la lectura?

Si____ No____

5- ¿Considera usted que estas son importantes para la comprensión de textos? ¿Por qué?

Si____ No____

6-¿Es usted capaz de diseñar ejercicios para la comprensión de textos?

Si___ No___

a)- Liste algunos elementos

7-¿Qué factores usted considera que incide en los bajos rendimientos de la comprensión de lectura?

8-¿Tiene usted alguna recomendación que quiera ofrecer para lograr mayor eficiencia en las clases de lectura?

Appendix II

Encuesta aplicada a los estudiantes de soldadura del politécnico Luis de Ferias Garayalde.

1- ¿Te gusta el inglés?

Si___ No___ Un poco___

2- ¿Recibiste ingles en la Secundaria Básica?

Si___ No___ Algunas veces___

3- ¿Con que frecuencia recibes ingles en la escuela politécnica?

Siempre___ A veces___ Nunca___

4- ¿Te sientes motivado (a) por las clases de comprensión de lectura? De no motivarte las clases de lectura diga alguna de tus razones.

Si___ No___ A veces___ Nunca___

5- ¿De los textos presentados en las clases de lectura existe alguno que desearías cambiar? ¿Cuál? O ¿Cuáles?

Si___ No___

6- ¿De los tipos de ejercicios utilizados en las clases de lectura, existe alguno que desearías cambiar? ¿Cuál? O ¿Cuáles?

Appendix III

Encuesta aplicada a los estudiantes de soldadura del politécnico Luis de Ferias Garayalde.

A- ¿Qué temáticas usted incluiría en el programa acorde con sus intereses profesionales?

_____	_____
_____	_____

Appendix IV

Pre- test

Rose is 20 years old. She is a University student and she has a part - time job. She likes to do the housework and she studies very much in her free time. During the week she usually wakes up at 6:30 am and most nights she goes to bed at about 11:30 pm. The weekends are different. On Saturdays and Sundays she wakes up at 9:30am. She has breakfast at 10:00 am, lunch at 1:00 pm and dinner around 7:00 pm. She lives alone, so she has to make her own food.

In the morning she takes a shower and brushes her teeth. Rose leaves for school at 7:00 am, and she arrives at school at 7:30 am. She finishes he classes around 1:00 pm. Then she has to work around 6:00 pm. At nights she stays at home, but on weekends she goes out with some friends and she always comes home late at night.

She goes shopping on Saturdays. She also washes her clothes and cleans the house. She can make her daily activities very fast. Rose has many responsibilities and she does everything very well. For these reasons she is considered a responsible and laborious girl.

1 –Answer the following questions about the text.

a) – Who is Rose?

- b) - Who does Rose live with?
- c) - What does Rose do during the weekends?
- d) – Is Rose a good girl? Why?

2- Find in the text and copy.

- a) – The English equivalent of fines de semana.
- b) – The antonym of early.
- c) _ A synonym of rapidly.

3- From the reading find.

- a) - A modal verb that expresses ability.
- b) – A sentence that expresses a habitual action.

4- What is the author intention in writing this text?

Results

The pre- test evaluated the initial state of the students in reading comprehension skill. This test showed the following results:

EVALUATION	QUEST. I	QUEST. II	QUEST. III	QUEST. IV
MASTERY PLUS	2 (6, 6%)	2 (6, 6%)	5 (16, 6%)	0 (0%)
MASTERY	4 (13, 3%)	5 (16, 6%)	3 (10, 0%)	2 (6, 6%)
PARTIAL MASTERY	8 (26, 6%)	8 (26, 6%)	9 (30, 0%)	8 (26, 6%)
NON- AND ALLOW MASTERY	16 (53, 3%)	15 (50, 0%)	13 (43, 3%)	20 (66, 6%)

Appendix V

Validación de los textos realizada por cinco profesores de inglés a partir de un taller de reflexión.

Objetivo del taller: Valorar la pertinencia de los textos para ser utilizados en el desarrollo de habilidades para la comprensión de lectura en estudiantes de 1er año de soldadura.

Textos	Excelente	Bueno	Apropiado	Poco apropiado	No apropiado
1	2	2	1		
2	1	3	1		
3	0	2	3		
4	0	2	2	1	
5	1	2	1		
6	2	2	1		
7	2	1	2		

Appendix VI

Post- test

Power supplies

To supply the electrical energy necessary for arc welding processes, a number of different power supplies can be used. The most common welding power supplies are constant current power supplies and constant voltage power supplies. Constant current power supplies are most often used for manual welding processes, because they maintain a relatively constant current even as the voltage varies. The type of current used in arc welding also plays an important role in welding.

Consumable electrode processes such as shielded metal arc welding and gas metal arc welding generally use direct current, but the electrode can be charged either positively or negatively. No consumable electrode processes can use either type of direct current, as well as alternating current. However, with direct current, the electrode only creates the arc and does not provide filler material.

1) –Read the text and answer the following questions.

- a) -What is to supply?
- b) - Which are the power supplies mostly used for arc welding processes?
- c) - Is direct current used in consumable electrode processes?
- d) - What happen when you use direct current in welding?

2) - Find in the text.

- a) - The Spanish equivalent of the word supply:
- b) - A synonym of permanent:
- c) - The antonym of to suspend:
- d) The English equivalent for the expression permanent electrical power:

3) Find in the text.

- a) A sentence that contains a modal verb meaning capacity.
- b) A sentence containing a superlative form of comparison.
- c) A negative sentence expressing an action that occurs in present.

4) - After reading the text imagine that a friend is welding two metal pieces and he is not sure about the type of current he has to use.

- a) Explain him what he should do to solve this problem.
- b) Do you consider important to know the type of current used in arc welding? Why?

Results

The post- test evaluated the final state of the students in reading comprehension skill after the application of the proposal. This test showed the following results:

EVALUATION	QUEST. I	QUEST. II	QUEST. III	QUEST. IV
MASTERY PLUS	12sts (40, 0%)	7sts (23, 3%)	5sts (16, 6%)	10sts (33, 3%)
MASTERY	15sts (50, 0%)	18sts (60, 0%)	20sts (66, 6%)	15sts (50, 0%)
PARTIAL MASTERY	2sts (6, 6%)	4sts (13, 3%)	3sts (10, 0%)	4sts (13, 3%)
NON- AND ALLOW MASTERY	1sts (3, 3%)	1sts (3, 3%)	2sts (6, 6%)	1sts (3, 3%)

Recommendations

This proposal may be worked with second and third year's welding students. It also may be used to elaborate a workbook for first, second and third year welding students because they have a personal link with this specialty.

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