



**University of Pedagogical Sciences**

**Captain "Silverio Blanco Núñez"**

**Sancti-Spiritus**

**Major paper presented in option to the Bachelor's  
degree in Education, Foreign Languages.**

**"Reading comprehension in the English lessons."**

**Edith Yanet Díaz Martínez.**

**2012**





**University of Pedagogical Sciences**

**Captain "Silverio Blanco Núñez"**

**Sancti-Spiritus**

**Major paper presented in option to the Bachelor's  
degree in Education, Foreign Languages.**

**"Reading comprehension in the English lessons."**

**Edith Yanet Díaz Martínez.**

**Tutor: BA Disney Castillo Bedia. PI**

**2012**

“Reading constitutes a fundamental means of transmission, conservation and development of culture.”

Fidel Castro

- ❖ To my father, the one who wanted to see me becoming a professional.
- ❖ To my family: those persons who have always supported me during this research with the goal of being a good teacher in the future.
- ❖ To the students who made possible the development of this work.
- ❖ To my tutoress.

The title of this research work is the “Reading comprehension in the English lessons.” It has as objective the strengthening of the reading comprehension skill in the English lessons in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. Different methods and techniques were used like: the interview, the pedagogical observation and the documentary revision. To process the data the authoress uses the perceptual calculation. The main results achieved during this scientific research were: a conceptual rapprochement to the object of study, regularities within the research, a brief foundation of the results and the quantitative and qualitative description derived of the application of these ones.

<b>Contents table</b>	<b>Pages.</b>
Introduction .....	1
Development .....	4
Conclusions.....	17
Recommendations.....	18
Bibliography .....	19
Annexes	



For many years, different writers such as Antich de León, R. (1984), Grabe (1991), Montaña Calcines, J. (2004) and Arias Leyva, G. (2007) have talked about reading comprehension. All of them agree that reading is probably the most important skill for the ones who study a second language. Besides, they declare that to read is basically to comprehend. The authoress assumes this criterion because she considers you cannot read if you do not know how to comprehend what you read. If the exposed material is written into a second language, it gets more difficult to the reader to comprehend the text. The twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus have many difficulties respecting to the reading comprehension skill. This situation arises due to the books and workbooks the students have on their hands do not make possible they can achieve the goals of the syllabus; the texts and the exercises written on every unit do not allow a real reading comprehension; in addition to this, the texts do not correspond with the students’ expectations and needs, so it is necessary to find some alternatives in order to strengthen the reading comprehension skill. Because of this the **scientific problem** of this research work is stated as follow: How to strengthen reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus? Derived of these needs the **objective** is the following: to apply activities to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus. To solve the stated problem the following **scientific questions** were formulated: - What theoretical and methodological foundations support the Teaching Learning Process of the English language and, particularly reading comprehension skill? – How to diagnose insufficiencies in the reading comprehension skill in English, of the twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus? – How to elaborate the activities in order to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus? – How to evaluate the effectiveness of the activities in order to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spiritus? To carry out the objective the following **scientific tasks** were formulated: - Determination of the different theoretical and methodological foundations that sustain the Teaching Learning Process of

the English language and specifically the reading comprehension skill. – Diagnosis of the difficulties related to reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. – Elaboration of the activities in order to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus.– Evaluation of the effectiveness of the activities in order to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. During this research work different variables were used: **independent variable:** activities in order to strengthen the reading comprehension skill in English in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. **Dependent variable:** development reached by the twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus related to the reading comprehension skill in English. To make possible this research work it was selected a **population** of 125 twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. The **sample** selection was made using the non- probabilistic sampling of intentional form. To this aim, 38 twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus were selected which represented the 30, 4% of the population. Different methods were used during the development of this research work. The **theoretical methods** were: **analysis-synthesis** with the objective to analyze the instruments applied and summarize the elements that were useful in the elaboration of the activities applied; **induction- deduction** in order to analyze the development of students related to reading comprehension skill. The **empirical methods** were: the **pedagogical observation:** it was used to diagnose the problem, I mean; it was used to know the knowledge the twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus had related to the reading comprehension skill; **interview:** it was applied in order to know about the different interests and motivations that the students have related to the subject and the reading comprehension skill in English. The **scientific experiment** was applied in order to value the real problems the twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus had related to the reading comprehension skill. The **documentary revision** was made in order to evaluate and verify the objectives of the program and treatment of the reading comprehension skill in the



preuniversity Teaching Learning. The **statistical method** was the **descriptive**: it was applied with the objective to summarize and show the compiled information about the problem. The **scientific newness** lies in the fact that the authoress offers an alternative to solve the problem that exists on regard to the reading comprehension skill in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. The activities applied to strengthen the reading comprehension skill in English contribute to encourage the students for choosing military careers and propitiating a better approach to the knowledge in the text. The content of the report appears in an introduction, development, conclusions, recommendations, bibliography and annexes.

For many students to read a foreign language brings about the learning of lots of new written symbols; and for professors it brings about some preliminary decisions that are necessary at the time of teaching them.

The reading comprehension is the way of transmitting the carrier meaning within a message which has a critical and reflective function; it causes an intention and purpose that makes possible the accomplishment of certain questions by different levels in order to fulfill this, the speaker does several tasks and chooses the most necessary linguistic teaching aids in order to comprehend the text. It has become one of the most important issues of a second language, specifically, English language.

To comprehend an English text, it is not necessary to know the grammatical structure of it; so if it is found a new word, the reader should continue reading till he can get the main ideas. For understanding a text, the reader can find several skills such as: explaining, comprehending, valuation, comparing and commenting, among others. These skills are going to allow the reader getting the message and expressing his opinion about the authors and characters by means of a questionnaire.

Now, there is a question that teachers certainly ask themselves: Is there an optimal way to teach reading? Over the years, numerous approaches to teach beginning reading have appeared. Weaver (1994) divided these approaches into two larger categories: part- centered (also called code- emphasis or bottom up) approaches, which view reading instruction as moving from learning the “parts” and building up to the “hold”; and socio- psycholinguistics (also called meaning emphasis or top down) approaches, which emphasize the overall construction of meaning from connected or whole texts, and draw on the readers’ and writers’ schemata and personal experiences.

Reading is assumed to be the central means for learning new information and gaining access to alternative explanations and interpretations. Reading also provides the foundations for synthesis and critical evaluation skills. In addition, reading is the primary means for independent levels.

Juan R. Montaña Calcines and Georgina Arias Leyva (2004: 6) express: “to read is basically to comprehend, I mean, to know how to express our own opinions which are formulated by valuations and judgments.”

Deduction gets very important at the time of comprehending a written text, because it acts as a support of the inferences and hypothesis process and has to do with the reader's knowledge. Then, the reading comprehension will be according to what the reader knew previously and the way he activated these previous knowledge during the reading process.

It is very important that the students become efficiently speakers so that they can be able to comprehend a text in a coherent way, depending on their educative needs. Talking about the “Camilo Cienfuegos” Military School it is necessary that twelve grade students become great speakers and strengthen the reading comprehension skill in English.

“Reading is an interactive process between thought and language, and reading comprehension is the reader's construction of the meaning of a text.” (Dubois, M.E. 1986: 46)

Reading comprehension is one of the most important skills within the English lessons at “Camilo Cienfuegos” Military School. It is a goal the students have to achieve in order to read efficiently. It is consider efficient when there is a real dialogue between the author and the reader.

“Every reading is interpretation and what the reader is able to comprehend and learn by means of reading”. (Goodman, K.S. 1982:18).

Through the comprehension of texts, the reader can get the signs, symbols and meanings that other persons have transmitted.

“To get the meaning of a text is important to achieve an intelligent reading which is the one that allows the reader to get the three reading levels or stages in the reading comprehension process: translation, interpretation and extrapolation levels. Reading comprehension skill only happens when the receptor of a text gets its phonological structure, discover the meaning of the words and the syntactic relation between them, and rebuild their meaning according their universe of knowledge. It means they depend on an analysis and construction, I mean, to comprehend the receptor needs to analyse meanings, and certainly,

he will do it successfully if he has a huge knowledge.” (Romeu Escobar, A. 1992:24).

Georgina Arias Leyva (2007:7) considers: “In the reading comprehension process, the reader gets the literal and explicit information of a text, in addition to this he gets the meanings, integrates and enriches all the information exposed based on his knowledge and culture for it to influence in the human improvement process.” The authoress is totally in agreement with her because reading is something indispensable, not only for being successful in the activities planned by the school but also to play yourself while living your own life; it is to recognize the value and meaning of certain text; it is when the reader is getting what the author wrote and is perceiving the meaning of each word and enriches it according to his cultural level and his own experiences.

“The reading comprehension is a sequential and evolutive process that improves gradually from a receptive function to an elaborated one. Due to this its main objective is that the reader rebuilds the meanings of words. Now then, if it is rebuilt in the reader's mind information given by the author of the text and the student has to rebuild the meanings while reading the text, the pupil should pay attention to the meaning of every word which means understanding and getting the message given by the author, so that, he can solve the problems of society and improve his knowledge, capacities, abilities, intelligence, in addition to this, he develops different values, feelings, convictions and ideals, so he improves as a human being and feels the pleasure for knowing how to comprehend the text and it encourages him to have new challenges. An understood reading is characterized by a reader who is involved with the meaning of the text.” (Velázquez Delgado, A. 2001:11).

“To read is a personal act. The professor should give the students different strategies to develop the reading of a text, that is to say it is the ability a person has for reading exposed materials and it is developed because of some factors, such as previous knowledge the reader has, purposes while reading, vocabulary comprehension, interests and attitudes while reading. The reading comprehension is influenced by the previous knowledge of content the reader has, so, before reading it should be activated the relevant schemes of that content.” (Florín Gattorno, B. 1999:74).



“To know how to read a text is when it is comprehending that the text's level is higher than the reader's comprehension level, which implicates a careful selection of the different texts by the professor before the students read them, it should correspond with the cognitive capacity and the linguistic competence reached by the students in the current course.” (González Albear, M. 1999:64).

“It is a process that has as a main objective to search the meaning of the comprehension of what you read. The most important thing is the sense of what you read because to know how to read means to know about what another person says and comprehending is, to apply the previous knowledge and intelligence to any material we decide to read and comprehend. The real reading comprehension carries out conclusions, critical valuations; makes possible the reader gives his opinion about the text or the author and allows establishing relations between the content of the text and others, from the same author or others, with our own experiences and this way it is possible to have a nice experience while reading.” (Dubois, María Eugenia. (1986:28).

Finally, reading comprehension is... “The communicative, interactive and personalized process where the reader rebuilds the meaning interacting with the text, I mean, he does it based on the linguistic competence, the universe of knowledge and the application of different comprehension strategies; he gets inside the text, discovers and creates its meanings (Translation level); he assumes a critical place in respect to the reading (Interpretation level); he uses the message in a creative way (Extrapolation level).” (Valdivia Orellana, A. 2009). In this research work it is assumed this criterion because the authoress considers that a good comprehension of a text demands to pass through these comprehension levels.

Due to the importance of the reading comprehension, in this research there are different activities that contribute to strengthen this skill in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. These activities have elements that propitiate reflective and recreational spaces about military themes. That is the reason why it is necessary to write some elements that sustain the present research. To achieve this some methods typical of educational research from the theoretical, empirical and statistical levels were put into practice along with different techniques and instruments in order to reach the scientific knowledge. The group selected as a unit of analysis allows

the authoress knowing about the situation that the twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus had related to the reading comprehension skill in English.

So, it was necessary to make an exploratory study. The empirical methods were used to know about the insufficiencies and diagnosis strengthening within the process of diagnosis. These methods were: the pedagogical observation, individual interview and the scientific experiment, which propitiate the following techniques and instruments:

<b>Methods</b>	<b>Techniques</b>	<b>Instruments</b>
Pedagogical Observation	Informed Observation	Observation guide
Individual interview	Individual	Interview guide
Scientific experiment	Pre- experiment	Pedagogical test

To make easy the development of this research work the following indicators were stated:

1. To get inside the text, discover and create its meanings.
2. To assume a critical place in respect to the reading.
3. To use the message in a creative way.

To facilitate this research work, it is shown a brief description of the used scale of valuation:

1. Translation level: the student discovers the meaning of some words within the text and has an idea of what it is about.
2. Interpretation level: it is when the student discovers the main idea of the text and is able to give his criteria about the characters.
3. Extrapolation level: it is when the student is able to find the main idea of the text and discovers its deep meaning. It is when the student is able to apply what he learned to another situation in a creative way. (Valdivia Orellana, A. 2009).

### **Pedagogical observation results:**

The teacher observed ten lessons of reading comprehension in English, based on an observation guide (see annex I), in twelve grade students of “Camilo Cienfuegos” Military School in Sancti Spíritus. She realized there were some difficulties related to the strengthening of the reading comprehension skill. The results were the following:

- ❖ In ten lessons, the professor checked the content already studied and made a link between this one and the new one during the motivation and orientation stage.
- ❖ In four lessons, the professor was able to motivate the students in order to made them comprehend the text, while in six lessons the professor began the lessons without any previous motivation.
- ❖ Just in two lessons the professor could establish a relation between the reading content and the military life.
- ❖ In six lessons the professor guided the students towards the established objective by means of reflective actions of the students.
- ❖ In ten lessons were made learning tasks, but only in five lessons the students could realize the importance of the text.
- ❖ In ten lessons the professor used different methodological methods and procedures which facilitate the development of the reading comprehension; however, there was not any variation or differentiation in the proposed tasks.
- ❖ In seven lessons several teaching aids were used in order to develop the reading comprehension skill.
- ❖ In ten lessons some ways of evaluating and controlling the reading comprehension process were used.

**Individual interview results:** The authoress made the students an interview, (see annex II), with the objective to know if they were motivated in respect to the English subject and also if they developed the reading comprehension skill in English.

Twenty four students of the selected sample said they liked the subject; nevertheless they are not motivated to study it because there is not any relation between the content studied and their real lives.

However, they all agreed that they would like reading and comprehending a foreign language because this way they could learn about the culture of different countries; besides they thought it would be interesting to understand the language spoken by our main country enemy.

Related to what they would like to read, all the students agreed that the military themes are the ones they like the most. Then, they asked the professor to develop some reading comprehension activities using military vocabulary in order to strengthen reading comprehension skill.

### **Initial pedagogical test:**

With the objective to know the real problems the twelve grade students had related to the reading comprehension skill in English, an initial pedagogical test was applied (see annex III). To evaluate the authoress took into account the three comprehension levels mentioned by Valdivia Orellana, A. 2009.

Now then, in this test twenty one students that represent the 55.2 % of the selected sample (thirty eight students), were in the first comprehension level because they knew the meaning of different words and had a general idea of what the text was about; seventeen students which represent 44.7% were able to recognize the main idea of the text and could answer more than one question about the text, so they were in the second comprehension level; now, they were no students in the third comprehension level because they were not able to create a different situation based on the text, they did not know how to extrapolate.

So, these results showed the level in which every student was at the beginning of the pre- experiment.

Making a qualitative summary of the instruments application, it is said that the selected sample has some potentialities and difficulties related to the reading comprehension skill in English.

### **Potentialities:**

- ❖ In “Camilo Cienfuegos” Military School there is a qualified staff which knows about all the transformations that are taken place within the National Education System.
- ❖ There are documents related to the reading comprehension skill which all the students and teachers can read.



- ❖ The syllabus is mastered by all the professors.
- ❖ There are different reading materials and magazines that contribute to the reading comprehension in English.

**Difficulties:**

- ❖ There are students who have serious problems related to the reading comprehension skill in English.
- ❖ A few students know the necessary vocabulary to understand the exposed material.
- ❖ Not all the students know how to get the main idea of the text.
- ❖ The majority of the students do not know how to create situations using the content already studied.

Due to all this the authoress is sure that it is necessary and important to strengthen the reading comprehension skill in English in twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus.

To solve the problem the general method of investigation, the dialectical materialistic one, was put into practice. It constitutes the base of every methodological system and it sustains the other methods because it allows analyzing the difficulties from scientific basis.

The found difficulties bring about the elaboration of different activities (see annexes V, VI, VII and VIII) in order to strengthen the reading comprehension skill in English in twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus.

**Characteristics of the activities in order to strengthen the reading comprehension skill in English in twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus.**

Dr. Viviana González Maura expressed: “We call activity to those processes in which the person, taking into account his needs, establishes a relation with the reality and has a determined attitude towards this one (...) by means of the act of study, the student gets, in a subjective and ideal way... the content of the Teaching Learning Process”.

The activities were applied to the twelve grade students and they were put into practice at different moments. They are creative and educative. They are based

on the methodological, educative and didactical requirements. In addition to this, they are:

**Formative:** because they guide towards an objective and a determined goal: to strengthen the reading comprehension skill in English in twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus.

**Objective:** because they are able to represent in an analytical way the object of study and offer the activities taking into account this object.

**Flexible:** because they have the capacity to change reality. Also they change according to the objectives proposed, the new communicative situation and the characteristics of the students.

**With integrated character:** because they are heterogeneous activities that are related among them. They have contents and knowledge from different subjects.

These activities offer the professor an alternative in order to achieve the objective stated. Also, by means of them the students can learn how to comprehend certain text. They were made taking into account the students' curriculum and the objectives of the English subject.

The coherent and logical selection of the text was made taking into account the needs and preferences of the twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus, I mean, the texts are related to military life. The activities have as objective to make the development of reading comprehension skill in English possible, in the twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus. They have to do with the students' future in the Revolutionary Armed Forces, so, they allowed the professor to motivate them for reading and choosing the careers or specialties that Cuba needs, commanding careers.

In the proposed activities, a special attention was paid to the selection and efficient organization of the linguistic material and the methods to use in each of the lessons. The types of activities proposed by the researcher correspond with the model offered by Rosa Antich (1996) in her book “Methodology for the Teaching of Foreign Language”. For the accomplishment of these, also the indicators proposed by her for the development of the English lessons were taking into account. These were the following:

1. Warm up.

2. Practice.

3. Control and evaluation of the activities.

Now it is shown an example of these activities that contribute to strengthen the reading comprehension skill in English, in twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus.

### **Reading 1: “The Soldier Basic Training”**

Tuesday, January 4th, 2011. The Grade XII students of the Camilo Cienfuegos Military School arrived in 1931 Military Unit in Purnio for their soldier basic training. That first day was devoted to dorm allocation and familiarization with the unit. The next day it all began. The schedule to complete was very tight and demanding. Early in the morning, they did gymnastics every day. After morning exercises, wash, morning inspection, and breakfast were carried out. Later they cleaned their assigned areas and proceeded to fall in the battalion ranks. Soon after they went to the different areas they were assigned in the military theatre.

An officer was in charge of each platoon. This officer had the responsibility to teach all the military lessons, both theoretical and practical. The theoretical lessons were about the Cuban legislation and the military law, Marxist- Leninist theory and several other topics. The practical lessons were Infantry, Tactics, and Protection against mass destruction weapons, Engineering, Exploration, etc. They practiced military drills in conditions of terrestrial, aerial, and chemical raids. Also about the kinds of positions for dragging on the terrain, the different steps and marches, the procedures with the AKM rifle, camouflage techniques, shooting drills, etc. Among all the lessons they took, the ones about camouflage techniques were the funniest; because the students covered their bodies in mud and leaves, then they climbed high mountains and simulated skirmishes between the two companies: each platoon of Company Three engaged another from Company One. In the afternoons, after lunch, they ran through the obstacle course (which was extremely difficult for many students) and drilled close- quarters fights (which left everyone’s joints in pain).

They also competed in Infantry with and without weapons, physical training, survival techniques, etc. The ultimate experience was to shoot with carbines and AKMs with live ammunition.

That way the whole month passed by and, after a lot of alarms and target practices everywhere and every time, the basic military training came to an end. There was a final meeting and they got back to school in a long march, all the time shouting encouragements and patriotic songs to show the unwavering resolution of our soldiers to stand for our Revolution.

**Objective:** to comprehend the text taking into account the specialties that appear in it such as Infantry, Engineering, to contribute to professional orientation.

**Warm up:** the professor brings some pictures where some soldiers are doing Infantry, Artillery and Exploration training and motivates the students for answering some questions about it. In addition to this the students speculate about what they are going to do in their Soldier Basic Training.

**Practice:**

❖ **Before reading activities:** the students should exam distinguishing features of the text such as the title and illustrations to determine (or at least hypothesize) the general topic of the reading, relevant vocabulary and possible challenges.

- The professor guides the students to determine the topic of the text by means of different questions. For example:

What are your expectations for the Soldier Basic Training this year?

What have you been told about it?

Do you know what the lessons you are going to receive there are?

❖ **While reading activities:** the professor outlines the last sentence of the first paragraph for the students to be able to translate it and asks the students to circle the different kinds of lessons they are going to receive in the Soldier Basic Training. Also the students should answer some questions:

1. Are you eager to participate in the Soldier Basic Training?
2. What kind of lessons do you like the most?
3. Do you consider they are important? Why?

- The Soldier Basic Training is considered an intensive period. Prepare a brief oral presentation taking into account all the activities you are going to do.



❖ **After reading activities:** the students write in order to answer some reading comprehension questions such as:

1. Where did the Soldier Basic Training take place?
2. Who was the person in charge to teach the lessons there?
3. What kind of lessons were teaching there?
4. What kind of lessons did the students like the most?
5. What kind of lessons would you like the most? Why?
6. What was the last experience students have during this stage?
7. How long the Soldier Basic Training lasted?

**Control and evaluation:** The professor controls the activity observing the way the students work and evaluates them in an oral way by means of an open talk.

The final analysis of this research work allowed to evaluate the effectiveness of the activities applied to the twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus, focusing on the reading comprehension skill in English. In order to achieve this it was used the experimentation method and the pre- experimentation technique for checking the effectiveness of the activities done it was applied the final pedagogical test (see annex IX) taking into account some aspects that were evaluated in the initial test. The results of this test showed the level in which the students were located at the end of the pre- experiment (see annex X and XI); all the students were located in different comprehension levels, it means that, after applying the activities all the students know how to comprehend the text in English.

From the thirty eight students of the sample, there were no students without some levels; nine pupils, who represented the 23.6%, knew the meaning of the majority of the words that were written in the text, so they were in the first comprehension level; twenty one, which represented the 55.2% of the students, knew how to answer general and specific questions from the text, so, they were in the second level; and eight, which represented the 21.1%, could imagine and create their own situation taking advantages of the content of the text, so, they were located in the third comprehension level.

For comparing the advance obtained since the first exam till the last one, and observe much better the effectiveness of the activities, it was done a little board that showed the results (see annex XII).

1. The bibliography has facilitated to this investigator, the acquisition of knowledge related to the reading comprehension skill in the English Teaching Learning Process.
2. The exploratory study showed that it was necessary to study the reading comprehension skill because of the following reasons: there are students who have many difficulties related to the reading comprehension skill in English; the majority of the students do not know how to create situations using the content studied; a few students know how to find the main idea of a text and the relevant vocabulary.
3. The activities were conceived for twelve grade students in “Camilo Cienfuegos” Military School in Sancti Spíritus. They are formative, objective, flexible and with an integrated character.
4. The application of the activities showed that many problems were solved, for example:
  - ❖ To get inside the text, discover and create its meanings.
  - ❖ To assume a critical place in respect to the reading.
  - ❖ To use the message in a creative way.

Addine Fernández, F. y García Batista, G (2004). *El principio de la integración del estudio con el trabajo. Fundamentos de la pedagogía revolucionaria* (artículo en soporte digital).

Addine Fernández, F. y otros. (1999). *Estrategias y alternativas para la estructura óptima del proceso de enseñanza-aprendizaje. En material base del Curso de didáctica y optimización del proceso de enseñanza aprendizaje.* La Habana.

Almendros, H. (s.a). *Del idioma y su enseñanza.* (1968). MINFAR. La Habana.

Álvarez de Zayas, C. (1999). *La escuela en la vida. Didáctica,* La Habana: Editorial Pueblo y Educación.

Bamberger. R. (1975). *La promoción de la lectura.* Promoción cultural, Barcelona UNESCO: Colección Triángulo.

Bermúdez Morris, R. (2004). *Aprendizaje reflexivo y crecimiento personal,* La Habana: Editorial Pueblo y Educación.

Bozhovich. L. I. (1976). *La personalidad y su formación en la edad infantil,* La Habana: Editorial Pueblo y Educación.

Canfux, V. y otros. (1991). *Tendencias pedagógicas contemporáneas,* La Habana: CEPES.

Carvajal, L. (1993). *La lectura. Metodología y técnica. Fundación para actividades de investigación y desarrollo,* Colombia. (s.e)

\_\_\_\_\_ (1993). *La lectura. Metodología y técnica. Fundación para actividades de investigación y desarrollo,* Colombia.

Chávez Rodríguez, J. A. (1996) *Bosquejo Histórico de las ideas educacionales en Cuba,* La Habana: Editorial pueblo y Educación.

\_\_\_\_\_ (2003). *Acercamiento a la teoría pedagógica*. Evento Internacional de Pedagogía 2003, La Habana.

Chávez Rodríguez, J. (2003). *Acercamiento a la teoría pedagógica*. Pedagogía 2003, La Habana.

*Colectivo de autores del ICCP. (1981) Pedagogía*, La Habana: Editorial Pueblo y Educación.

Collazo Delgado, B. (1992). *La Orientación en la Actividad Pedagógica*, La Habana: Editorial pueblo y Educación.

Danilov, M. A. y. Skatkin M. N. (1978). *Didáctica de la escuela media*, La Habana: Editorial del libro para la educación.

Dijk, Teun A. Van. (1989). *La Ciencia del Texto*, Barcelona: Ediciones Paidós.

Doménech Pujol, C. (1999). *Educación para la comunicación*. En *Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

Domínguez García, L. (1995). *Algunas consideraciones acerca del problema de la periodización del desarrollo psíquico*. En *selección de Lecturas de psicología infantil y del adolescente*, La Habana: Editorial. Pueblo y Educación.

Dubois, M. E. (1986). *Interrogantes sobre comprensión lectora*, en RIDE CAB, año 6, Lima.

\_\_\_\_\_ (1986). RIDE CAB, *Interrogantes sobre comprensión lectora*, N.14, Lima, Perú.

Eco, H. (1989) *Comprensión de la lectura de J Ruffinelli*, México: Ediciones Trillas.

Fiallo Rodríguez, J. (2001). *La interdisciplinariedad en la escuela. Un reto para la calidad de la educación*, La Habana. (Soporte digital).

Florín Gattorno, B. (1999). *Algunas estrategias para el trabajo con la comprensión*. En *Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

\_\_\_\_\_ (1999). *Algunas estrategias para el trabajo con la comprensión. En Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

García Alzola, E. (1976). *Lengua y literatura*, La Habana: Editorial Pueblo y Educación.

\_\_\_\_\_ (1992). *Lengua y Literatura*, La Habana: Editorial Pueblo y Educación.

García Pers, D. (1976). *Didáctica del idioma español 1, La Habana: Editorial Pueblo y Educación.*

Garriga Valiente, E. (2003). *El tratamiento de los componentes funcionales: comprensión, análisis y construcción de textos. En Acerca de la enseñanza del Español y la Literatura*, La Habana: Editorial Pueblo y Educación.

Gassó, O. (1999). *Una experiencia sobre la comprensión de textos. En Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

\_\_\_\_\_ (1999). *Una experiencia sobre la comprensión de textos. En Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

González Albear, M. I. (1999). *La comprensión lectora: una nueva concepción. En Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

\_\_\_\_\_ (1999). *La comprensión lectora: una nueva concepción. En Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

González Rey, F. y Mijans Martínez, A. (1989). *La personalidad su educación y desarrollo, La Habana: Editorial Pueblo y Educación.*

\_\_\_\_\_ (1989). *La personalidad su educación y desarrollo, La Habana: Editorial Pueblo y Educación.*

González Rey, F. (1995). *Comunicación, personalidad y desarrollo, La Habana: Editorial Pueblo y Educación.*

González Soca, A. M. (2002). *El diagnóstico pedagógico integral En Nociones de sociología, psicología y pedagogía*, La Habana: Editorial Pueblo y Educación.



Goodman, Kenneth S. (1982) *Los procesos de lectura, en Nuevas Perspectivas sobre los procesos de lectura y escritura*. Compil Emilia Ferreiro, México: Editorial siglo XXI.

Grass Gallo, E. y Fonseca N. (1991). *Técnicas Básicas de la lectura*, La Habana: Editorial Pueblo y Educación.

Grass Gallo, Élida y Fonseca Sevilla, N. (1992). *Técnicas básicas de lectura*, La Habana: Editorial Pueblo y Educación.

Gray, W. (1943). *La enseñanza de la lectura y la escritura*, (s.l): Ediciones Capiro.

Henríquez Ureña, C. (1991). *Invitación a la lectura*, La Habana: Editorial Pueblo y Educación.

Labarrere Reyes, G. y Valdivia Pairol, G. E. (2001). *Pedagogía*, La Habana: Editorial Pueblo y Educación.

Leontiev, A. N. (1982). *Actividad, conciencia, personalidad*, La Habana: Editorial Pueblo y Educación.

López Machín, R. (2004). *Igualdad de oportunidades para todos en el sistema educativo (soporte digital)*.

Luz y Caballero, José de la. (1992) *Escritos educativos: La Habana*. Editorial Pueblo y Educación.

Mañalich Suárez, R. y otros. (1989). *Metodología de la enseñanza de la lectura*, La Habana: Editorial Pueblo y Educación.

Mañalich Suárez, Rosario. (1999). *Taller de la palabra*, La Habana. Editorial Pueblo y Educación.

Martí Pérez, J. (1990) *Ideario pedagógico*, La Habana. Editorial Pueblo y Educación.

\_\_\_\_\_ (1992). *Obras escogidas*, La Habana: Editorial Ciencias Sociales.

Martínez Llantada, M. (2003). *Maestro y creatividad ante el siglo XXI, en inteligencia creatividad y talento. (Soporte digital)*, La Habana: Editorial Pueblo y Educación.

MINED. (2005). *VI Seminario Nacional para Educadores*, La Habana: (s.e)

Montaño Calcines. J. R. (2004). *La enseñanza de la lectura y la comprensión de textos en la escuela*, (s.l): (s.e).

Montaño, J. R. y Arias Leyva, G. (s.a). *En V Seminario Nacional para educadores*, La Habana: (s.e).

Pérez Rodríguez, G. y otros. (1996). *Metodología de la investigación educacional*, La Habana: Editorial Pueblo y Educación.

Pérez Rodríguez, G. (1983). *Metodología de la investigación pedagógica y psicológica*, La Habana: Editorial Pueblo y Educación.

Petrovski. A. (1985). *Psicología evolutiva y pedagógica*, Moscú: Editorial Progreso.

\_\_\_\_\_ (1980). *Psicología General*, Moscú: Editorial Progreso.

Rico Montero, P. (2002). *Algunas características de la actividad de aprendizaje y de desarrollo de los alumnos*. En Compendio de Pedagogía, La Habana: Editorial Pueblo y Educación

Rivero Rivero, M. (2005). *Educación en la diversidad para una enseñanza desarrolladora. (Soporte digital)*.

Rodríguez Pérez, L. (2005). *Español para todos. Nuevos temas y reflexiones*, La Habana: Editorial Pueblo y Educación.

Romeu Escobar, A. (1999). *Aplicación del enfoque comunicativo en la escuela media. En R. Mañalich (compil.) Taller de la palabra*, La Habana: Editorial Pueblo y Educación.

1. To continue investigating the object of investigation in order to keep using it for forward research works.
2. To make known the results of this research work in different scientific events.
3. To elaborate other reading comprehension materials based on this one in order to support the Teaching Learning Process.

## Annex I

### Observation Guide

**Objective:** to check the way the professor deals with the reading comprehension in English and verifies if the texts are related to military life.

Grade: \_\_\_\_\_

Group: \_\_\_\_\_

#### \_\_\_ **Motivation and orientation tasks:**

1. The professor checks the previous knowledge and establishes a relation between the known and the new content taking into account the content of the text.

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes.

2. The professor procures the students' motivation in respect to the reading learning so that it has meaning and personal sense.

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes

3. The professor procures to establish a relation between the military content and the motivation's activities, encouraging them to choose military careers..

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes

4. The professor guides the students towards the objective by means of reflexive activities taking into account the what, how and what for they are going to comprehend the text.

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes

#### \_\_\_ **Fulfillments' tasks:**

5. It is done learning tasks were the students can deal with the three main comprehension questions: what the text is about? What is my opinion about the text? And what is the text aimed at?

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes

6. The professor uses different methods and methodological procedures in order to deal with the reading comprehension skill by means of differentiated and varied tasks according to their real levels of assimilation.

\_\_\_ Yes \_\_\_ No \_\_\_ Sometimes

7. The professor uses teaching aids in order to favour the reading comprehension.

Yes  No  Sometimes

**\_\_\_ Tasks to control the Teaching Learning Process:**

8. The professor applies different ways of valuation and evaluation of the reading comprehension process.

Yes  No  Sometimes



## **Annex II**

### **Students' interview**

**Objective:** to check the way the students are motivated towards the English subject and the way they deal with the reading comprehension skill in English.

#### **Questionnaire**

1. Are you motivated to learn English? Why?
2. Do you like to read in English? Why?
3. Why do you like to read in the English lessons?
4. If the texts were related to military topics, would you like to read them?

**Annex III**  
**Initial Pedagogical Test**

**Objective:** to check the reading comprehension levels the twelve grade students of “Camilo Cienfuegos” Military School had.

**Name:** \_\_\_\_\_ **Group:** \_\_\_\_\_

1. Read the text and answer the questions.

Infantry, Artillery and Tanks are military specialties which are very demanding in our Revolutionary Armed Forces, because of the lack of officers we have. That is why in our “Camilo Cienfuegos” Military School all the officers and teachers work hard to help the students to choose their careers, exactly these specialties. This work shifts to all the sides, to the students, the secondary school and the family.

If the students know about the history of the Infantry, Artillery and Tanks or about their capacities, missions and the place where to study them, of course they will be better prepared for the choice of their careers once they finish their study here in this school.

- a- Are Infantry, Artillery and Tanks necessary specialties? Why?
  - b- Who have a quota of responsibility in the students’ decision to choose their careers?
  - c- Who helps the students to choose their careers?
  - d- When do the students select their careers?
2. Create a situation based on the contents of the text and then, write it down.

## Annex IV

### Initial pedagogical test results

<b>Levels</b>	<b>Students</b>	<b>%</b>
<b>First level</b>	<b>21</b>	<b>55.2%</b>
<b>Second level</b>	<b>17</b>	<b>44.7%</b>
<b>Third level</b>	<b>0</b>	<b>0%</b>

## **Annex V**

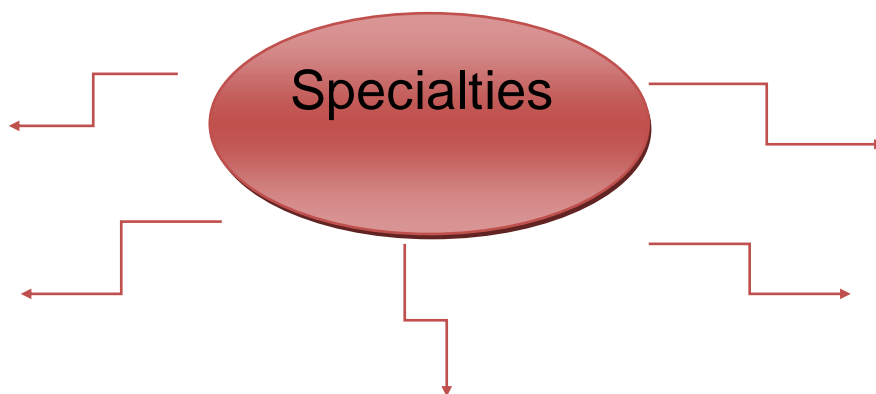
### **Reading 2: "Inside Infantry"**

One of the first evidences in the history of Infantry is the so called Peltast, the way Greeks called their soldiers. The term means a "light armored warrior" and comes from pelta or pelte, a small shield that inhabitants of Thrace used as their battle armor. The light infantry descended from the original light troops that formed what were known as light companies of line infantry regiments and later regiments in their own right. These soldiers were trained to act independently on the battlefield, within the framework of the battle, as skirmishers. Light infantry units lack the lethality, tactical mobility and survival chances of mechanized units, but possess greater strategic mobility and the ability to execute missions under restrictive terrain and weather that may otherwise impair a mechanized unit's mobility. Light infantry forces typically rely on their ability to operate under restrictive conditions, surprise, and violence of action, training, stealth, field craft, and fitness level of the individual soldier to achieve their reduced lethality. Ironically, forces in a light unit will normally carry heavier individual loads versus other forces. Literally, they must carry everything they require to fight, survive and win due to the lack of vehicles. The combat and transport armored cars protect the staff and allow to fight with a high mobility. Taking into consideration different weapons and techniques of combat, the infantry troops have the capacity to pass from an action to another, to make huge moves in the combat field, to break up the defenses of the enemy, to move up with high rhythms, and to defeat the enemy. The infantry is known as the Queen of War. Infantry is the biggest numerical weapon and the fundamental nucleus of the terrestrial troops. A more modern definition says that "Infantry is the arm of close combat. It is capable of seizing and holding terrain for long periods of time. Its main mission is to close with the enemy and

destroy or capture him. The mission of infantry in defence is to hold its position and to repulse the hostile assault". Infantry is capable of limited independent action by use of its weapons: BMP-1, RPG-7 rocket launcher, AGS-17 and SPG-9 grenade launchers, AKM rifle, 9mm gauge pistol, RPK light machine gun, PKM machine gun and grenades; but as a rule, it is supported by other arms. It fights by combining fire, maneuver and shock effect. The military specialty, Tactical Command in Mechanized Infantry Troops, among others command careers, can be studied at the General "Antonio Maceo" and "José Maceo" Revolutionary Armed Forces Higher Combined Arms Schools.

**Objective:** the students should comprehend the text taking into account the specialty that appears in it, to contribute to professional orientation.

**Warm up:** by means of a brain storming:



The students should name the different specialties they know, that the teacher is going to emphasize on the Infantry specialty doing some questions such as:

- Would you like this specialty?
- Do you think you can ever be an infantry officer? Why or why not?
- What have you been told about it?

**Practice:**

❖ **Before reading activities:** try to answer this exercise before you read the text.

1. Choose the correct answer:

a) Infantry is \_\_\_ Direction of forces in battle.



\_\_\_ Foot soldiers.

\_\_\_ Firearms to be managed by a single soldier.

b) Tactics is related to \_\_\_ artillery

\_\_\_ Infantry

\_\_\_ Engineering

❖ **While reading activities:**

1) Read the following ideas and find in which paragraph they appear:

- The history of infantry.
- The characteristics of light infantry.
- The tasks of infantry troops.
- The infantry weapons.
- The places where you can study infantry.

2) Some interpretations of the text are given here. Write 1, 2 or 3 to indicate:

- I agree completely.
  - I agree partially.
  - I do not agree.
- a. \_\_\_ Greeks called their soldiers Peltast.
- b. \_\_\_The staff goes with the troops.
- c. \_\_\_People calls infantry **“The Goddess of War”**.
- d. \_\_\_Infantry troops can change their mission according to the situation in the combat.

3) Taking into account the text, choose the ideas that better support the statement.

1. Infantry is the biggest numerical weapon and the fundamental nucleus of the terrestrial troops.
- a. Infantry is the leading part of an army and the essential center of the terrestrial troops.
- b. Infantry is a secondary unit of terrestrial troops.
2. Infantry is capable of seizing and holding terrain for long periods of time.

- a. Infantry is able to control a territory for an extended period of time.
  - b. Infantry can increase its terrestrial defence.
3. The infantry troops have the capacity to pass from an action to another, to make huge moves in the combat field, to break up the defenses of the enemy.
- a. The infantry troops destroy the adversary lines successfully.
  - b. The infantry troops have an impressive ability to fight and change positions in a battle to destroy the adversary lines.

❖ **After reading activities:**

1. Summarize the text taking into account what you read.
2. Read the following paragraph and fill in the blanks according to the text.

Infantry is an unpopular\_\_\_\_\_, people who do not know deeply about it, underestimate the reality of it. \_\_\_\_\_and shooting are essential while dealing with Infantry, the first one is the science of organizing and maneuvering forces in the battle to achieve a limited or immediate goal; the second one is the act of firing a weapon. Infantry \_\_\_\_\_ play an integral role in expanding the unit's influence to ground\_\_\_\_\_. They require \_\_\_\_\_and capabilities.

**Control and evaluation:** The professor controls the activity observing the way the students work. She evaluates them in an oral way by means of a retelling.

## **Annex VI**

### **Reading 3: “Artillery”**

Artillery is an important arm. There are two types of artillery: Field Artillery and Air Defense Artillery. Its fire is more powerful than infantry one and it can influence the course of combat. It consists of war engines or firearms too large to be managed by a single soldier. Ballistas and Catapults were early examples of artillery. Their use was largely restricted to siege warfare and it was in such operations that cannon came to replace them, modern artillery works in the same way as all firearms, but it fires larger projectiles over longer distances. Modern categories of artillery fire solid shot, shrapnel, or explosive shells. They include field guns, which fire with flat trajectory; howitzers and mortars, which have arching trajectories; antitank guns, firing high-velocity shot, and self-propelled guns. Since 1918 there has been a decline in the importance of heavy artillery as missiles, bomber aircraft, and armed helicopters have taken over many of their roles, while mortars have taken over many light artillery roles. However, they are still used for long range shooting from warships or field positions. The main mission of artillery is to support infantry and tanks with its fire. It only can deliver indirect fire on ground targets. Tactical mission of artillery depends on the mission set to the units. In the defense the concentration of fire and barrages are very important as they help to stop the enemy troops and inflict the enemy heavy losses in manpower and in material. This military specialty can be studied at the General “Antonio Maceo” and “José Maceo” Revolutionary Armed Forces Higher Combined Arms Schools.

**Objective:** the students should comprehend the text taking into account the specialty that appears in it, to contribute to professional orientation.

**Warm up:** The students should organize a word in order to find a specialty: Yarlilitre. Then the professor makes some questions about it and explains the text they are going to read is about this specialty.

**Practice:**

❖ **Before reading activities:**

1. Read the following ideas and select the one you think you will find in the text:

- Things you know about artillery.
- Things you do not know about artillery.
- Things you would like to know about artillery.

The students make a discussion about it.

❖ **While reading activities:**

1) Say if your ideas of the previous exercise are confirmed.

2) Read the text and say where you can find this information:

- The place where future artillery officers can attempt to.
- The principal goals of Artillery.
- The form of different shots in contemporary Artillery.
- The way the different kinds of cannons can be fed.
- The definition of Artillery.

3) Number the sentences in the order they happen in the text.

\_\_\_ The place where cadets become officers.

\_\_\_ The definition of Artillery.

\_\_\_ The way contemporary artillery works.

\_\_\_ The loss of its importance.

\_\_\_ The principal role of artillery in war.

\_\_\_ The artillery branches.

\_\_\_ The different kinds of Artillery fire.

\_\_\_ The way Artillery worked five centuries ago.

❖ **After reading activities:**

1) Answer the following comprehension questions:

- a) Why is artillery important in war?
- b) Why did the importance of heavy artillery decrease nowadays?
- c) Who can study this specialty?

2) Imagine you are an artillery officer and you were selected to participate in a military drill. Prepare an oral report about the history of artillery.

**Control and evaluation:** The professor controls the activity observing the way the students work. She evaluates them in an oral way by means of an oral report.

## **Annex VII**

### **Reading 4: “Tank units, a powerful steel fist of the Cuban army”**

Military engineers created the tank based on the last discoveries of science and techniques. It is one of the most powerful guns nowadays. The first time tanks were used was on September 15, 1916, when 49 British tanks attacked the German trenches at Verdun, France. A tank is an enclosed heavily armed and armored combat vehicle supported, driven and steered by caterpillar treads. The principal parts of the tank are: gun turret, cannon, caterpillar treads and armored body. Its vulnerable points are the caterpillar treads the joint of the gun turret and armored body and engine compartments. Cuban armored units have different types of tanks, for example SAU-100, T-34, T-55, T-62 and T-55M. The last three are in use today. The main characteristics of tanks are: the great firepower, mobility, armor protection and shock effect. During the attack of the enemy defense, tanks support artillery and infantry. Tanks move deeply into the forward defense lines and the enemy's rear, capture his position and hold them until infantry comes up. In the case of independent missions, tanks pursue the retreating enemy, cut his lines of communication, destroy command posts, observation points, artillery positions, and the reserves. Finally, tanks disorganize the enemy forces and represent an effective land support to neutralize an opponent on the combat field. If you want to a tank officer you can



study this specialty at the “Antonio Maceo” and “José Maceo” Combined Arms Schools in Havana and Santiago de Cuba respectively.

**Objective:** the students should comprehend the text taking into account the specialty that appears in it, to contribute to professional orientation.

**Warm up:** the professor writes some words on board and asks the students to express three ideas related to them. Then they make a discussion about it.

Example of words:

➤ Tanks/ Missions/ Angola.

**Practice:**

❖ **Before reading activities:**

1) The title of this text is: “*Tank units, a powerful steel fist of the Cuban army*”. Taking into consideration this title, what do you think the text might be about? Why are the tanks units “*a powerful steel fist*”?

2) The article starts with the following piece of information:

“Military engineers created the tank based on the last discoveries of science and techniques. It is one of the most powerful guns nowadays.”

a) Can you guess the ideas that might cover the rest of the article?

❖ **While reading activities:**

1. Say if your ideas are present in the text.

2. Say which of the following information are main ideas (MI) or supporting details (SD) in the text:

a) \_\_\_ The tank has become one of the great inventions of modern times.

b) \_\_\_ The types of tanks.

c) \_\_\_ The tank’s principal characteristics.

d) \_\_\_ These armored vehicles take part in different maneuvers.

e) \_\_\_ Cadets can study the tank specialty in two higher military schools.

3. Analyze the ideas above and try to elaborate the general idea of the reading.

❖ **After reading activities:**

1. Answer the following comprehension questions:

- a) What army was the pioneer in the use of tanks?
- b) What are the principal characteristics of tanks?
- c) What parts does the tank consist of?
- d) What are the tanks uses for?
- e) What do the tanks do in the forward defense lines?
- f) Where can future officers study the tanks specialty?
- g) What is your opinion about the role of tanks during combat?
- h) Why the Cuban tanks troops are compared with Agramonte's brave cavalry?

2. Imagine you are a tank officer and your friend has not decided his future career yet. Try to convince him to study your specialty.

**Control and evaluation:** The professor controls the activity observing the way the students work. She evaluates them in an oral way by means of a retelling.

### **Annex VIII**

#### **Reading 5: "How to choose a career?"**

There are just a few days left to choose a career and it is very common to see some students of grade XII in any "Camilo Cienfuegos" Military School to be at a loss about what to choose as their future professional career- because they lack the necessary knowledge about what they want to study at university next school year. This is a choice that entails a responsible decision because they are going to be probably deciding their profession for a lifetime. Some of them will pick up their career based on its social attraction or only by the flamboyancy of its name, or because a friend wants to study it, without having at least information about the content of their future career, or its professional profile, or the possibilities they will have to increase their mastery of the profession once graduated. Who is to blame: the family, the school or the students? It is the family because they are responsible for the students' ultimate decision. It is the school because it has to facilitate access to the information available and provide professional guidance to the students. Now, let's obviate the family and the school because in this grade much of the responsibility shifts to the student side. What about the students? Obviously they have a quota of responsibility that cannot be denied, because they are the ones who are going to suffer the

consequences of their own choice. However, they are not always as prepared as they should be.

**Objective:** the students should comprehend the text about the responsibility while choosing a career, to contribute to professional orientation.

**Warm up:** the professor makes to suppose it is time to choose their career. The students talk about the career they would like the most and state the reasons why.

**Practice:**

❖ **Before reading activities:**

1. The following words are taken from the text you are going to read. What do they suggest to you? You may consult the vocabulary.

Choose/ career/ choice/ professional profile/ professional guidance/

❖ **While reading activities:**

1. The main objective of the text is:
  - a) \_\_\_ To make you lose your time.
  - b) \_\_\_ To make you think of the career you want to choose.
  - c) \_\_\_ To make you reflect on your life.
2. The main ideas of this text is about:
  - a) \_\_\_ The responsibility of your family in your choice of career.
  - b) \_\_\_ The responsibility of your school in your choice of career.
  - c) \_\_\_ Your own responsibility in your choice of career.

❖ **After reading activities:**

1. Read and answer the following questions to help you make a professional choice:
  - a) What would you like to study?
  - b) What do you know about this career?
  - c) What are the positive and negative features of this career?
  - d) Why do you like it?
  - e) Do you feel prepare to start and finish this career successfully?
  - f) Why do you take this decision: because you are quite sure of it, because your family wants it or because your friends want it?

**Control and evaluation:** The professor controls the activity observing the way the students work. She evaluates them in an oral way by means of an oral report.

## **Annex IX**

### **Final Pedagogical Test**

**Objective:** to check the reading comprehension levels the twelve grade students of “Camilo Cienfuegos” Military School had after applied the activities.

**Name:** \_\_\_\_\_ **Group:** \_\_\_\_\_

1. Read the text and answer the questions:

On January 4<sup>th</sup>, the students from eleventh grade of the Camilo Cienfuegos Military School arrived at 1931 military unit in Purnio, for their Soldier Basic training. That first day was devoted to dorm allocation and familiarization with the unit.

The next it all began. The schedule to complete was very tight and demanding. Early in the morning they did gymnastics. After morning exercises, wash, morning inspection and breakfast were carried out. Later they cleaned their

assigned areas and proceeded to form in the battalion ranks. Soon after they went to the different areas they were assigned in the military theatre.

An officer was in charge of each platoon. He had the responsibility to teach the military lessons, both theoretical and practical. The theoretical lessons were about the Cuban legislation and military law. The practical lessons were Infantry, Tactics and Protection against mass destruction weapons.

**a)**Where was the Soldier Basic Training?

**b)**Was the schedule relaxing?

**c)**Did the head of the company have the mission to teach all the lessons?

**d)**What kind of the military lessons did the students received?

**2.** Prepare an open talk taking into account the content of the text and your own experiences about it.

## **Annex X**

### **Final pedagogical test results**

<b>Levels</b>	<b>Students</b>	<b>%</b>
<b>First level</b>	<b>9</b>	<b>23.6%</b>
<b>Second level</b>	<b>21</b>	<b>55.2%</b>
<b>Third level</b>	<b>8</b>	<b>21,0%</b>

**Annex XI**  
**Comparison**

<b>Levels</b>	<b>Initial Pedagogical Test</b>		<b>Final Pedagogical Test</b>	
	<b>Students</b>	<b>%</b>	<b>Students</b>	<b>%</b>

<b>First level</b>	<b>21</b>	<b>55.2%</b>	<b>9</b>	<b>23.6%</b>
<b>Second level</b>	<b>17</b>	<b>44.7%</b>	<b>21</b>	<b>55.2%</b>
<b>Third level</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>21,0%</b>

❖ To this university center and my professors, mainly Fidel Cubillas, Francisco Joel and others, because of the teaching of the different subjects during my career.





