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MAJOR PAPER

THE DEVELOPMENT OF THE READING SKILLS IN THE ENGLISH
LANGUAGE IN PEDAGOGICAL SCHOOL.

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THOUGHT:

“...el que lee mucho y anda mucho, ve mucho y sabe mucho.”

Don Quijote

DEDICATION

To whom , who is my refuge and strength, my ever-present help in trouble
To all my family, specially to my parents for their protection, guidance and
appropriate pieces of advice.

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To the one who is my strong tower for giving me life and health

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ABSTRACT

The development of the reading skills in the English language in Pedagogical Schools constitutes one of the main objectives of the English subject in this level. It responds to general objective of the curriculum for the comprehensive formation of the future teachers of English in their role to contribute to the formation of the new generation for the progress of the Cuban socialist project. The Major Paper is oriented to the elaboration of teaching activities to contribute to the treatment and development of the reading skills in the English language in the students from Pedagogical Schools. The dialectic and materialist approach as the general method and some research methods were applied in the research process to confirm the real state of development of the skill, so as to validate the proposed teaching activities. The scientific novelty of the Major Paper is reflected on the characteristics of the proposed teaching activities which vary according to the diagnosis of the sample to contribute to favour the students' preparation to read in English with the needed skill.

Résumé

Le développement de l'habileté compréhension des écrits en anglais à l'école pédagogique est l'un des principaux objectifs de la matière Anglais dans ce niveau. La présente recherche est orientée vers l'élaboration d'activités d'apprentissage pour contribuer au traitement et développement de l'habileté compréhension des écrits en anglais chez les élèves de l'école pédagogique. On a fait emploi de l'approche dialectique et matérialiste comme méthode générale et d'autres méthodes d'investigation pendant le processus de recherche pour confirmer l'état réel du développement de l'habileté compréhension des écrits et pour évaluer les activités d'apprentissage proposées. La nouveauté scientifique de la présente recherche est présente dans les caractéristiques des activités d'apprentissage proposées lesquelles varient en concordance avec le diagnostic de l'échantillon pour favoriser la préparation des élèves pour lire proprement en anglais.

INTRODUCTION

Many researches about the teaching of foreign languages have been increased during the last decades, due to the economic, political and social development of nations.

Cuba has various relationships with different countries around the world, it includes a great number of English speaking nations , that is why, people need to prepare themselves on the efficient use of the English language , specially new generations to face the development of the new processes and changes of the Cuban socialist project.

The teaching of foreign languages, specifically English have become a priority since the triumph of the Cuban Revolution and it is considered as one of the most important objectives of the Ministry of Education which necessarily responds to the students' comprehensive formation.

The study of foreign languages is stated on the leading documents of the Cuban Communist Party, Education Ministerial Resolutions and the derived documents to rule the teaching learning process in the different subsystems of education.

Learning a foreign language, especially English, plays an extraordinary role in Pedagogical Schools where future teachers are formed to contribute to the comprehensive formation of the new generation in the mastering of the English language for the social, political and economic development of the country. Teachers in their guiding role should prepare the students to learn a foreign language meanwhile they develop the four communicative skills: listening, speaking, reading and writing.

Reading as one of the language skills has often been described as a magic experience. While enjoying a book, many readers feel as if the walls in their rooms begin to vanish, and an imaginary journey starts.

At this point it is appropriate to state the concept of reading that will lead the research. Regarding this matter, Dr. Rosa Antich provides an accurate definition. She states that ***“reading is the ability to get at the message***

conveyed by the written word without filtering it through the native language...” Antich de León,R.,(1999)

Recognized Investigators at international level have based their criteria on studies for the solution of the existing problem of communicating in English with the appropriate efficiency, to contribute to the development of all the skills of the English language, all they have focused on principles, methodological actions, learning strategies and teaching activities .Among them: Goodman, Kenneth (1980),Johnston (1983), Byrne ,D. (1989), Brumfit,C J. (1979) ,Solé I. (1992) ,Sánchez ,I D. (1997).

Outstanding researchers have also based their criteria on the teaching learning process of the English language in the Cuban context. Taking as a point of reference the different criteria stated by some of the authors from English speaking countries, permitting to find alternatives to favour the progressive development of the reading skills of the English language at any level of education and mainly which can easily be adapted for Pedagogical Schools in Cuba, their contributions are centered on the difficulties in the teaching and learning of English language in the Cuban context. Among them:

Antich de León, R. (1999) , Enríquez, O´Farril I. (1997),(2016), (2018) ,Acosta Padrón, R. (1997), González Cancio, R. (2009), Cabrera Garcia, S. (2010), Camacho Delgado, A. (2017)

At the local level, teachers of the Faculty of Pedagogical Sciences in Jose Marti University have also contributed to the study and learning of the English language in Sancti Spiritus : Espinosa Martínez Regla Nurelys (2005) , Luna Martínez Nelson (2010), González Martha (2012),

All this studies have contributed to the success of the teaching learning process of the English subject in the different levels of education with emphasis in the development of the reading skills in English as a foreign language.

In the exploratory study about the teaching of the English language at Rafael Maria de Mendive Pedagogical School, through the application of scientific methods from the empirical level such as the scientific observation, interview and survey, and some instruments such as pedagogical tests, documental

revision of the leading documents of the English subject, some potentialities and limitations were confirmed, among them:

Potentialities:

- The conception of teaching learning process of the English subject at the Pedagogical Schools.
- The students interest to learn and to practice the English language.
- The existence of printed and digitize materials to practice reading in English as a foreign language at school.

Limitations:

- Lack of motivation to read in the English language, students do not even read for pleasure
- Difficulties when trying to identify the general ideas of a text.
- Difficulties finding specific information or summarizing what it is been read.
- Lack of vocabulary in the English language due to the insufficient. reading habits
- Difficulties to develop a good comprehension of the text
- Difficulties regarding the reading speed

Among the causes of the detected problem:

- a) Teachers emphasized mainly in the oral and writing skills and they do not plan reading lessons where students have the opportunity to practice reading skills in order to improve their reading skills and habits.
- b) Limitations in the didactic treatment of the reading lessons for the development of reading skills in English.

Therefore, it is necessary to continue researching some alternatives to contribute to the development of the aimed skills at improving the teaching – learning process of the English language, mainly the development of the reading skill at Pedagogical Schools, so the following scientific problem is stated:

How to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School?

Derived from those necessities the following objective is stated.

Objective: To apply teaching activities to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

To guide the solution of the proposed scientific problem, the following **Scientific Questions** are presented

1. What are theoretical and methodological groundwork that sustain the development of the reading skills in the English language at Pedagogical Schools?
2. What is the current state of development of the reading skills in English language in third year students from Rafael Maria de Mendive Pedagogical School?
3. What characteristics should the proposal of teaching activities have to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School?
4. How to evaluate the effectiveness of the proposal of teaching activities to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School?

To accomplish the objective of this research some scientific tasks are stated:

1. Determination of the theoretical and methodological groundwork that sustain the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.
2. Diagnosis of the current state of the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

3.Determination of the characteristics of the proposal of teaching activities to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

4.Evaluation of the effectiveness of the proposal of teaching activities to contribute to the development of the reading skill in the English language in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

In this major paper, the following scientific methods from the theoretical level were considered:

The historical-logical analysis: to analyse the theoretical and methodological antecedents about the evolution of the teaching and learning of the reading skills in the English language in the Pedagogical School, so as to interpret the obtained results through the application of the empirical methods.

The analytic-synthetic analysis: it was employed in the analysis of different resources referred to the reading skills in English in Pedagogical School and for the elaboration of an effective summary of activities.

The inductive – deductive: It allowed to draw generalizations and peculiarities of the students when making the integral diagnose.

The following methods of the empirical level were taken into account:

Scientific observation: to verify how the teaching-learning process of the English language is developed, to describe, explain and confirm the methodological treatment for the development of the reading skills in the English lessons language in third year students from Rafael Maria de Mendive Pedagogical School.

Survey: To diagnose the students' level of motivation towards the English Language for the development of reading skills in English in third year students from Rafael Maria de Mendive Pedagogical School.

Interview: to determine the teachers' interests and knowledge to develop the reading skills in English in third year students from Rafael Maria de Mendive Pedagogical School. It also allows getting the needed answers related to the scientific problem stated.

The following techniques were applied:

Pedagogical test: to determine the development of the reading skills in the English language English in third year students from Rafael Maria de Mendive Pedagogical School.

Documental analysis: it allowed the study of the problem from different leading documents, material and resources established for the teaching learning process of English, and the sections devoted to the practice of the reading skills in the English language in the Pedagogical School.

With the aim of calculating and obtaining the percentage the following method from the **mathematical level** was used:

Percentage analysis: it allowed the quantitative and qualitative interpretation of the obtained results in the application of the different techniques and instruments, and showed the collected information. It also showed the collected information about the current state of the development of the reading skills in the English language in the Pedagogical School.

To carry out this research a **population** was selected composed of 147 students who study English at Rafael Maria de Mendive Pedagogical School and the **sample** of 36 students who study English and it represents 24, 4 % of the population.

The group of third year from Rafael Maria de Mendive Pedagogical School is composed of 36 students: 19 females and 17 males. The students show motivation towards the English subject, not all of them like reading and the ones who like it do not have reading habits. There are fourteen students who show lack of motivation for reading in the English language, ten of them present comprehension problems and twelve have a lack of vocabulary in the English language.

The Scientific novelty

The novelty in this research lays on the proposal of teaching activities, with a higher level of complexity, the proposal of teaching activities are graded from the simple to the complex, from general to particular, it responds to the current state of the development of the reading skills in English language in third year students from Rafael Maria de Mendive Pedagogical School.

The proposal of teaching activities is useful for the comprehension of simple text, the acquisition of new vocabulary and the development of speed during reading to improve the reading skills in the English language based on the results of the diagnosis, or class profile and facilitate the knowledge of the cultural aspects from the English speaking countries through the reading of simple texts in the English language.

The practical contribution is to offer **teaching activities** to provide a solution to the current problem related to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

This Major paper is structured in introduction, development, conclusions, recommendations, bibliography and annexes; the importance of the topic and the theoretical and methodological design is presented in the introduction; the development related to the theoretical and methodological groundwork of English teaching learning process and the development of the reading skills in the English language in Pedagogical School in the Cuban context, considerations about the English teaching learning process in Pedagogical Schools, groundwork of the proposal of teaching activities to contribute to the development of the reading skill in the English language in third year students, characteristics of the proposal of teaching activities, conclusion, recommendations, bibliography and annexes.

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DEVELOPMENT

This Major Paper is directed to the development of the reading skills in the English language in the students from Pedagogical Schools. An analysis of the teacher's role in the teaching learning process, making emphasis on the kind of didactic actions they should follow and apply is made in the Major Paper, taking into account the Foreign Languages Didactic in the Cuban context to contribute to the expected learning goal in third year students from Rafael Maria de Mendive Pedagogical School.

The importance of the proposal of teaching activities is based on facilitating the teachers and students registered in third year from Rafael Maria de Mendive Pedagogical School alternatives to develop the communicative skills of the English language and mainly the reading skills in the English language. Its selection and design are made up according to the learning goals of the subject, and the reasons of consulting a varied and updated bibliography about the topic, to support the methodological strategies established by the paper from a theoretical point of view.

1. Theoretical and Methodological Ground works for the development of the reading skills

1.1. The teaching -learning process of English as a foreign language in the Cuban context.

The teaching-learning process is an event in which in a certain way they relate teacher and student to each other. In teaching, the teacher's activity is (teaching) and that of the student (learning) are combined to form a certain quality of pedagogical work.

The learning of foreign languages in Cuba, specifically English, constitutes an important part of the students' comprehensive formation. The teaching of English in our country is characterized by a complete approach to the basic skills of the English language: listening, speaking, writing and reading.

According to Enríquez I, (1997) reading is an active, productive and creative communicative process, in which the reader establishes an inner dialogue with the author through the text to re-create and/or create meaning according to the reading purpose. It is characterized by the interaction, negotiation of meaning between the reader and the text as well as among readers.

Studies show that reading for pleasure makes a big difference to student's educational performance. Likewise, evidence suggests that students who read for enjoyment every day not only perform better in reading tests than those who do not, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures.

Reading in a foreign language has great importance in a social, educational and practical way. Reading is the only aspect of verbal activity that can be continued independently throughout life, so once students acquire their mechanisms, reading can be applied consistently in the classroom as a permanent source of linguistic practice and cultural expansion.

In relation to this topic, several criteria of some authors stand out, According to Kenneth Goodman (1980), reading is a psycholinguistic process, in which thought and language interact. Reading is a complex mental activity in which different skills of the reader take part, such as linguistics, discourse and sociocultural, in addition to participating in this process their previous experiences, their worldview and the knowledge provided by other texts .

According to Johnston (1983), reading is as more than an interrelation between a reader and a text. It is a complex behavior which involves conscious and unconscious use of various strategies, including problem-solving strategies, to build a model of the meaning which the writer is assumed to have intended.

Sole Isabel (1992) In her book Reading Strategies mentions that reading is a dialectical process between a text and a reader, a process in which it contributes its emotional and affective disposition, their purpose ,their experience, their knowledge of the world and of the subject; is that contribution in interaction with the characteristics and text properties gender, structure,

density informative, coherence ,cohesion and that allows us to understand and build a meaning about this text to that reader.

Sánchez I. Danilo (1997) states “reading becomes an act between a message encrypted signs and the inner world of man, is to become a recipient of a broadcast of symbols that was made in times and places almost remote and close but at the same time is that you emerge something very personal that arises from the bottom of our being the identity.

"Reading is a process of interaction between the reader and the text, a process by which the first tries to satisfy the objectives that guide its reading. The meaning of the text is constructed by the reader. This does not mean that the text itself has no meaning or meaning. What I try to explain is that the meaning that writing has for the reader is not a translation or replication of the meaning that the author wanted to print, but a construction that involves the text, the previous knowledge of the reader who addresses it and the objectives with who faces that one.

So at Pedagogical Schools the teaching of English represents an important part for the development of the students' personality, for the instruction and education of human beings, students are supposed to develop language skills, and to communicate efficiently in English, and through the mastery of the reading skills their professional development could increasingly acquire.

According to Dr. R. Antich, (1986), "reading should mean a search challenge for students, facilitate the understanding of more complex structures, expand the vocabulary, and should encourage the conscious assessment of morphosyntactic and lexical structures such as system; the texts must contain information that has not been presented in classes, as well as new morphosyntactic elements ".

"Reading plays a vital role in the life of man and in his work, since it is a fundamental means of knowledge and communication." (Antich, 1986).

Rodolfo Acosta (1997) points out that through reading the learner enriches his knowledge of the world. He increases his understanding of the cultures of the speakers of the language, their ways of thinking, and their contribution to many fields of artistic and intellectual endeavor.

Regarding this topic, Roberto González Cancio (2009) in his book *La Clase de Lenguas Extranjeras. Teoría y Práctica* expressed:

It is very important for teachers to have a wide knowledge of the linguistic elements that characterize this type of process in the teaching learning process of a foreign language. Due to the fact, that reading is one of the four communities skills that integrate the verbal activity this one constitutes, with the listening comprehension, one of the receptive skills. It represents means of communication between the reader and the writer.

According to Cabrera Garcia Sirelda (2010) Reading is a communication skill aimed at understanding information as efficiently as possible. The reading process is by nature an independent and silent activity. It is also an active process in which there are two participants interacting: the writer and the reader who use a written text as channel of communication. Reading is characterized by being personal due to the fact that each reader has his/ her own interpretation of the written material using his/ her background knowledge giving his/her personal style. It is an essential skill in language learning.

Camacho Delgado A (2017), expressed "Reading is an active process involving guessing, predicting, checking and asking oneself questions, as we purposefully interact with a written text in context, and try to understand it, based on our previous knowledge, beliefs and values".

Enriquez O ´Farril I (2018) also expressed "Reading skills are automatic actions that result in decoding and comprehension with speed, efficiency, and fluency and usually occur without awareness of the components or control involved."

Therefore it is assumed that reading is the communicative skill based on the interpretation in which the reader decodes what has been written by the writer so that the two principal elements in the reading process are the text and the reader. Reading is to travel in the time and became part of a story by means of

the imagination .Reading is like breaking the wall that separate the reality from the fiction , is the art of learning having books as teachers.

Then, teachers at Pedagogical Schools should understand that language teaching needs to go beyond the school contexts. It should include reflective and creative learning of the Cuban and universal culture, with emphasis on the culture of English speaking countries, as one of the ways through which reading skills are developed.

Teachers while planning their lessons should also take into account the students needs and expectations. That is why, the teacher must plan differentiated tasks within the general conception of the class so that all students can feel the desire to participate and to grow personal and professionally while the enjoy reading.

During the teaching learning process of the English subject is quite important the established relationships between teachers /students and the activities they developed together in common collaboration, which external expression is shown in the lesson as organize form of teaching.

It is the teacher's job to promote the change of the passive position of some students in the class to the active position, promoting participation in the class in which the quantitative and qualitative aspects are conjugated, that is, that their activity is a direct consequence of their constant rise in the spiral of knowledge, habits and skills, which will lead to an enrichment of their intelligence.

The teachers role with a differentiated conception of the communicative tasks planned to practice the English language, is to achieve the interrelationships between talented students and the rest of their classmates, this type of students must feel the need to help the rest of their classmates, and gradually lead the less advantaged to qualitatively superior steps in their intellectual development. So the language skills could be easy and better developed.

It is very important to foreign language teachers at Pedagogical Schools to take into account the importance of encouraging their student to master language

skills, to the same extent, the system of professional competencies that distinguish a teacher of this subject, with a strong emphasis on the affective-emotional relationships with their students, which will allow them to influence in a positive both instructive and educational, efficiently contributing to the development of student proficiency in the English language.

1.2 The teaching-learning process of the English subject in the Pedagogical Schools.

In Cuba the system of education intends to contribute to the comprehensive development of the Cuban Socialist citizen, also called the “New Man”, by Dr. Ernesto Guevara de la Serna. This means that the society is a great school, where all educational agencies and agents should collaborate to be a homogeneous influence on the new and old generations guided by a system of objectives for each level of education, which are arranged according to a hierarchy of practical, ideological and ethical values.

The learning of foreign languages in Cuba is a right. The mastery of the English language is essential to fulfill the objective of developing a general and comprehensive culture among the Cuban people. As our commander in chief Fidel Castro Ruz said... “Knowing the English Language and another foreign language such as French language is going to be one of the cultural expressions and a general and comprehensive culture in Cuba”.... (Castro Ruz., 2001).

The methodological conception of the English subject, especially Integrated English Practice in Foreign Languages in Pedagogical School is the communicative approach integrating the basic principles of the practical conscious method to the systematization of contents to contribute to the development of the communicative abilities. The main objective of the subject is to develop the communicative competence in the English language, which implies the interpretation and negotiation of meanings in the interaction between two or more people, or between a person and an oral or written text.

The communicative approach that supports English Foreign languages Education at present could be defined as a theoretical conception of language education about its nature, use, teaching and learning, that leads the Teaching learning Process to develop communicative competence in a Foreign

Languages and students' preparation to improve it (on how to learn another language), encourages learner's cultural enrichment and integral formation according to individual needs and purposes, as well as to the requests(ideals, demands) of his/her society.(Enriquez ,O´Farrill,I.,2009:31).

The teaching of English at Pedagogical Schools propitiates the interdisciplinary approach and the comprehensive formation of the new generations to stimulate the students' cognitive interests through the development of their knowledge, habits and abilities, to achieve an efficient communication in the English language.

Teachers from Pedagogical Schools have a great challenge due to the mission they all have: the future professionals of education preparation to fulfill the learning outcomes stated before.

Foreign Languages teachers from Pedagogical School need to center their work to develop the necessary language skills in their students, so they will lead the English teaching learning process in primary school effectively, future English language teachers should have a great development of the cognitive communicative competence, and the appropriate pedagogical, linguistic and didactic skills to face and to find solutions to all the challenges of their job.

Foreign Languages teachers' challenge, then, is to put into practice different procedures to make the students think, act, to communicate in the languages they study and learn, to teach them how to study and how to solve professional problems.

So the organization and conception of the Integrated English Practice teaching learning process at Pedagogical School should propitiate the interaction among students, the use of communicative situations to practice the language and teachers have an essential role to influence on the students desire to learn and to go beyond their limits, to encourage them to understand the importance of learning and mastering the English language for their future and professional lives. Therefore , teachers should understand that it is quite important to comprehend that all the activities planned should respond to the curriculum objectives.

1.3 The didactic treatment of the reading skills in the English lessons at the Pedagogical School.

The teaching of the English language has a great importance, teachers of this subject must possess the necessary knowledge to instruct and educate students with the appropriate methods. Teachers of English play a paramount role in the didactic treatment of reading skills. They are the responsible ones to urge students to read to reinforce this skill for their performance at schools.

The teacher from this level of education should take into account students characteristics but especially when they are adolescents who have some distinguished behavior related to the anatomy- physiological changes they had faced:

Teachers should understand that adolescence refers to the period of human growth that occurs between childhood and adulthood. Adolescence begins at around age 10 and ends around age 21. Adolescence can be broken into three stages: early adolescence, middle adolescence, and late adolescence. Each stage has its own characteristics.

Teacher of English at Pedagogical School mainly work with students included in the middle adolescence so they should master the characteristics of this age.

Reading is one of the basic skills of the English language, which necessary should be developed for proper communication. The teacher must make these skills a bridge through which the student is interested in learning and all knowledge is turn into benefits to increase their cultural level, the acquisition of new words and knowledge and the reduction of grammatical errors.

To this end, the selection of the appropriate texts taking into account the students' level has a great importance to facilitate their understanding.

The development of these skills aims to form an efficient reader, therefore all planned teaching activities by teachers should be aimed at this purpose and meet the methodological purposes that characterize reading as a process of

communicative interaction between the student-reader and the text. Teachers should understand that the teaching activities are not imposed on the text and all the units do not have the same type of exercise according to the different types of reading.

Camacho Alfredo (2017) then in the book *Compilation of Materials for Didactics of Foreign Languages* stated some clearly what teachers should do to manage reading lessons but first mastering the type of readings for the elaboration of the different exercises to practice this skill, among them::

- Skimming: running our eyes quickly over the text to try and understand its gist;
- Scanning: Quickly going through a text trying to locate specific information and rejecting irrelevant information;
- Extensive reading: Fluency reading for global understanding. This type of strategy is used with longer texts usually for pleasure
- Intensive reading: Reading shorter texts intensively in order to understand all details .

Teachers have an essential role to influence on the students desire to learn and to go beyond their limits to improve reading skills, to encourage them to understand the importance of learning and mastering the English language for their future and professional lives.

Teachers do not forget the different stages when planning reading lesson, among them:

Before, While(Setting reading tasks), After Reading and Evaluating the activity. All these stages are described and taken into account in the elaboration of the proposal of teaching activities to develop reading skills in third year students form Pedagogical School.

Other important aspects in the research process for the success of the Reading teaching learning process at Pedagogical School, institutions where future teachers are formed, and the necessary professional skills are related to the teachers role in the process. Teachers should manage their classrooms propitiating a comfortable atmosphere to learn and to practice the language, teachers should plan lessons taking into account their class profile and the three moments for the didactic treatment of this skill: Before reading, while

reading and after reading and mastering what to do taking into account the students' level of assimilation and the type of students they have in their classroom, so the teaching learning process would have a significant role in the students' comprehensive formation.

2- Characterization of the current state and the proposal of teaching activities to contribute to the development of the reading skill in English.

2.1 Characterization of the current state of development of the reading skill in English in Pedagogical School.

To answer the established Scientific Questions an explanatory research was made and applied on the manifestation of the level of development of the reading skill in the English language in eighth graders from Rafael Maria de Mendive Pedagogical School, in Sancti Spiritus province.

As part of the diagnosis, some techniques were applied in a sample of 36 students which represents 24, 4 % per cent of the population, with the objective to verify the initial state of the problem.

Scientific observation analysis.

The observation was one of the methods from the empirical level applied in this Major paper; a guide of observation was made to confirm how the teaching-learning process of the English language is developed, and the methodological treatment for the development of the reading skills in the English lessons in third year students from Rafael Maria de Mendive Pedagogical School also, it was taken into account the teachers and students' behavior.

Five lessons were observed in third year of the English ; with the purpose of confirming the development of the teaching- learning process, and specifically, the different didactic strategies teachers' use for the treatment of the reading skills in the English language. (Annex 1)

The obtained results were the following (Annex 2)

In the first item related to the teacher's role in using the appropriate didactic strategies to develop the reading skills in the English language since the first part of the lessons including basic aspects such as: asking the students to read the date written on the chalkboard, asking the students to read the name of the subject and asking to read the title of the lesson written on the chalkboard, in 2

of the observed lessons, teachers had worked with these matters, representing the 40%. The rest, 3 lessons was not observed these aspects, representing the 60%.

In the second item related to the teacher's role to motivate students to read in English during the lesson, propitiating cooperative learning through the use of communicative situations derived from the studied content, it was corroborated that in only 2 lessons, students were asked to do it, representing the 40%, the rest 3 lessons teachers do not use neither communicative situations nor propitiate the cooperative learning and reading, representing the 60% .

The third item, to determine if the teachers give a proper didactic treatment for the development of the reading skills in the English language, based on comprehension ,vocabulary expansion and speed while they read in English language , in only 1 of the observed lessons the teacher treated the process of reading in English taking into account these aspects, representing the 20%, in 1 of the observed lessons teachers explained and asked to read pronouncing correctly the studied vocabulary of the unit, representing the 20% and in 3 lesson teachers do not demand students to read, representing 60% of the observed lessons.

In the fourth item, to determine if teachers highlighted the importance of reading correctly in the English language and evaluation of the students progress, it was corroborated that in 3 of the observed lessons teachers do emphasize on the correct process of reading in the English language so as the evaluation of the activity, representing the 60% and in 2 of the observed lessons teachers although they asked the students to read and to understand the importance it has, they do not evaluate the students' progress, representing the 40% of the observed lessons.

In the fifth item referred to the teacher role in respected what is stated in the leading documents of the English subject, especially on the English course book for the didactic treatment for the development of the reading skills in the English language, in the 5 observed lessons, teachers followed the suggestions

stated on the leading documents. Representing the 100% of the observed lessons.

Survey Analysis

A survey was done on a sample of 36 students that represents the 24,4 % of population .Its objective was to diagnose the students' level of motivation towards the reading skills in the English Language. (Annex 3)

The obtained results were the following (Annex 4)

In the first item in which students have to express if knowing English literature was important for them, 14 students which represents the 38,9% answered that they are not interested in knowing about English literature, and 12 students that represent the 33.3% answered they sometimes feel the importance to know more about it but they do not know how to do it and 10students representing the 27,8 % shows interest in the English literature.

In the second item regarding their motivation in English lessons to read any type of text 15students which represents the41,7% answered that they do not feel motivation to read in English lessons, 13 students which represents the36,1% expressed that they were sometimes motivated to do it, but 8 students representing 22,2% love reading and they also feel motivation for this activity.

In the third item to determine if they read correctly when teacher commanded them 15 representing the 50% acknowledge and expressed that they never do it. 8 students representing the 26,6% expressed that they sometimes do it while the rest of the sample 7 students which represent the23.3% responded that always do that.

In the fourth item in which students had to expressed if they receive guidance by teachers to improve their comprehension, vocabulary expansion and speed during reading process in English lessons 18 students representing the60% answered that always receive it ,but the rest students representing the40% expressed to receive it just sometimes.

In the fifth item related to the stimulation and recognition of progress by teachers after reading when students do it better 21 students which represents the 70% answered that they do feel stimulated by teachers when they improve their way of reading , 9 students representing 30% said no to feel themselves stimulated by teacher ,while students answered feel that stimulation just sometimes.

Interview analysis

An interview was applied on three teachers from the English department with the objective to determine their point of view, interest and didactic knowledge to develop the reading skill in the English language in third year from Rafael Maria de Mendive . (Annex 5)

Chart Interview. (Annex 6)

These are the results we obtained from the scientific method applied. (Annex 7)

In the first item in which teachers had to answer if they consider necessary to tell students about the importance to develop reading skills in the English language all of them representing the 100 % were in agreement about that statement.

In the second item where they had to express if they were didactically prepared to develop the reading skills in English in third year three of them, representing the 60% answered that they feel the necessity to go on the methodological preparation to learn how to improve that ability in their students and only two of the sample representing the 40% said to have the preparation to do it.

In the third item in which teachers had to express if they bring simple texts to their classroom to help their students to read freely and to comprehend the content one of the sample representing the 20% said that she always do it , two of them representing the 40% answered that they sometimes do it and two of them representing the 40% answered that they never do it .

In the fourth item, related to the teachers role to encourage their students to read, two of the sample representing the 40% said that they always do it, while three of them representing the 60% recognize that they sometimes do it .

The pedagogical tests analysis. (Annex 8)

In the pedagogical tests applied to 36 students from Rafael Maria de Mendive Pedagogical School that represents the 24,4 % of the population with the objective to obtain information about the development of reading skills in the third year students were found the following difficulties

The obtained results were:

- Difficulties to develop a good comprehension of the text
- Lack of vocabulary in the English language due to the insufficient reading habits
- Difficulties regarding reading speed while reading

For the development and evaluation of the applied pedagogical test some parameters were taken into account: comprehension, vocabulary expansion and speed considered to be three basic skills in the objectives of reading (Taken from the Major Paper: *A System of activities for the development of the Reading skills on second year Computing Science students at Fernando Aguado y Rico Institute.* of Raciel Martinez Cisneros) (Annex 7)

Comprehension: According to the report by the US National Reading Panel (NRP) in 2000, comprehension is described as *“a complex cognitive process in which a reader intentionally and interactively engages with the text. Reading comprehension is heavily dependent on skilled word recognition and decoding, oral reading fluency, a well-developed vocabulary and active engagement with the text.”*

- **Vocabulary expansion:** It is the ability the pupils gradually acquire to incorporate new words as they widen their reading, provided the contents of the passage are properly graded and the learning of vocabulary correctly guided.

- **Speed:** Most authors consider this is a very important skill. For Beatrice Mikulecky and Linda Jeffries “lack of comprehension is often the result of reading too slowly. The reason is simple: the short term memory can only retain information for a few seconds. Students who read very slowly, word by word, often forget the beginning of a sentence by the time they reach the end. But if

they read faster,they can read groups of words together. Then they can think about ideas and not just single words. Thus, instruction in reading faster will improve comprehension.”

The results from the applied scientific method are explained as follows: (Annex 9)

A test that consisted of reading a simple text as an instrument to obtain information about student’s development in reading skills was applied to the whole sample. The parameters explained before were evaluated in Low, Mid and High (Annex 16) and the results were the following:

In the parameter number 1, comprehension, it was observed that 7 students comprehended correctly the main idea of the text representing the 19,44 %, 12 students representing the 27,78% comprehended part of the ideas developed in the text and 19 students representing the 52.78% did not comprehend in a correct way the main idea of the text , it means that they had difficulties regarding this parameter.

In the parameter 2, vocabulary, it was observed that 5 students had a rich vocabulary for a 13.88%, 14 students had a middle development of the vocabulary for a 38.89 % and 17 students presented a remarkable lack of vocabulary representing the 47.22 %.

In the parameter 3 speed, it was observed that 9 students representing the 25% read the texts with a correct speed in the English language, 10 of them read very fast omitting some important aspects ,they representing the 27.78% and the rest 19 students representing the 52.78% read the text very slow forgetting the main idea of the text .

Parameters	High	%	Mid	%	Low	%
1- comprehension	7	19,44	10	27,78	19	52.78
2-vocabulary	5	13,89	14	38.89	17	47.22

expansion						
3-speed	9	25	10	27.78	19	52.78

Document analysis.

An analysis in all the leading documents for the English Teaching-Learning process was made with the objective to evaluate the main objectives of the syllabus and the methodological treatment of the reading skill in the English language in the leading documents in Pedagogical Education.(Annex 10)

In the analysis of the English Course, Integrated English Practice I book was verified that every Unit has a section for practicing each communicative skill.

In the analysis to the Integrated English Practice I Course book was verified that every Unit has a section for practicing each communicative skills .The reading section helps learners to develop different reading subskills and strategies which are very necessary to understand written information. The tasks also contribute to improve language use.

It is said in this book that reading and constructing meaning from the text is a complex, active and interactive process, in which the reader establishes a kind of inner dialog with the author through the text to get the most from it.

The “Reading tips” will help engage, monitor, ad self- evaluate our own reading process. They may be used them any time we read a text in class or out side class. Teachers should help students to understand these tips and make our reading time enjoyable and memorable.

In the Reading section we can find several exercises divided into five parts: activating background knowledge, getting the gist, interacting with the text, sharing with classmates and going beyond reading .These activities promote the development of basic skills needed at this level taking into account the needs of the learners.

The reading aloud, subsection included narrated version of the dialogue in which the most important vocabulary items have been included. In order to

combine speaking and writing, the teacher may encourage their students to enlarge this narration to include information that may not necessarily be in the dialog. This is made easier by the fact that some of the characters have already appeared in previous dialog, and the students are very familiar with them.

. Also each unit has a detailed summary about grammar and vocabulary that will be studied in this unit.

The Integrated English Practice I Course book is based on the communicative approach which has as objective the development of the communicative competence in students. It assumes the basic principles of the practical-conscious method to practice and systematize the linguistic contents; its main orientation is based on the pedagogical professional approach.

The Integrated English Practice I Course book has 200 hours divided into twenty units; among the communicative functions are asking and saying about personal information, inviting and thanking someone, describing the house and the city, describing people's physical characteristics and personality traits, describing people's jobs and making comparisons.

It was verified that there is bibliography available for the development of the reading skill and that the leading documents such as the syllabus and the text book offers a proper treatment for the practice of the reading skill.

3. Ground works of the proposal of teaching activities to contribute to the development of the reading skills in third year students from Rafael María de Mendive Pedagogical School.

Talking about activities Carlos M. Alvarez de Sayaz, expressed, (1999:66) defines activity as: "(...) the process of practical and sensitive character through which people get in contact with the objects of the world that surrounds them making an influence on these objects for pleasing of their own needs. It is through the activity that man can transform and get to know the world". It is necessary to see individual not as a simple object but a subject capable of creating his own formation, values and convictions.

The Marxist-Leninist philosophy considers activity as the process in which the natural and social circumstances change man's vital activity and along with it, man changes too. This concept is linked to life process and to man's socio-historical work as a social subject.

In this sense, Rubintein, S.L. (1977:91) expressed: "(...) activity are all those processes through which the subject, responding to his needs, gets in an interaction with his reality, adopting a given attitude towards the reality. Activity is neither a reaction nor a group of reactions, within it occurs the subject-object interaction. This gives room for the formation of an image or abstract representation of the object in the subject. (...) this way, activity is a process in which occur transformations between the subject and the object with the end of pleasing the needs of the subject."The subject develops determined activities to satisfy their principal needs.

To Rubinstein, S. L. (1977:59), "Every activity of man comes from himself as personal as a subject of that activity". Hence, they postulate results basic for the planning and the development of this educative labor since the formation of the qualities expected to be seen in the students, they must be done with their active participation in the activity.

N. Leontiev (1979:11) exposed that: "It is in the activity where the transit of the object towards its subjective form occurs (...) and at the same time in the activity also it happens the transit towards the objective results which are the product. From this point of view, the activity appears like the process in which mutual transformations between subject-object take places (...) the activity of the human being appears like a system included within the system of relations of societies".

Crespo Betancourt Marayn (2016) expressed that

Activity is a type of educational organizational procedure to stimulate learning based on an real or potential participation of mental functioning, directed to develop abilities to a certain level with a medium level of student's independence. It is a type of procedure that involved more than one action by the student or students who develop it.

As stated in the Philosophical Dictionary about activity is: The function of the subject in the process of interaction with the object, is a specific link of the living organism with the environment that surrounds it. the activity is stimulated by the need, is oriented towards the object that gives satisfaction and is carried out through a system of actions.

These teaching activities to develop reading skills are structured in type of lesson, title, learning outcome, communicative function, organization, time, teaching materials, Before, While (Setting reading tasks), After Reading and Evaluating the activity

Teaching activities can be adapted and used in a range of classroom situations, with large and small groups of students. They play an important role for the youth comprehensive formation in Pedagogical Education. These teaching activities include the development of the four communicative abilities to promote the student knowledge in the different areas.

These ones are developed by the teacher during the lessons in different ways. In the case of this Major Paper the proposed activities will be related to the treatment of the reading skills so that the activities will be created taking into account a text read by students. Some of the teaching activities can be: role plays, small group activity, to find synonyms and antonyms etc...

Didactic Basis

The teaching-learning process in a general way is in itself a process of personality formation of the student from which the relationship between the cognitive and the affective is formed and developed.

The proposal of teaching activities to develop reading skills is based on the philosophical fundamentals, which resides in dialectical materialism. It states the social nature of the language as well as its personal use in the cognitive process of individuals, based on their experiences, verbal system and professional performance.

Therefore, also comprises the psychological fundamentals which are supported by the Historical-Cultural Theory. This conception considers psychological growth and human learning as a gradual process of personal progression, which is accomplished with the help of "others" in accordance with the ideological, intellectual, ethic and material outcomes of the historical-cultural context people live in.

The pedagogical fundamentals of the proposal are based on Developmental Education Theory and Developmental Didactics because the objective of the

Cuban education is the achievement of the cognitive development (including habits and abilities) and also to enrich values in students.

Consequently the activities are based on the linguo-didactic fundamentals, which underline the communicative approach, an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.

3.1 The didactic principles and the proposal of teaching activities to contribute to the development of reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

The didactic principles are the theoretical basis of the proposal of teaching activities to contribute development of the reading skills in the English language in Pedagogical School.

They are derived from the teaching –learning principles of the Foreign Languages Teaching. They are the essential methodological fundamentals. Methodological fundamentals derived from these principles determine the general organization, conception and development of the English Subject at the Pedagogical School

Didactic principles are general aspects of the structuration of the organizational-methodological content of the teaching process. Among the teaching laws and the didactic principles does not exist a linear relation, a determined principle is not derived from only one law.

Principles constitute the fundamentals for the leading of teaching learning process; they determine the teachers' pedagogical action. They have a general validity and their application range is for every system of education. They are essential because they influence on all the teaching process and they have a compulsory character for teachers.

The most applicable principles are:

- Principle of the scientific character of knowledge,
- Principle of the educational learning,
- Principle of the direct sensorial perception,
- Principle of the systematization,
- Principle of the accessibility,

- Principle of the approach skills,
- Principle of the active and conscious assimilation,
- Principle of the consolidation in the assimilation of knowledge
- Principle of the independent study.

3.2 Characteristics of the proposal of teaching activities to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School.

The internal organization of the class responds in a general way to requirements in a general way to requirements of didactic character because it is the didactic science that has two elements that are developed in parallel.

So this proposal of teaching activities to contribute to the development of the reading skills in the English language is characterized by being flexible, dynamic and integrating.

The teacher will create the necessary conditions and explain the reasons for performing the activity. Subsequently, it will present the activity and then control it.

Flexible: the proposal of teaching activities allows changes in the activities as they develop themselves; according to the content students study so as to develop the writing skills. Also it allows a change according to the proposed objectives, the new communicative situation and the of the students characteristics.

Dynamic: it permits the interaction among students and teachers have the possibility to propose other ways to practice reading skills in the English language.

Integrating: the proposal of teaching activities is based on the needs of integrating the four communicative abilities of the language.

The teaching activities are structured in title, objective, time, organization, teaching materials, orientation, development and checking and evaluation.

The proposal is composed of ten activities and it has the objective of developing the reading skills so as to provide a solution for the stated initial problem.

3.3 Proposal of teaching activities to contribute to the development of reading skills in the English language in third year students from Pedagogical School.

ACTIVITY NO 1

Type of lesson: reading lesson

Title: Frogs at the pond

Learning outcomes: To comprehend the Fable *The boys and the frog* to remark the importance of keeping good manners for their future role as teacher of English in primary school.

Communicative functions: describing people

Organization: Individual and group work.

Time: 10 minutes.

Teaching aids: book, pictures, blackboard

Orientation (Before)

The teacher will begin by showing a picture of a lake, a river or a pond and she or he will be asking the students to think about it, later she or he will ask them to answer the following questions.

What is this? Do you find many species in this place? What kind of species can you find in there?

Development (While)

The teacher will establish the necessary conditions to set the reading tasks. Brainstorm based on the title of the Fable.

Set the reading Task No1

Each student will be given a copy of the text. The tasks will be assigned and some minutes will be given to the students to answer the questions or to find points of coincidence with what all they said in the Brainstorm.

Students will be asked to tick the right idea about the text.

The teacher will check the global comprehension of the text.

Set the reading Task No 2

The teacher will ask to read carefully the text again. Students have to try to determine if the ideas supplied by the teacher are true (T) or false (F), the ideas are the following:

In the fable:

- The boys were playing at the beach
- They boys learned an important lection
- All the frogs die in the pond
- The children began to throw rocks

Checking the students work (After)

Then the teacher will walk around the classroom checking students work and later she or he will check understanding of specific items.

Evaluating the activity

The teacher will ask the students to form small groups to work with some questions. Do you like to read fables? When do you like to read fables?

The teacher will ask them to think of the read text and she or he will order them to do the following task. The teacher will ask them to suggest an appropriate title for the text. They have to imagine they are the writers of the fable.

Students will discuss and decide what the title of the fable could be and they have to present it to the rest of the groups. The activity will be checked through verbal response.

The teacher will ask them to write a sentence summarizing the message from the Fable. Students can evaluate their progress in the activity and the teacher will encourage them to go on learning and practicing the reading skills in the English language.

ACTIVITY NO 2

Type of lesson: reading lesson

Title: The mysterious end!

Learning outcomes: to read the Fable” *Boys and the frogs*” to reinforce on the importance of having good interpersonal relationships among classmates.

Communicative functions:

Describing people

Spelling

Suggest something

Organization: Group work and pairwork.

Time: 10 minutes.

Teaching materials: book, pictures, blackboard

Orientation (Before)

The class will be divided into small groups of 3 or 4 students. The teacher will show two pictures about the Fable” *Boys and the frogs*”.

The teacher will ask questions about the fable

The teacher will hand out each group a crossword puzzle containing words from the fable.

Students have to find some words in a puzzle related to the text: _Frogs, Pond, Water, Rocks. They have to ask each other to spell them.

P O N D T I V E R
A L W O H O L S O
F K H A I S A S C
A B O K T G U E K
G E O E E E G R S
S Y H L V O R H T
F R O G S D J S E

The teacher will check students work orally

Development (While)

The teacher will show them the pictures again to discuss and comment the content of the fable in small groups

The teacher will **set the reading task No 1**

Students have to read the fable once more, to answer global comprehension questions.

The teacher will **set reading task No 2**

The classroom will be divided into 3 groups; students have to work to solve some orders while reading the Fable again, students have to look for specific details. Students have to find in the fable. Synonyms antonyms of words, and phrases indicating actions .The teacher will provide students some antonyms and synonyms dictionaries to help them if they need to consult them and her – he will check what the students are doing.

Checking the students work (After)

The teacher will command students to answer the questions or orders. The teacher will ask the students to discuss about the following questions:

What are the boys like? , can you think of a piece of advice to these boys, consult the information with your partner, why is it important to respect others? What does the author means with the phrase "What may seem just fun to you is death to us."?

What do you think about the teaching of the fable: We should not have our pleasures at the expense of others?

The teacher will ask the students to work in pairs in order to do the following task: Imagine that you are the authors of the fable, suggest another final part and do not forget to express the moral of the fable according to the new final.

Evaluating the activity

The teacher will draw an imaginary line on the black board and the students have to say how much they enjoyed the activity and how much they learn through the reading of the fable *The Boys and the frog*.

ACTIVITY NO 3

Type of lesson: Reading lesson

Title: Discover it!

Learning outcomes: To read the fable *The Boys and the Frog* to highlight on the importance of being good readers to enrich their vocabulary as future teachers of English.

Communicative function: ask and answer about general information and about specific information

Organization: Individual work

Time: 15 min

Teaching materials: blackboard and text.

Orientation (Before)

The teacher will write on the board the title of the fable, the conditions will be established by the teacher, she or he will give the students two pieces of paper with different colors, students are asked to work individually and they have to write questions in both pieces of papers, one for writing questions about general information and the other one for questions about specific information. In this way the students will practice how to ask questions in English. The order: Write

two questions you would like to be answered while reading (for general and specific information)

Development (While)

The teacher is going to pick all the papers and she or he will give the pieces of papers with the color representing general questions to the students. The teacher will remember the colors for each question and she or e will give the questions at random.

The teacher will **set the reading task No1** by asking the students to answer individually the question given to them. While the students are reading they have to answer the question written by one of them.

The teacher will **set the reading task No2** by asking the students to read again to answer the questions about specific information; the teacher will give the pieces of papers with the color representing specific information.

The teacher will provide students some dictionaries to help them if they need to consult them and her – he will check what the students are doing.

Checking the students work (After)

The teacher will check students work and he or she will ask them to answer the questions.

The teacher will ask the students to read some phrases of the fable and the students have to say their opinions.

Evaluating the activity

The teacher will ask the students if they feel they have progressed in reading lessons.

The teacher is going to write on the chalkboard the letters from the alphabet. She will ask them to select one letter, to write and read one word beginning from that letter, so they will describe how they felt during the activity using these words.

ACTIVITY NO 4

Type of lesson: reading lesson

Title: A Paramount Teacher.

Learning outcomes: To read the text *José Cipriano de la Luz y Caballero* to increase the student's acceptance for their future profession.

Communicative function: to talk about people who have a special meaning for you.

Organization: Individual and group work

Time: 10 minutes.

Teaching materials: black board and text

Orientation (Before)

The teacher will begin by showing pictures about jobs and some pictures including teachers. The teacher will also show pictures about schools and she or he will be asking questions about persons who can be found at school.

The teacher will establish a personal link with the students' lives by asking the question: What do you remember about your teachers? Do you know some paramount teachers? Mention one of them

The teacher will work with the title of the text and will encourage students to say what they know about this teacher. Brainstorm. This can be used as the reading task

The teacher can also pre teach selected items, and work with all the steps it includes: building up the concept, elicit the word, choral drilling, individual drilling and writing on the board,

Development (while)

The teacher will prepare conditions to start reading and she or he will **set the reading task No1**

Read the text as quickly as you can / in no more than 3 minutes and write the main ideas you found on it

The teacher will check what the students are saying about the global comprehension of the text. The teacher can also supply some information to the students about the general aspects of the reading.

The teacher will command students to read again the text, while she or he gives them the following activities to be done by them. **Set reading task No 2**

Students have to read the text once more and say whether the following statements are

true (T) or false (F). Justify false one(s).

____ José de la Luz was born in the XX century

____ By the time of the Cuban Revolution, his works aroused interest again.

____ Although his works were interesting, they were not published.

____ Luz was considered a source of intellect and intelligence in our country.

____ The teacher was a philosopher.

____ He took his degree in North America.

The teacher will walk around the classroom checking the students reading and she or he will help them if they need it. They will suggest them to find the key words to understand the text in a better way. Check the reading task

Checking the students work (After)

Students are asked to form groups and they have to complete a sentence about José de la Luz y Caballero and to write a short paragraph about the most interesting things they found about Jose de la Luz y Caballero's life .

Evaluating the activity

Students have to evaluate the activity through a small game. The teacher will bring three different colors to the students: green for the ones who don't enjoy the activity, yellow for the ones who enjoy and purple for the ones who feel in the middle. The students are going to paint the color they feel identified with on a piece of paper and say if they think they progress or not and why.

ACTIVITY NO 5

Type of lesson : reading lesson

Title: What title do you prefer?

Learning outcomes: To read the text *José Cipriano de la Luz y Caballero* Jose de la Luz y Caballero's life to reinforce on the importance of having a good imagination and vocabulary as future teachers of English for managing the English lesson and classroom.

Communicative function: to suggest something

Organization : Individual work

Time:15min

Teaching materials: book, pictures, blackboard

Orientation (Before)

The teacher will write the word **creative** on the blackboard in a disorganized way, she will ask the students to organize it; students have to say what the word is. The teacher will explain the importance of being a creative teacher to catch the student's attention to learn English,

The teacher will write on the black board some words: teachers, help, students, guide

Students should comment the relationship between the text and these words the teacher can pre teach selected items related o the text and should follow the steps to do it.

Development (While)

Set the reading task No 1

The teacher will order students to read the text in no more than 5 minutes to get general ideas about José de la Luz y Caballero. The teacher will check what the students could get in that first reading.

The teacher will ask the students to read again but taking more time to do it

Set the reading task No 2

Read the text carefully and select among the following choices the writer's purpose or intention:

- Persuading, explaining, informing, give arguments / instructions, exemplifying,
Students have to comment where they all can be found.

Checking the students work (After).

The teacher will check students work and she or he will order them to do the following:-Suggest an appropriate title to it.

Evaluating the activity

Then the teacher will ask the students to complete these phrases:

Today I learned ...

I love teaching because...

I like to be a teacher, but ...

Today I did not have ...

So students can evaluate their progress during the activity and the teacher will encourage them to go on learning and practicing the content.

ACTIVITY No 6

Type of lesson: reading lesson

Title: Talking about jobs!

Learning outcomes: to read the text *Job attractiveness* to promote the importance of jobs in the society.

Communicative function: Describing jobs

Organization : Individual and pair work

Time: 15 min

Teaching materials. Blackboard, pictures, text *Job attractiveness*.

Orientation (Before)

The teacher will show pictures of different jobs and she or he will be asking Yes/No questions about the importance of them in society. Students will mention different jobs and the importance of loving jobs no matter the kind of job is. Students should talk about what they think about them.

The teacher will prepare conditions to start reading

Development (While).

The teacher will **set the reading task No 1** by asking about general aspects, global comprehension of the text.

The teacher will order students to read the text in no more than 5 minutes to get general ideas about it. After checking what the students read

The teacher will **set reading task No 2**

Students have to read once more carefully and underlined the **supporting details** the author gives in the text which facilitate understanding of the topic.

.Which of the following statements implied in the **main idea** of the text?

- a) ___ The front office employees work and behave as movie star.
- b) ___ The front office should supervise the rest of the employees in a hotel.
- c) ___ Duties, obligation, and responsibilities of front office employees.

The teacher will check the reading tasks.

Checking the students work (After)

The students will exchange their view points about the reading, they should express orally about the importance of jobs, students are asked to write the name of the different professions according to the given descriptions

I love to help people (social worker)

I love to save lives (doctor)

I like to teaching (teacher)

Evaluating the activity

The teacher will check the results of the planned activity by receiving inputs from the students. The students will be asked to check their progress or not during the activity.

The teacher will bring a ball to the students so each student will throw the ball to another student, so the one who gets the ball will express how he / she felt during the activity, expressing the feeling by means of saying a sentence and using adjectives studied on Integrated English Practice lessons.

ACTIVITY NO 7

Type of lesson : reading lesson

Title: "What is your house like?"

Learning outcomes: to read the text *My beautiful house* to reinforce the importance of cleaning and organizing our houses

Communicative function: Describing the house

Organization : Individual work

Time: 15 min

Teaching materials. Blackboard, pictures, text *My beautiful house*

Orientation (Before)

The teacher will show some pictures of different houses and she or he will ask them some questions :What picture do you prefer? Why do you prefer this one?

The teacher will explain students the difference between the terms: Home and House with the necessary established conditions.

Development (While).

The teacher will **set the reading task No 1** by asking about general aspects, global comprehension of the text.

The teacher will order students to read the text in no more than 5 minutes to get general ideas about it. After checking what the students read

Read the text in no more than 5 minutes and select among the following a suitable title for it.

- My beautiful house
- The house of my dreams
- Elena's s house

The teacher will **set reading task No 2**

Students have to read once more carefully and to complete the chart:

Three parts of the house	Some objects mentioned	Some verbs mentioned

Checking the students work (After)

The teacher will check what the students understood about the reading and she or he will ask them to do the following:

Describe with one word how your house is.

Imagine that you have the opportunity to build the house of your dream, think about it and write a short paragraph where you describe it

Evaluating the activity

The teacher will paint a tree on the chalkboard and ask the students to go to the chalkboard to write the different adjectives they used for describing the houses

in each branch of the tree. The progress of the activity will be evaluated in that way.

ACTIVITY NO 8

Type of lesson: Reading lesson

Title: My neighbour's house

Communicative function: Describing the house

Learning outcomes: To comprehend the text *My beautiful house* in order to reinforce interpersonal relationship.

Organization: Individual work

Time: 10 min

Teaching materials: blackboard, text My beautiful house

Orientation (Before)

The teacher will prepare a game to practice the parts of the house studied on Integrated English Lessons, the teacher will ask the students to think they live in the same neighbourhood and also that the lesson will be developed among neighbours .

The first thing is to watch the title of the text and then they have to work in groups and will write a sentence about the essence of the text.

The teacher will ask one member of the "neighbourhood" to go to the blackboard and write the ideas.

The teacher will pre teach some items and he /she will take into account the steps for this aspects.

Development (while)

The teacher will create the conditions to **set the reading task No 1.**

Once created the conditions, the teacher will ask the students to read the text. Read the text in no more than 4 minutes and select among the following a sentence you wrote which is the appropriate one.

The teacher will check students answer and encourage them to read again, she or he will **set the reading task No 2**

Match each word in Column A to some elements of that part of the house in Column B.

Column A

- a) Bedroom
- b) Living room
- c) Bathroom
- d) Kitchen

Column B

- _____ Lamp
- _____ Spoon
- _____ Shower
- _____ Sofa

Then the teacher will check the students work

Checking the students work (After)

The teacher will order them to do the following activity:

They will work in pairs they will be the neighbors talking about the part of the house they like the most.

After they will have to write a note to your best friend telling him/her:

The things they like the most in their neighborhood(the environment , the people , the houses , quietness, facilities , etc

Evaluating the activity

The teacher will ask the students to evaluate their work.

Draw a facial expression that represents your feelings about the progress they have got in the practice of the part of the house.

Encourage them to go on improving their skills.

ACTIVITY NO 9

Type of lesson:reading lesson

Title: Take care of your health!

Communicative function: : to suggest something

Learning outcomes:To summarize the text Tobacco, with the purpose of rejecting tobacco addiction.

Organization : Individual and pair work

Time: 15min

Teaching materials: pictures ,blackboard phones or computers.

Orientation(Before)

The teacher will begin talking about addiction and she or he will ask them to say some characteristics about addicted people. Later she will talk tobacco and cigarette addiction. She will ask students these questions: Do you think that it could cause problems in your health?

Give some examples.

Development (while)

After student comment the topic the teacher will present the text, and give one text for two students and she or he will order to do the following tasks.

Set the reading task No1

Read the text and enlarge it with some pieces of advices to readers.

Set the reading task No2

Work in pairs, find in the text the chemicals that a cigarette contains and its consequences and put them in a small chart.

Checking the students work(after)

The teacher will help them if they need and she will offer them some dictionaries to help them. Later she or he will order them to do this.

Give your opinion about the author's attitude towards the problem

The teacher will order students to:

Think of possible solutions to the problem presented.

Based on the previous information they will write a summary of the text and each pair will send an e-mail to the teacher using the school web .

Evaluating the activity

The teacher will ask the students to evaluate their work.

Draw a facial expression that represents your feelings about the progress they have got in reading the text. Encourage them to go on improving their skills.

ACTIVITY NO 10

Type of lesson :reading lesson

Title: Take care of your health

Communicative function: to suggest something

Objective: To summarize the main aspects of the text Tobacco about the chemicals contained in a cigarette, with the purpose of rejecting tobacco addiction

Organization : Individual work

Time: 15min

Teaching aids: text, blackboard

Orientation (Before)

The teacher will begin talking about the damages causes by tobacco and cigarette .What do you know about damages causes by tobacco and cigarette?

She or he will listen to the student's opinions and later she or he will prepare the conditions to set the reading tasks.

Developments (While)

The teacher will order students to read the text and to do the following reading tasks

.Set the reading taskNo1

Check what the correct content of the text is..

.Set the reading taskNo2

These are some of the ideas developed in the text. Read the text and:

- a)-organize the ideas in the order they appear in the text.
- b)-determine which is a main(M), supporting(S), or general(G) idea.

Checking the students work (after)

The teacher will encourage students to read the text once again in order to understand it better and complete the phrases given:

It is necessary:

Cigarettes are:

There are things bad for health, among them:

The teacher asks the students to:

Write a brief paragraph giving their opinions about this theme.

Discuss what you wrote in groups of three and create a new paragraph taking into account the other ideas given by the members of the group

.Evaluating the activity

For evaluating the activity students will send an e-mail to the teacher telling how they felt during the activity, saying how much they enjoyed, what they learned from it and what they still have to learn. The teacher will use these messages as a way of evaluating the activity.

4- Evaluation of the effectiveness of the proposal of teaching activities to contribute to the development of the reading skills in the English language in third year students from Rafael Maria de Mendive Pedagogical School

4.1- Final results from the pedagogical test after the application of the proposal of teaching activities to contribute to the development of reading skill in the English language in third year students from Rafael Mari de Mendive Pedagogical School

A second pedagogical test was applied after the proposal of teaching activities was applied on students with the objective to verify the development of reading skill in third year students from Rafael Maria de Mendive Pedagogical School.(Annex 11).

The final pedagogical test was applied using a communicative situation similar to the one used for the initial stage and it was evaluated taking into account the same parameters. And the final results were the following (Annex 12).

In the parameter number 1, comprehension, it was observed that 17 students comprehend correctly the main idea of the text representing the 42.22%, 12 students representing the 33.33% comprehend part of the ideas developed in the text and 7 students representing the 19.44% did not comprehend in a correct way the main idea of the text , it means that they have difficulties regarding this parameter.

In the parameter 2, vocabulary, it was observed that 19 students have a rich vocabulary for a 52.78 %, 13 students have a middle development of the vocabulary for a 36.11 % and 4 students presenting a remarkable lack of vocabulary representing the 11.11 %.

In the parameter 3 speed, it was observed that 16 students representing the 44.44 % read the texts with a correct speed in the English language, 11 of them read very fast omitting some important aspects, they representing the 30.55% and the rest 9 students representing the 25% read the text very slow forgetting the main idea of the text .

4.2- Comparison between the results from the initial and final stage of the research.

A comparison was made between the initial and final results from the pedagogical test with the objective to evaluate the effectiveness of the proposal of teaching activities to develop reading in third year students from Rafael Maria de Mendive Pedagogical School. The results are explained as follows (Annex13):

In the parameter number 1, comprehension, it was observed that 7 students comprehend correctly the main idea of the text representing the 19,44 %, 12 students representing the 27,78% comprehend part of the ideas developed in the text and 19 students representing the 52.78% did not comprehend in a correct way the main idea of the text , it means that they have difficulties regarding this parameter. After the application of the proposal it was seen that 17 students comprehend correctly the main idea of the text representing the 42.22%, 12 students representing the 33.33% comprehend part of the ideas developed in the text and 7 students representing the 19.44% did not comprehend in a correct way the main idea of the text , it means that they have difficulties regarding this parameter.

In the parameter 2, vocabulary, it was observed that 5 students have a rich vocabulary for a 13.88%, 14 students have a middle development of the

vocabulary for a 38.89 % and 17 students presenting a remarkable lack of vocabulary representing the 47.22 %. After the application of the proposal it was observed that 19 students have a rich vocabulary for a 52.78 %, 13 students have a middle development of the vocabulary for a 36.11 % and 4 students presenting a remarkable lack of vocabulary representing the 11.11 %.

In the parameter 3 speed, it was observed that 9 students representing the 25% read the texts with a correct speed in the English language, 10 of them read very fast omitting some important aspects ,they representing the 27.78% and the rest 19 students representing the 52.78% read the text very slow forgetting the main idea of the text .After the application of the proposal it was observed that 16students representing the 44.44 % read the texts with a correct speed in the English language, 11 of them read very fast omitting some important aspects ,they representing the 30.55% and the rest 9 students representing the 25% read the text very slow forgetting the main idea of the text .

CONCLUSIONS

-In the consulted bibliography about the English teaching learning process and the development of language skills, mainly the reading significant criteria are stated about the importance it has in the Pedagogical Schools to propitiate the student's knowledge about specific learning areas, feelings, attitudes and necessary values for getting the comprehensive formation as future professionals of the education.

-The current state of the development of reading skills in the English language showed that although there was a comprehension about the necessity of developing the skill, students had limitations related to the development of a good comprehension of the text ,regarding the reading speed, lack of vocabulary and motivation in the English language.

-The proposal of teaching activities to contribute to the development of reading skills in the English is characterized by: being dynamic, integrating, flexible and it propitiates a developmental learning.

-The evaluation of the effectiveness of the proposal of teaching activities to contribute to the development of reading skills in the English language permitted to show the students' progress and level the motivation to read in the English language and to increase the student's cultural level through the study of simple texts.

RECOMMENDATIONS

- To generalize the solution proposal of teaching activities to be used in different years of the carrier.

- To continue researching about the speed in the English language to the development of reading skills at Pedagogical Schools

- To continue to work on reading skills in English language classes through motivating activities for students, so that they can recognize the importance of reading.

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Annexes

Annex 1

Chart 1. Scientific Observation Guide

Objective: in order to check the methodological steps for the development of reading skill in the English language and use of communicative situations to reading in the English lesson in third year.

No	Aspects to be observed	Always	Sometimes	Never
I	The teacher's role in using the appropriate didactic strategies for developing the reading skills in the English language during all the lessons taking into account important aspects for instance.			
1	working with the date			
2	the name of the subject and reading the title of the lesson .			
II	The teacher's role to motivate students to read in English during the lesson			
1	propitiating cooperative learning through the use of communicative situations			
III	The teachers give a proper didactic treatment for the development of the reading skills in the English language			
1	comprehension			
2	vocabulary expansion			
3	speed while they read in English language.			
IV	Teachers			

1	highlighted the importance of reading correctly in the English language			
2	evaluate the students' progress			
V	The teacher role in respected what is stated in the leading documents of the Foreign Languages at Pedagogical School especially on Integrated English Practice course for the didactic treatment for the development of the reading skills in the English language.			

Annex 2

Chart 2: Results from the Scientific Observation analysis

Aspects	Always	%	Sometimes	%	Never	%
<p>1-The teacher's role in using the appropriate didactic strategies for developing the reading skills in the English language during all the lessons taking into account important aspects for instance.</p> <p>-working with the date</p> <p>-the name of the subject and reading the title of the lesson</p>	2	40			3	60
<p>2- The teacher's role to motivate students to read in English during the lesson:</p> <p>propitiating cooperative learning through the use of communicative situations</p>	2	40			3	60
<p>3- The teachers give a proper didactic treatment for the development of the reading skills in the English language:</p> <p>Comprehension, vocabulary expansion and speed while they read in English language.</p>	1	20	1	20	3	60

<p>4-Teaches highlighted the importance of reading correctly in the English language and evaluate the students' progress</p>	2	40	3	60		
<p>5- The teacher role in respected what is stated in the leading documents of the Foreign Languages at Pedagogical School especially on Integrated English Practice course for the didactic treatment for the development of the reading skills in the English language.</p>	5	100				

ANNEX 3.

SURVEY

Objective:

- To diagnose the students' level of motivation towards the English Language and to read in English, in third years students from Rafael María de Mendive Pedagogical School.

Estimados alumnos, nos encontramos llevando a cabo una investigación relacionada con el desarrollo de la habilidad de lectura en el idioma inglés en los estudiantes de tercer año de la Escuela Pedagógica Rafael María de Mendive, por esta razón necesitamos su cooperación desarrollar la misma. Las preguntas son sencillas y no les tomará mucho tiempo responderlas. Gracias.

Preguntas

1. Es importante para ti conocer sobre la literatura en idioma inglés ?
Si _____ **No** _____ **algunas veces** _____
2. Tienes motivación al leer algún tipo de texto en la clase de Ingles?
Si _____ **No** _____
3. Lees correctamente cuando el profesor te orienta esta actividad?
Si _____ **No** _____ **algunas veces** _____
4. Recibes asesoramiento del profesor en las clases para mejorar la comprensión, ampliar tu vocabulario y aumentar la velocidad en la lectura?
Si _____ **No** _____ **algunas veces** _____
5. Te sientes estimulado por el maestro cuando realizas una lectura correcta en idioma inglés?
Si _____ **No** _____ **algunas veces** _____

Annex 4

Chart 3: Results from the Survey analysis

Aspects	Yes	%	Sometimes	%	No	%
1- The importance of knowing about the English literature	10	27,78	12	33,33	14	38,89
2- Motivation to read any type of text during the English lesson.	8	22,23	13	36,11	15	41,67
3- Reading correctly when teacher command them.	11	28.21	13	3.33	15	38.46
4- Reading with the teacher's guidance to improve their comprehension, vocabulary expansion and speed	5	12.82	12	30.77	12	30.77
5- The teachers' stimulation and recognition of the students' progress after reading in the English language during the lessons.	6	15.38	14	35.90	19	48.72

ANNEX 5

INTERVIEW

Objective:

- To determine the teachers points of view, interest and didactic knowledge for developing the reading skill in the English language in 3rd graders from Rafael de Mendive.

Dear teacher we are developing a research related to development of the reading skill in the English language in third graders, we need your cooperation and attention for the success of this research. The questions are easy and you won't take too much time to answer them.

Questions

1. Is it necessary to tell students about the importance of developing the reading skills in the English language?

Yes_____ No _____ Sometimes_____

2. Do you considered yourself didactically prepared to contribute to the development of reading skills in the English language in your students?

Yes_____ but I need more preparation, No_____, Yes, I need to go on studying

3. Do you bring simple texts to your classroom to help your students read freely and comprehend the content?

Yes___ No_____. Always___ Sometimes_____

4. Do you encourage your students to read in English taking into account comprehension, vocabulary expansion and speed?

Yes___ No_____. Always___ Sometimes_____

Annex 6

Chart 4. Interview:

Aspects	Always	Sometimes	Never
Knowledge about the importance to develop the reading skills in the English language in students .			
Preparation of the teachers to use didactic steps to develop the reading skills during the lessons.			
The use of simple text to help students to read freely and comprehend the text.			
The teacher's role to encourage students to read in English taking into account comprehension, vocabulary expansion and speed.			

Annex 7

Chart 5: The results from the Interview analysis.

Aspects	Always	%	Sometimes	%	Never	%
Knowledge about the importance to develop the reading skills in the English language in students	5	100				
Preparation of the teachers to use didactic steps to develop the reading skills during the lessons.	2	40	3	60		
The use of simple text to help students to read freely and comprehend the text	1	20	1	20	3	60
The teachers role to encourage students to read in English taking into account comprehension, vocabulary expansion and speed.	2	40	3	60		

Annex 8

Pedagogical test Initial stage

Hello .My name is Gael. I am a student from Marta Abreu university in Santa Clara. I am in second year and I love the English language, but I have face some difficulties with one of the main communicative skills :reading .I understand the great importance that reading has to my future formation as a teacher, but it is too difficult for me due to the comprehension of text and the speed while reading and the complex vocabulary, so that I do not feel encouraged to read any book in English. What should I do? Please, help me and give some pieces of advices to solve this problem. Thanks you very much!

- a) Read the text in no more than 2 minutes and write the main idea of the text.
- b) Express your opinion to help this student in no more than 3 lines

Annex 9

Pedagogical test analysis

Initial Stage

The results from the pedagogical test analysis:

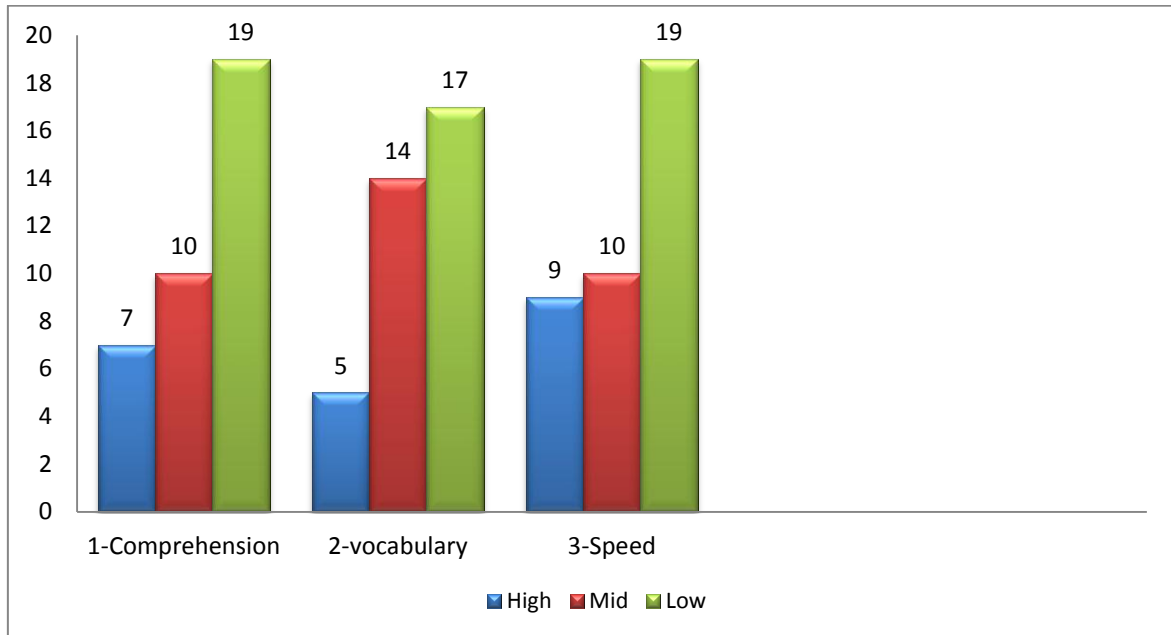


Chart 6 : Pedagogical test results from initial stage.

Parameters	High	%	Mid	%	Low	%
1-comprehension	7	19,44	10	27,78	19	52.78
2-vocabulary expansion	5	13,89	14	38.89	17	47.22
3-speed	9	25	10	27.78	19	52.78

Annex 10

Documental analysis

Documents:

- Syllabus for: The Integrated English Practice I.
- Methodological guidance.

Aspects to be observed:

- Determined objectives to the treatment for the reading skills.
- Contents for each topic.
- Methodological guidance directed to the reading skills.

Annex 11

Pedagogical test Final stage

Hi I am Helen, a second year student from Rafael Maria de Mendive Pedagogical School. I am studying English .It has been a wonderful academic year for me and I have learnt a lot of things. I have a friend that want to study English too .She is very intelligent ,but she does not exactly what carrier to study. I would like you to explain to her what this carrier is about, it would be a nice help to her. Thank you.

- a) Suggest a title to the text.
- b) Write a letter where you explain to that person the characteristic of this carrier, advantages and disadvantages

Annex 12

Pedagogical test analysis

Final state

Results from the pedagogical test analysis.

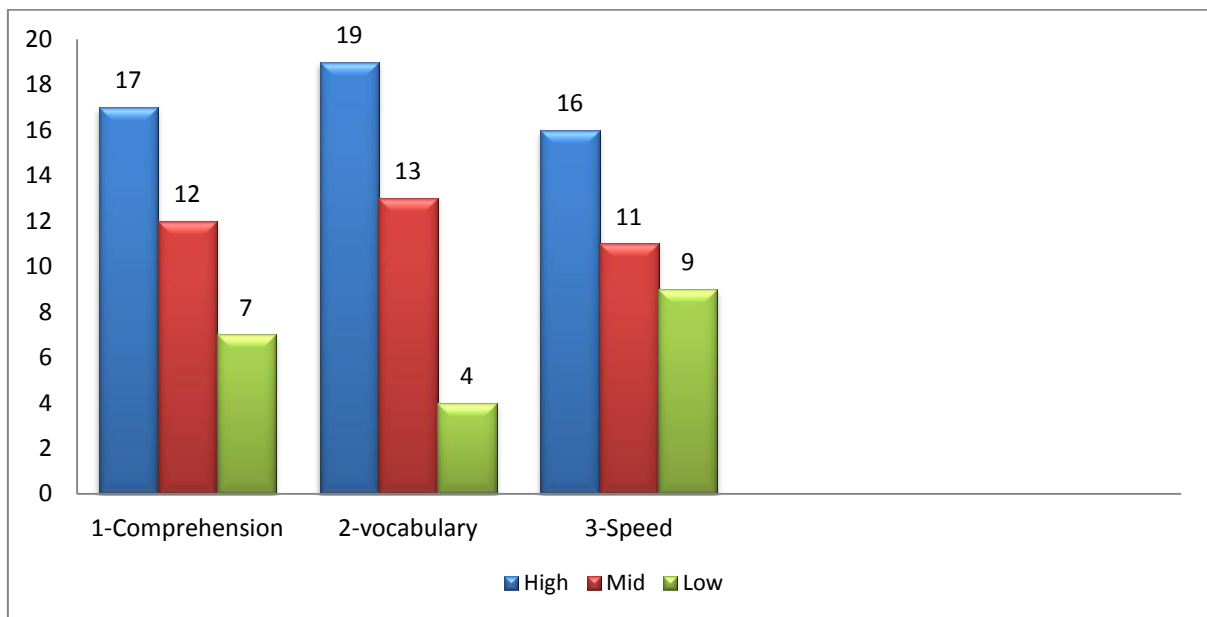


Chart 7: Pedagogical test results from the final state.

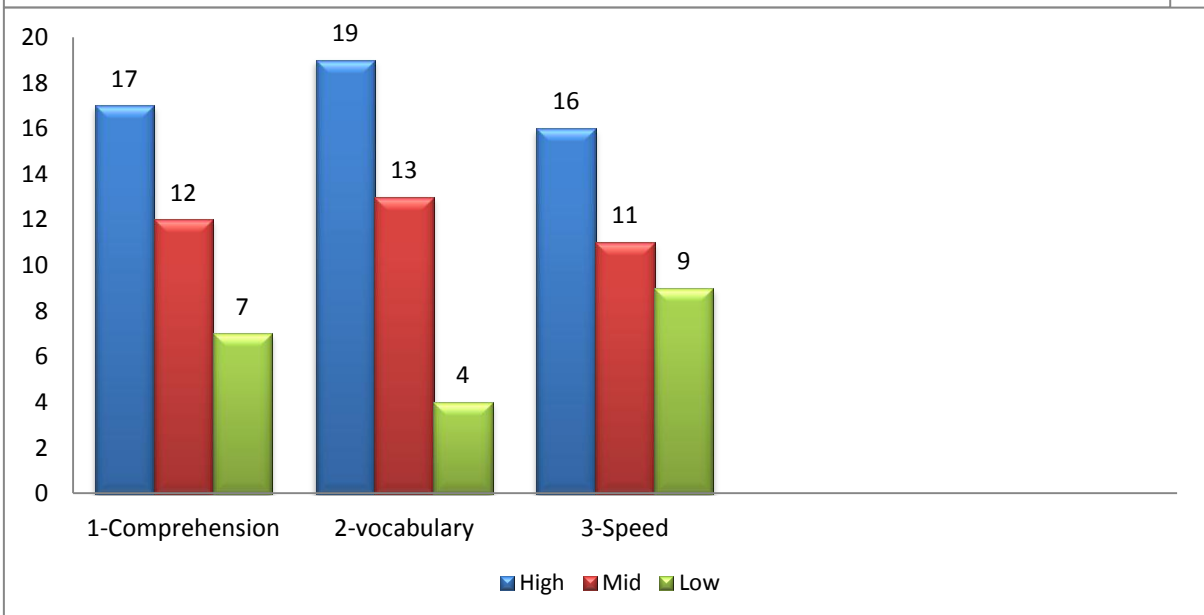
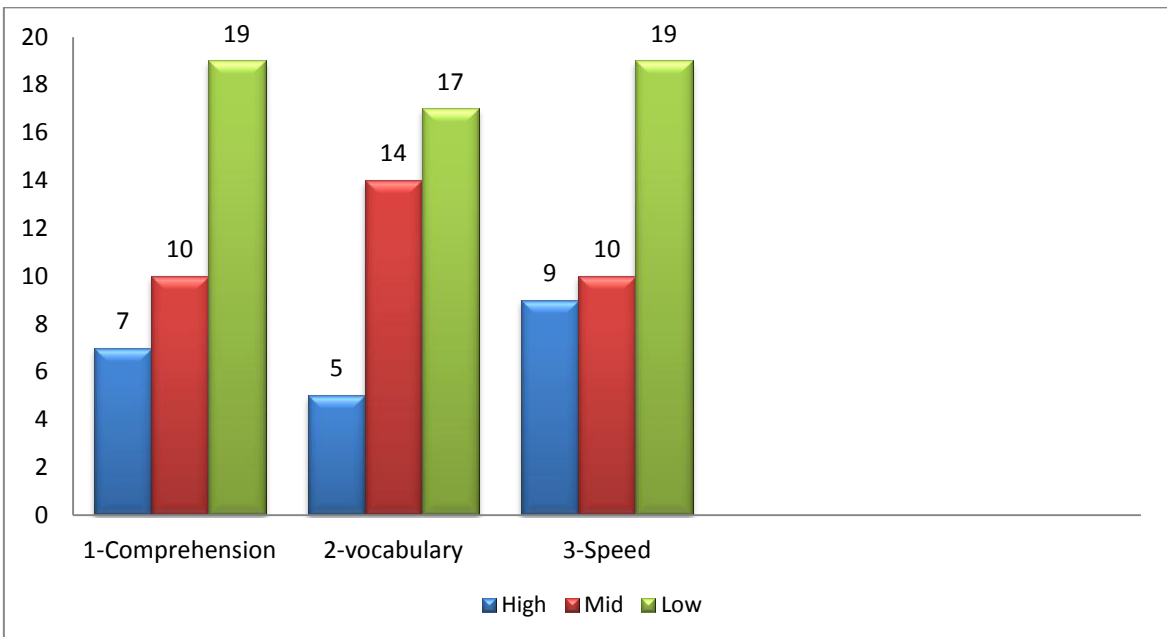
Parameters	High	%	Mid	%	Low	%
1- comprehension	17	42.22	12	33.33	7	19.44
2--vocabulary expansion	19	52.78	13	36.11	4	11.11
3- speed	16	44.44	11	30.55	9	25

Annex 13

Comparison between the Initial and Final State

Pedagogical Test

A comparison was made between the results of the pedagogical test from the initial and final state to evaluate the effectiveness of the proposal of teaching activities in third year student from Rafael Maria de Mendive Pedagogical School.



Annex 14

Texts for the proposal of teaching activities

Text (Activity 1- 3)

The boys and the frogs

Some guys were playing around a pond when they noticed a group of frogs waiting and jumping into the water. They started throwing rocks at the frogs, even competing with each other to see who was hitting the most frogs. Sometimes rocks hit the frogs. frogs so strong that they died.

Finally one of them jump over a water lily flower of the swamp

"Please stop," said the frog, "what for some people seems fun can be deadly for others. We can not experience pleasure at the expense of others."

(Taken from Internet)

Text (Activity 4 -5)

José Cipriano de la Luz y Caballero

José Cipriano de la Luz y Caballero (born on July 11, 1800; died June, 22, 1862) was a Cuban scholar, acclaimed by José Martí as "the father ... the silent layer of foundations" in Cuban intellectual life of the 19th Century. Interest in Luz's work was revived around the time of the Cuban Revolution, and new editions of his work published, as he was regarded as a source of intellectual autonomy for the country. Luz took his degree in philosophy in 1817 at the Real y Pontificia Universidad de San Gerónimo in Havana, and took a degree in law at the Seminario de San Carlos. He travelled extensively in North America and Europe, coming into contact with a number of important intellectuals of the time, including Sir Walter Scott, Johann Wolfgang von Goethe, Cuvier, and the German naturalist Alexander von Humboldt.

(Taken from Wikipedia)

Text (Activity 6)

Job attractiveness

The hotel front office may be initially attractive to potential employees because of images portrayed on television situation comedies and movies where the clerk has the guest sign a registration book, gives them a key, and then becomes personally involved in many interesting situations. Once reality sets in the job is not like it is in the movies, it still remains attractive for several reasons. Front office employees are at the center of action, and because of multiple tasks, time passes swiftly thereby avoiding job boredom. There is a reasonable structure of the work schedule because the front office operates 24 hours a day, and therefore employees with other responsibilities such as family or school may swap or overlap the regularly scheduled shifts. Through the concept of empowerment (discussed below) front office employees are made to feel important because they are allowed to make meaningful decisions in order to completely ameliorate any guest dissatisfaction.

The pay, benefits, and chance for the advancement are also reasonably attractive. In fact, Marriott's Fairfield Inns are attempting to break the cycle of failure on the part of service employees by a series of rewards for their best employees (Schlesinger and Heskett 1991). Fairfield Inns feels that the guest has two major wants: clean rooms and a friendly staff. By using a computer touch-screen guest questionnaire they evaluate employee performance, thereby providing rewards through pay incentives and bonuses. Marginal employees who are not able to stand this kind of scrutiny make their exit early in their career. Many properties allow employees to adjust room rates by paying bonuses for upselling them to offer reduced rates on the spot in order to fill the house. A more sophisticated form of rate adjustment may be carried out through a somewhat controversial practice known as yield management.

(Taken from: Hotel Management and Operations. Rutherford, G. Denney.1995)

Text (Activity 7-8)

My beautiful house

My name is Elena .I live in a short and marvellous neighbourhood. My house is not large. It has a porch, a living room, two bedrooms, a bathroom, and a kitchen. There are two rocking chairs in the porch. There are also flower pots with blue and white violets. The living room isn't big, so there isn't much furniture: a couch, a small table, and one armchair. The TV set is on the table. In my bedroom there's a bed, a mirror, a fan and a closet. In my children's room there is a dressing table and a desk with two chairs. Outside the house, there's a backyard with plants and trees. As I said, my house is not large, but it's really nice and comfortable.

(Adapted from *At Your Pace 1*. Textbook.Figueredo and others, 2007:93-94)

Text (Activity 9-10)

Tobacco

What is in a puff? Tobacco smoke contains about 4,000 chemicals. Some of which are harmful, others deadly. Here are 3 of the deadliest

Tar: Tar, a mixture of chemicals such as formaldehyde, arsenic and cyanide, can cause serious lung diseases. Seventy percent of the tar from tobacco smoke remains in the smoker's lungs

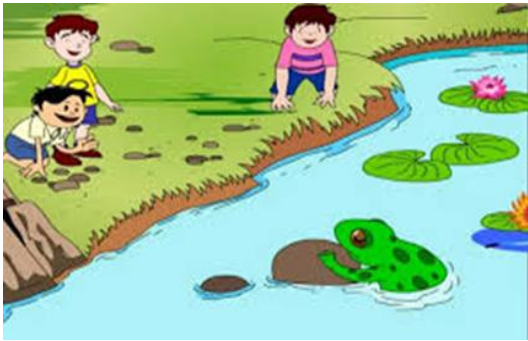
Nicotine: Many people are unaware that nicotine is more addictive than heroine. A powerful and fast- acting drug, nicotine reaches the brain in about seven seconds. One of the major effects of nicotine is an increased heart rate and blood pressure.

Carbon monoxide Carbon monoxide is a poisonous gas formed when a cigarette is lit. The red blood cells absorb the gas more easily than oxygen, so up to fifteen percent of a smoker's blood may be carrying carbon monoxide instead of.

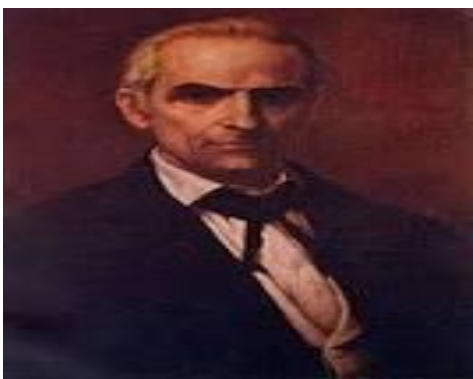
(Camacho Alfredo (2017) *Compilation of Materials for Didactics of Foreign Languages*)

Annex 15

Pictures of the activity 1-3



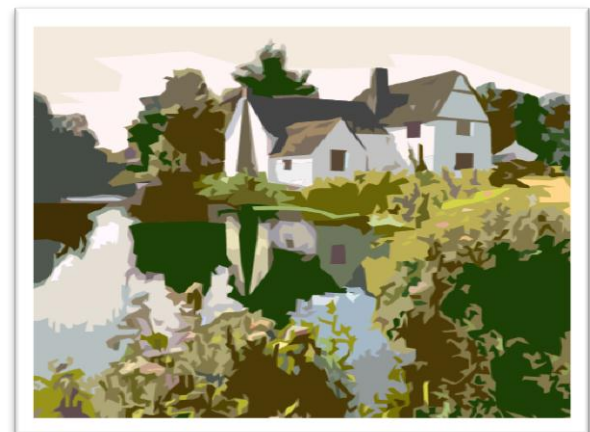
Pictures of the activity 4-5



Pictures of the activity 6



Pictures of the activity 7-8





Annex 16

Cognitive Levels

Comprehension: According to the report by the US National Reading Panel (NRP) in 2000, comprehension is described as *“a complex cognitive process in which a reader intentionally and interactively engages with the text. Reading comprehension is heavily dependent on skilled word recognition and decoding, oral reading fluency, a well-developed vocabulary and active engagement with the text.”*

High level: Those students whose comprehend correctly the message of the texts and find quickly the main idea.

Mid-level: Those students whose are still facing some problems related to the comprehension of the text and spent more time finding the main idea.

Low level: Those students whose face serious difficulties related to the comprehension of the text and need some help to find the main idea.

Vocabulary expansion: It is the ability the pupils gradually acquire to incorporate new words as they widen their reading, provided the contents of the passage are properly graded and the learning of vocabulary correctly guided.

High level: Those students whose have an appropriate vocabulary according to their knowledge in third year.

Mid-level: Those students whose have lack of vocabulary according to their knowledge in third year, but they are interested in reading in the English language to increase it

Low level: Those students whose have lack of vocabulary according to their knowledge in third year and they are not interested in reading in the English language to increase it.

Speed: Most authors consider this is a very important skill. For Beatrice Mikulecky and Linda Jeffries “lack of comprehension is often the result of reading too slowly. The reason is simple: the short term memory can only retain information for a few seconds. Students who read very slowly, word by word, often forget the beginning of a sentence by the time they reach the end. But if they read faster, they can read groups of words together. Then they can think about ideas and not just single words. Thus, instruction in reading faster will improve comprehension.”

High level: Those students whose read with a good speed and they are interested in knowing more about English literature and reading in the English language.

Mid level: Those students whose have problems related to speed , although they read too fast omitting some important aspects they are interested in knowing more about English literature to improve this ability.

Low level: : Those students whose have problems related to speed because they read too slow omitting some important aspects and they are not interested in knowing more about English literature to improve this ability.