UNIVERSIDAD PEDAGÓGICA NACIONAL

Especialización en la Enseñanza y Aprendizaje de Inglés como Lengua Extranjera

"The importance of reading skill development in the process of SLA"

Kenia Tecpa Lòpez

Tutor`s name: Gernot Rudolf Potengowski

07 July 2019

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Introduction

This project is called **"The importance of reading skill development in the process of SLA"**, I believe that reading offers students a wider range of vocabulary and grammar It specially supports and feeds the brain with the correct language structures. That`s why I have choose reading to enhance students to develop the rest of these essential abilities.

In this work I discuss issues concerning reading in L2. I begin by defining what is reading, purposes for reading, the reading process, the reading assessment techniques, the goals for reading assessment, the assessment of classroom learning, also expose the signs that students are not able to comprehend what they are reading.

It is important to know about techniques in assessing reading in L2 , because each class is different, on age, length of students, the environment, the student`s performance, the facilities in the school, the topic that we as a teacher use to develop student`s interests on reading.

1. My Teaching Identity

It is very significant that students should sense their teachers concern about them and thus teacher should become the best facilitator to students in all aspects. I consider that teacher as a facilitator we have to direct and support students in learning for themselves as a self-explorer. Teachers should develop best learning environments which reflects the student`s life in social, intellectual and linguistics occurrences. As a facilitator a teacher lay a strong foundation for their personal grow.

In the abstract conceptualization stage is the one that teacher is likely to play a greater role than in other stages, so that the learners can rise their sights to make the association between what is been learned in this lesson with other areas of knowledge. The learning is the product of form of instruction. I think learning is less important than acquisition when we studying other languages we must provide real, authentic, meaningful opportunities to really use second language.

Vigotsky says that learning happens because we interact with the environment. Learning about theories are important to education because it arms the teacher effective ways to meet the learning needs of learning. Theories give a deeper understanding and background of the learners. Educational theories offer models by which observes would understand the practice and the activities undertaken by teachers at different levels in an educational system.

Although theories differ in many ways, including the general assumptions and guiding principles many rest of common foundations. This theories differ in how they predict that learning occurs in the process of learning and in what aspects in learning they stress.

1.02 My Teaching Philosophy

Every aspect of our teaching will be shaped by the role we want to play in the mentorship and development of our students. Every nuts and bolts teaching strategy, even the most practical advice about lecturing or writing exams, serves the goal of helping us become the kind of teacher who has inspired others. The effort and enthusiasm as a teacher directly influence student's commitment to any course and interest on it. I think great teachers inspire students by demonstrating belief in their students abilities and by providing the support students need by demonstrating academic demands. The classroom is a training ground not only for future study in our field but also for many aspects of life, I think that great teachers help students master the fundamental tasks of their subject matter, which will pay off both for advanced study in their field and for students everyday understanding of the work. I love creating new learning experiences and nutting out a plan. I like having some things that are fluid and generally flexible.

I have been working in a catholic and private school for three years. I have been teaching grammar, writing, reading, listening and speaking. I adapt my teaching and materials available to the program of each institution. However, my commitment in this school is not just limited to transmitting knowledge but to inculcate values such as respect, love, kindness, tolerance, responsibility, etc. I think these values are essential for healthy development of children and to help them live better and feel good in the environment in which they are in.

I believe that the job of teaching can be made easier though cooperation and collaboration amongst teachers. So much can be learnt from considering the perspectives of others and building on ideas together. Effective learning leads to better results for both students and teachers.

As a instructor is to create an atmosphere that fosters learning and that should be of any 21st century teacher. I am an instructor because I have a passion for guiding my students through the learning process. In addition to the passion for the material I present, I tend to encourage learning by creating a relaxed environment for students. Stimulating conversations about concepts being presented and organizing material and equipment in a way that appeals to the learners and makes it easiest to understand. Finally, I believe that respect for my students is one of the most important things. I can show. This is to inspire them to respect each other.

Over the six years, I have worked as an English teacher for different levels and institutions. I planned, prepared educational activities and lessons that engaged my students in debates on various issues related to their own day to day lives and interests. I have develop a heartfelt for this job. For my future professional career and for my innovative teaching, and I am committed to making meaningful contributions to the student`s growth.

Continuous improvement and innovation is one of the key steps for education in the 21st century, so last but not least, I hope to impart to students that learning is an everlasting process. To me it includes improving oneself professionally. The specialization in UPN gave me a great knowledge in teaching, sharing experiences with others teachers from different levels and institutions was a good experience. I aim to enhance my ease and confidence in front of classrooms and to develop my way of teaching too. Finally, I plan to use different method and means of presenting information to my class to have a great the learning atmosphere for my students.

1.03 My Teaching Biography

My name is Kenia Tecpa López, I am 32 year-old, I am from Tapachula Chiapas Mexico, where I have lived all my life. I studied a degree in ELT English language teaching at the Autonomous University of Chiapas (UNACH) I graduated in 2012. Recently, I finished the Masters in Education at the Institute of Postgraduate Studies (IEP) in Tapachula, Chiapas, Mexico in October 2015.Both schools are public institutions.

There were different circumstances that led me to choose teaching as a career. The first two persons that influenced me were my father and brother who are in service teachers. Both of them were excellent teaching samples. I observed their work performance and dedication. This idea is linked to the prospective that the family is the first transmitter of cultural and educational patterns. Again, this relates to when people state that no one is formed through their own means, you need to be part of social relations.

I have worked in various private institutions and in different educational levels ranging from kindergarten through university. Now I have been working in a catholic and private school for three years. I have been teaching grammar, writing, reading, listening and speaking. I adapt my teaching and materials available to the program of each institution. However, my commitment in this school is not just limited to transmitting knowledge but to inculcate values such as respect, love, kindness, tolerance, responsibility, etc. I think these values are essential for healthy development of children and to help them live better and feel good in the environment in which they are in.

Therefore, another reason to choosing teaching is because I like working with children and adolescents. Academically, it is very important for me to continue learning English and to share methods and strategies, to exchange our professional experiences. I had the experience to teach abroad my mother tongue in the UK teach to speakers of other languages as in the case of the United Kingdom. I know that teaching is a complex process it is an integral relationship with the students and using the appropriate strategies in a specific teaching context, offering a good quality of service is needed. I know that becoming a teacher's assistant gave me many good experiences, for example learning from each of my students, helping them become interested in learning Spanish, and successful in their studies.

1.04 My Language Learning and Teaching Experience

I started studying English in high-school in a private school (Harmon Hall) for 2 years, this school emphasises in developing speaking and listening skills more than grammar or writing skills. Most of my teachers were native speakers from USA and Australia. After that I decided to take another course in the university autonomous of Chiapas (UNACH), this honourable school emphasises in grammar, reading, writing and listening skills and a little bit on speaking skills. These courses are offering to all people in town in different times a day. Most of the teachers in this school were ex-students in this university so they put a great effort in their classes, they were really stricts, and dynamics. I had four different teachers during this courses, when I decided to be part of the university to study the bachelor degree in English Language teaching I was really convinced that would be like to my teachers.

Learning a foreign language has some obvious benefits, we can learn about other cultures, improve a job prospects and travel through foreign countries, more easily. However learning language has some disadvantages, too, such as the cost of language courses and the time it requires. Learning a foreign language can be expensive, especially if you take college course, also It is possible to learn a foreign language from books or computer programs, which often cost less, but for me practicing speaking with others usually makes learning more fun and effective.

The first day of school is always exiting for both students and teachers. In fact, I still remember my first day of school as a kindergarten teacher but the first day of school can also be very overwhelming. You will probably find yourself wondering. Do I have all the supplies I will need? Are my students going to feel welcome and at ease in the class?

On the first day of school in Kindergarten, few factors are more crucial than being prepared, I have come up with over the past few years that really help me organize myself for the start of a new year by creating a welcoming environment, organizing new students activities, organizing classroom supplies, setting up classroom routines, minimizing tears (participation in class is the most common).

Working with elementary schoolers I have a lot to consider; meet parents and greet them with a smile, and welcome. Some will reluctant to realise their children into my care. Assure then that will be a great year, take time introduce myself and talk about me and who am I. In the classroom it is important for me to provide an opportunity for students to introduce themselves. Each students can stand a briefly (3 minutes maximum) talk about his name, favourite music, any summer adventure, food and family members (all this information for 4th graders it is possible to express it in English).

I go along with Swain that by pushing our learners to produce language in meaningful interactions with other students, we can help learners in various ways:

Learners begin to notice gaps in their inter language (IL)

Learners test emerging hypotheses about language

Learners reflect on language through using language.

I believe that as you talk to students and listen to what`s on their minds, they will begin to see that you are to just another adult, but someone who is genuinely interested in them.

1.05 Teaching methodologies, approaches and techniques in SLA

One of the most difficult parts of developing as a teacher is learning how to pick the correct teaching methodology for our classroom. Before deciding which method or methods to use, teacher should start from the end of the lesson and work backwards. Of course there are many different methods that n be utilized in teaching students.

In my personal teaching context a Direct Approach is most commonly used as beginning instruction for a new subject or skill. For example, I use pictures that represent the new vocabulary, using pictures to teach ideas and vocabulary can help both teachers and students use target language and enable them to avoid using translation in the classroom. Using the target language in the classroom is forbidden. I must explain the vocabulary by using simple language or by miming the action. Gradually the lessons can include more complex actions by including language use in common situations and setting outside the classroom. Students are expose to complete and meaningful sentences all the time.

Cleary the Direct Method is a shift away from the Grammar translation Method. One of its positive points is that promises to teach the language and not about the language. More advantages can be listed as follows:

- **It is a natural method which teaches the language the same way the mother tongue is acquired only the target language is used and the learning is contextualized.**
- **It emphasis on speech made it more attractive form those who have needs of real communication in the target language.**

This type of input help students hear and internalized complex structures. This can be done via question- answer exchanges. In fact, the majority of the lessons rely on responding to teacher initiated questions. Teaching pronunciation is important to this method. In fact the first weeks of each unit are devoted completely to the teaching of pronunciation. In class my students listen and imitate forms extensively until they become accurate and automatic.

I believe that schools are expected to teach students to read, listen, and watch a variety of visual presentations, and students are expected to do these in order to learn new things. That complex process called comprehension, reading, listening and viewing basically involve two skills: decoding written, spoken, or visual stimuli and comprehension. "Decoding can be assessed in relatively uncomplicated ways, but there is not uniform comprehension process to be measured" (Kintsch & Kintsch, 2005,p.86)

1.06 The importance of technology in teaching

The impact that technology has had on today`s schools has been quite significant. This extend adoption of technology has completely changed how teachers teach and students learn. Teachers are learning how to teach with emerging technologies (Tablets, iPad, smartboards, digital cameras, computers) while students are using advanced technology to shape how they learn. By embracing and integrating technology in the classroom we are setting our students u for a successful life outside of school.

In my teaching context it is quite difficult to adapt technology in classroom, because of the protocol of the school, it demands to fill formats when teachers need to use the computer classroom, the projector also the tape recorder. I think is safe to say that many teachers have felt the panic of technology gone wrong in their classrooms before, when it is working well, technology (tools such as computers, the internet, or other mobile devices) can support students learning. Although technology can cause confusion when there is technical problem, it can also support a rich learning environment filled with student engagement an unlimited information.

Before integrating technology into the classroom by adding computer devices another technology tools to the learning environment, we need to be aware of the advantages and disadvantages.

1.07 Teaching Culture in a English Language Classroom

Nowadays our textbooks contain print, audio, CDROOM and DVD components and even dedicated websites. An important question is can we best incorporate cultural material in our teaching materials? Should we provide more cultural input in our ELT textbooks?

When we discuss the teaching of cultural awareness as a skill of cultural information, we have to consider a number of issues, such as the curriculum, the materials and the methodology.   The challenge is to initiate a debate on what and how to teach to help develop our students as international citizens of the world, using English and other languages as their lingua franca.

In my opinion textbook writers lead the way by incorporating culture awareness raising material. They can also supplement the material through various platforms, print as well electronics. For a native speaker issues of culture come without any effort. For non- native teacher it won`t we might be aware of culture I terms of our language context but need not be in the English context. Therefore, if textbook writers can offer some guidelines in terms of a teachers` handbook it will be of great help to many English teachers.

Culture in itself is vast. A concerted effort from various sides- textbook writers, publishers, teachers, netizens, etc, what is needed to take it to the classrooms.

Chapter 2. Theoretical foundations

2.01 What is reading?

Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active process of attention. Although the reasons for reading may vary, the primary purpose of reading is to understand the text, reading is a thinking process. It allows a reader to use what he or she may already know, also called prior knowledge. During this processing of information, the reader uses strategies to strategies to understand what they are reading, uses themes to organize ideas, and uses textual clues to find the meanings of the new words.

2.02 Purposes for reading

When we begin to read, we actually have a number of initial decisions to make, and we usually make this decisions very quickly, almost unconsciously in most cases. For example, when we pick up a newspaper, we usually read the front page with some combination of search processing, general reading comprehension and skimming, we read partly for information, but we also read with a goal to finish the newspaper fairly rapidly, because few people try to read every line of a newspaper. We may initially search the front page for a particular story that we expect to be there. If the headlines cue us in the right way, we may check quickly for the length of the article and we may then read through a number of paragraphs for comprehension (appropriately influenced by the newspaper story, genre, a reporting of what, who, when, where, why and how) At some point we will decide that we have enough information and we either stop reading the article or skim the reminder to be sure that we do not miss some surprisingly informative part.

In other settings, typically academic or professional ones, we sometimes synthesise information from multiple reading sources, from different parts of a long and complex text, or from a prose text and accompanying diagram or chart. Such reading is quite different from searching, skimming or reading for general

comprehension (Grabe,2009). In this circumstances, a more critical set of goals must be stablished for an effective synthesis: the reader needs to remember points of comparison or opposition, asses the relative importance of the information and construct a framework in which the information will be organized.

I believe that reading purposes can be classified under seven main headings:

- Reading to search simple information
- Reading to skim quickly
- Reading to learn from text
- Reading to integrate information
- Reading to write for search for information needed for writing
- Reading to critique texts
- Reading to general information

Each purpose for reading is explained in the next sections.

2.03 Reading to search simple information

I t is a common reading ability. Though some researchers see it as a relatively independent cognitive process (Guthrie & Kirsh,1987). It is used so often in reading that it is probably best seem in a type of reading ability. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases. As an example we usually search through a telephone directory to find key information, either an address or a phone number. In prose texts, we sometimes slowdown to process the meaning of a sentence or a phrase in search of clues to indicate that we are at the right page, section, or chapter. Similarly reading to skim (sample segments of the text for

general understanding) it is a common part of many readings tasks and useful skill in its own right. It involves in essence, a combination of strategies for guessing where important information might be located in the text and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2.04 Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount from information in a text. It requires abilities to:

Remember main ideas as well as a number of details that elaborate the main supporting ideas in the text

Recognize and build rhetorical frames that organize the information in the text

Link the text to the reader`s knowledge base.

Reading to learn is usually carry out at reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information) in addition it makes text information with background knowledge (e,g. connecting possible causes to known events)

2.05 Reading to integrate information, write and critique texts

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. This skills inevitably require critical evaluation of the information being read so that then the reader can decide what information to integrate and

how to integrate it for the reader`s goal. In this respect both reading to write and reading to critique texts may be tasks variations of reading to integrate information. Both require abilities needed to integrate information (Rouet & Britt, 1999)

2.06 Reading for general comprehension

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons, first it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second, general reading comprehension is actually more complex than commonly assumed (Note that the terms "general" does not mean "simple" or "easy"). Reading for general comprehension when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming general meaning representation for min ideas and efficient coordination of many processes under very limited time constraints.

I think the difficulties that students have in becoming fluent readers of longer texts under time constraints reveal the complexities of reading for general comprehension. Because of its demands for processing efficiency, reading for general understanding may, at times, be even more difficult to master than reading to learn, an ability that is often assumed to be a more difficult extension of general comprehension abilities.

Before defining fluent reading, I would like to comment in two terms commonly use to describe the activity of reading: skills and strategies, for me, skills represent linguistic processing abilities that are relatively automatic in their use and their combinations (e.g. word recognition, syntactic processing). Strategies are often

defined as a set of abilities under conscious control of the reader though this common definition is not likely to be entirely true (Person & Paris, 2008). Tobe complete, the term reading processes refers to cognitive activity involving skills, strategies, .3attentional resources and their integration. The term abilities is use as a general term that covers comprehension skills, strategies and knowledge resources available to the reader.

Chapter 3. Methodology and practice

3.01 The reading process

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.
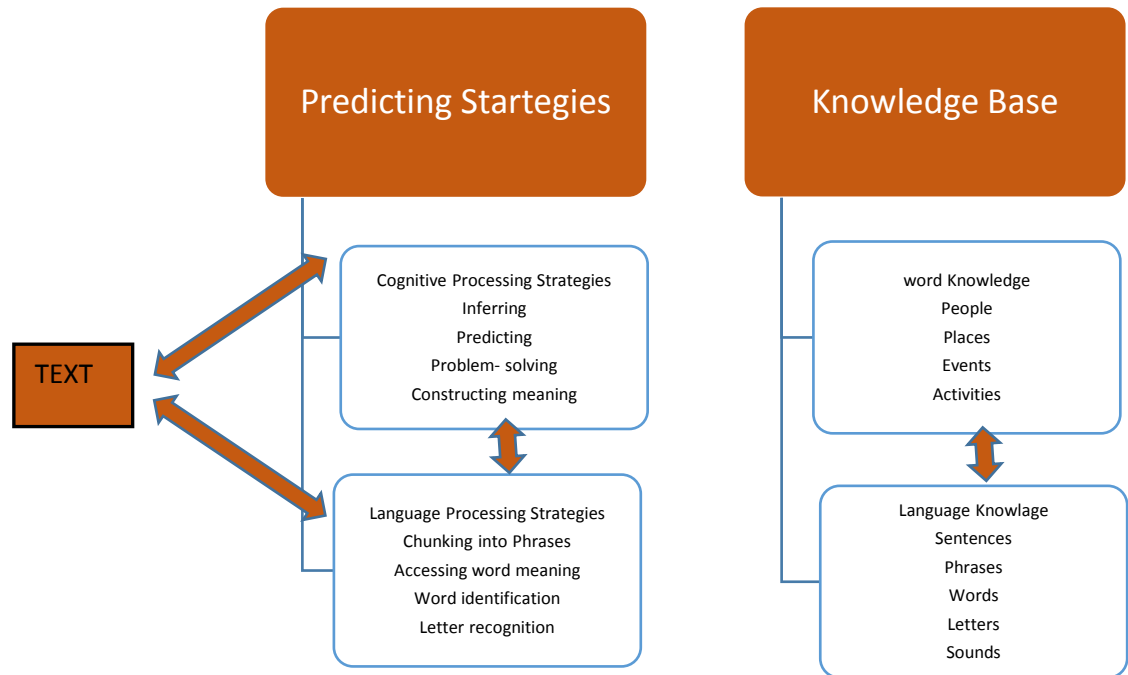
The first is the **Pre- reading stage**, which allows the reader to activate background knowledge, preview the text and develop a purpose for reading. A strategy for students for students to use during this stage is to look at the title of the selection and list all the information that comes to mind about the title (Brainstorming).

The second stage occurs **during reading** when the reader makes prediction as they read and then confirms or revises the predictions. For example, double entry journal enable the reader to write the text from the reading on one side and their personal reflection on the other side.

The final stage occurs **after reading** and allows the reader to retell the story, discuss the elements of a story, answer questions and or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

3.02 A hypothetical model of a Reading Process

(Adopted from Birch, 200, p.3)

Predicting Startegies	Knowledge Base

TEXT

Cognitive Processing Strategies Inferring Predicting Problem- solving Constructing meaning	word Knowledge People Places Events Activities
Language Processing Strategies Chunking into Phrases Accessing word meaning Word identification Letter recognition	Language Knowlage Sentences Phrases Words Letters Sounds

The author stresses that although many reading texts stress higher level cognitive reading strategies (pre-reading, etc.) a lack of vocabulary is still one of the major obstacles for ESL/EFL reader.

In the second column "knowledge Base", students relate what they read by making connections to their own lives, to other texts they have read and to the things or events that occur in the world. They compare themselves with the characters in the text and recall similar situations or experiences.

I believe that by encouraging students to make connections helps the reader to stay engaged and to see the connections between reading and everyday life. Capable readers use previous personal experiences, prior knowledge, and opinions to make sense of what they have read.

3.03 Reading Assessment Techniques

There are several ways to evaluate a student`s reading comprehension skills. One method is to use a formal assessment, like a mini test with reading passages followed with questions about the passage. Another method is to use informal assessments. Ask students to tell about what they read or retell the story or event in their own words. Put students in discussion groups and listen to what they have to say about the reading.

I think the most important step is to ask questions before, during and after reading, I ask my students what they think the article is going to be about base on the title or cover. I also ask my students summarize what they read so far or predict what they think will happen next, identify the main idea or highlight the most important facts or events.

3.04 Goals for Reading Assessment

Reading assessment are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities, it is important to note that different assessment practices may assume different theories of reading and reading development. Assessment in general can be categorized in a number of ways, and all assessment frameworks serve important purposes.

Purposes for reading assessment:

1. Assessment of classroom learning
2. Assessment for learning (supporting student learning is the purpose)

3.05   Assessment of classroom learning

We have multiple opportunities to assess student learning at several points in any semester using common techniques (e.g., end of unit tests, quizzes of various types, post-reading comprehension, questions, etc.) Informal and alternative assessment options are central for the effective assessment of learning (e.g., student's observations, self- reporting, measures, progress charts, engagement and group work, group outcomes, assessment interviews) and they usually provide converging evidence over time for the appropriate summative assessment at the end of the school year.

I consider that assessment of classroom learning uses tasks that reflect the material taught in class and the skills practiced. Typically, the teacher, teacher groups, or curriculum groups (or textbook-materials writers) develop these tests, and they are responsible for deciding what represents a measure of success, as well as what steps to take as a result of assessment outcomes.

3.06 Assessment for learning (supporting student learning is the purpose)

Assessment for learning involves a type of reading assessment that is not commonly discussed and is somewhat innovative in discussion of L2 assessment. This assessment purpose is intended to support and promote student learning, in this case, the improvement of reading abilities. The goal is to provide immediate feedback on tasks and to teach students to engage in more effective learning.

I believe that assessment for learning engages students in their own learning and responds to indicators of nonunderstanding or week performances with ongoing remediation and fine-tuning of instruction.

3.07 Using rubrics to assess students (See appendix 3)

"Rubrics can provide the criteria for assessing students` work. They can be used to assess any product or performance, such as essays, research reports, portfolios, oral presentations, and group activities. Rubrics can be used to clarify expectations to students, to provide formative feedback to students, to grade students, and/or assess course and programs" (Allen 2014).

Rubrics can:

- Speed up grading
- Clarify expectations: students learn more when your expectations are clear to them
- Reduce student grade complaints
- Help faculty create better assignments that ensure that students display what you want to them to demonstrate
- Help faculty tailor instruction to meet student's identified needs

3.08 Signs that students are not able to comprehend what they are reading

One indicator that I found when student is struggling with reading comprehension is difficulty reading aloud. If student struggles to recognize or sound or words when they are reading orally, they are likely encountering the same struggles when reading silently.

Finally poor spelling and week writing skills may be a signal that a student isn`t able to comprehend what he`s reading. Difficulty spelling may indicates problems remembering letters, sounds, which means that student is likely also having trouble processing text.

4.Conclusions

Reading is one of the most important skills in learning a second language. The success of language learner is largely influenced by his/ her reading practice. "Reading is useful for language acquisition… the more they read, the better they get. Reading also has a positive effects on student's vocabulary knowledge, on their spelling and their writing" (Harmer, 2007, p. 99). Therefore, teacher must develop reading habit in students in order to help them enhance target language efficiency. This can be done by motivating students to read, especially by giving them reasons to read. Neyman (2002), states that instead of waiting until later grade, extensive reading should be provided as early as possible so that they can use the facility that children have up to certain age. As a matter of fact, learners must feel the need of reading only then they can read on their own. In short, reading stands as base for learner´s success in learning a second language, therefore it is language teacher´s responsibility to cultivate reading culture in students.

But the fact is; there are so many challenges in teaching reading in ESL classroom, teaching a reading text is taken as the easiest task among all the activities that teachers do in language classroom. Generally, teachers come in class without any preparation and they deliver a long lecture on the content. They do not care whether the text is appropriate to the learners or not. Moreover they hardly give any importance to language teaching and language learners and their interest. Text There is nearly no any task for students except memorizing word meaning and questions answers. In most cases, teachers explains the words for students and later they remember them for test. "Students who have difficulty in reading, choose neither to read not engage in other tasks involving reading" (Stanovich, 1986 as cited in Ahmad, 2006). Students do not get chance to read on their own, as a result they struggle with the new text making sense out of the real life situation.

28

Moreover there are some other related issues such as lack of knowledge of target culture, difficult vocabulary, too much emphasis on bottom up approach by the teacher, lack of motivation to read on the part of the students, no sufficient preparation teaching, etc. All these challenges, as a whole, make reading text difficult and boring to learners.

Reading is more than just picking up words, phrases and sentences, written in the text; it is an activation of the prior knowledge, phrases and sentences, written in the text; it is an activation of the prior knowledge that we already have in our mind. When we read any text, we use our knowledge of the world to understand the text. Reading is, therefore, a "psycholinguistic guessing game" (Goodman, 1967, as cited in Hedge, 2010). We make guesses and match them is given in a reading task.

When a prediction is similar to information is giving in a text, we easily comprehend it but when our mental script is challenged or when we don`t have any similar kind of experience, we face difficult in understand the text. Hudson (2007) states, the reader makes guesses about the meaning of the text and samples the print to confirm or disconfirm the guess. In this way reading is an active process in which the reader brings to bear not only knowledge of the language, but also internal concepts on how language is processed, past experiential background" . This schema activation in teaching reading is a key factor in understand the text.

Although reading may be a source of frustration at first, students who make it a way to read gain language skills much faster than their counterparts. Teaching through reading allows students to engage with their teacher cultivating a rich learning experience. My own experience in reading also varies. I remember when I was learning English I use to read the short stories, I also made use of reading to enhance my English.

There are some points in common between my observation, my practice, my reflection and the theory of language acquisition and the research of reading in L2. Reading assessment has great power to inform teachers. Teachers specially, have a responsibility to understand the uses and the impacts of reading assessment and be mindful of the consequences of assessment. Reading assessment are used for many purposes but all appropriate uses begin from an understanding of the reading construct, and awareness of development of reading abilities, and an effort to reflect the construct assessment task.

APPENDIX 1

LESSON PLANNING

TEACHING STEPS	PROCEDURE	TIME	OBJECTIVE
TASK 1. **Brainstorming**	Start by writing the topic (for question) on the board. Students sit in a circle (if possible) to generate ideas about the topic that is written on board. This brain storming technique ensures that a) most students participate, and b) That the pace remains high. Although the first time you use this brain storming technique you may get little response once the students are used to it (and its rules) you will find that it is quite productive	15 Minutes	To generate ideas, help, motivates, stimulates and promote student interaction.
ACTIVITY #1 Pre–reading tasks	a. Teacher reads through the text and if possible bring into the classroom a number of items mentioned, or a range of things made from plastic whether soft, hard,	10 Minutes	Generates ideas and suppositions about the reading

	transparent, etc. At the very least have some plastic bags. b. Teacher display the items and asks students to guess the theme of the reading. a. Read through the text and if possible bring into the classroom a number of items mentioned, or a range of things made from plastic whether soft, hard, transparent, etc. At the very least have some plastic bags. b. Display the items and asks students to guess the theme of the reading.		
ACTIVITY #2 First Reading Task	a. Teacher gives each student a copy of the reading They are going to read the text and see if they were correct about their answers They should also see if the information they **brainstorming** about plastic was included.	10 minutes	Analysing the reading and discussing

	b. No needed for feedback, the students can check the answer with each other Only polystyrene is not mentioned in the text and therefore it`s the plastic used for moulded packing material.		
ACTIVITY #3 Second reading task	a. Students read again and identify the aim of the text and the writer attitude. Let them **discuss** this with each other and compare ideas before feedback. b. Feedback to warm and inform definitely, perhaps to shock a little; overall the writer is concerned. **TIP: Help students to understand the writer`s intention and attitude** If the students fall to recognize this they can easily misunderstand the whole text someone who has different opinion will give the information in another way.	15 minutes	To compare ides, generates interaction in students

ACTIVITY #4 Post–reading tasks	a. Students put a lot of pressure on themselves to understand everything in a text, even if that`s not necessary in pairs ask students to look at part three on the worksheet They should **tell each other** how much they understood of the reading. b. There is no right or wrong answers here, the aim is for students not to worry about not having understood everything.	15 minutes	To get a clear idea about the text
ACTIVITY #5 Post reading tasks–speak	a. In groups of three or four ask students to consider the content of the reading and decide; • I f they agree with the writer	10 minutes	Encourage students speaking

	and if so in what way • If they think the writer is worrying unnecessarily or exaggerating • If they don't care one way or another b .Let them share their ideas and then perhaps vote and see what most of the students think. **Tip: Link the reading to a speaking activity** Encourage students to react to the information they hear. Really?, so do I/ That`s not sense.		
ACTIVITY 6. **Listening: Listening for specific information, inferring relationships and inferring meaning**	**Procedure:** • Tell students they are going to hear a documentary "How We Can Keep Plastics Out of Our Ocean"	15 minutes	Listen for specific information

	- Teacher tell them to put their pens down and simply listen - When students are ready, play the recording - Ask students to answer some of the questions after they hear the track - Put students into pairs write the questions on the board and tell them to guess the answers. - Tell students you are going to play the recording again also the video of this recording. Explain they should make notes on what .the documentary documentary "How We Can Keep Plastics Out of Our Ocean" - Tell students to compare their notes then go through the		

	answers with the class you may wish to write these down on the board and review the form and use the grammar.		
ACTIVITY 7. Speed writing	**Note:** For this activity students do the actual writing individually Make certain that all the students can see the "Brainstorming" board. Tell students you are going to give them only 15 minutes) you could give as little as10 minutes but don`t give more than 20 minutes) to write. They should concentrate on ideas, not on language, grammar or punctuation They write as quickly as possible and should not stop They cannot cross anything out or correct mistakes during this time they cannot think a word or a phrase they should have leave a	30 minutes	Writing about an specific topic

	blank space or write on their own language Once the time is up, keep in silence Students should now work in pairs or small groups and read out what they have written At this stage all the students should just listen. Next as a group (or pair) the students should work through the text correcting mistakes, changing punctuation, translating words or phrases into English or fill in the blanks.		
Feedback	Teacher give students feedback individually to improve their compositions	5 minutes per student	

APPENDIX 2

Lesson Planning Summary step by step

This project is called **"The importance of reading skill development in the process of SLA"**, I believe that reading offers students a wider range of vocabulary and grammar It specially supports and feeds the brain with the correct language structures That`s why I have choose reading to enhance students to develop the rest of these essential abilities.

I started the class with a brainstorming activity in classroom is a useful teaching strategy It is a powerful tool that generates ideas and help, motivates, stimulates and promote student interaction. The combine focused mental power generated during a brainstorming session elevates performance and almost guarantees both individual and group achievement.

The second activity was a reading activity (reading for specific information) here students had 5 minutes to read and then answer 6 questions aloud and voluntary then the rest of the class could change the answer or ad more information. I think that having excellent reading comprehension skills is crucial. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person`s personal life.

The Third activity was a listening activity, here I gave students a brief explanation about the listening, then ask students to guess the rest of the information into the track, then I played the track, then I wrote on board 6 questions about the reading and play the track again , students need to listen for specific information in this case. In this activity students share their answer with their partners then they wrote the correct answer on board. I believe that students that who listen carefully in class can readily begin assignments. They do not waste time asking a lot of questions prior to starting their work.When student is not

effectively listening, he could make unnecessarily mistakes that require him to read and re read part of the assignments.

The four activity was the writing part, in this activity students watch a video about environmental problems caused by using plastic bags round the world, they take some notes from the video then they worked in teams of four people, they needed to write a composition giving reasons to do not use plastic bags, the problems that plastics bags causes, they also give recommendation to help the environment.

In this activity **they share their composition** for whole group, then they decide which composition was the best for them, finally the teacher makes some corrections or observations on each composition as a feedback. Then ask students to improve with more information on their compositions (homework).

During lessons, I use verbal feedback to let students know how they are doing and also transition from one section to another Short expressions such as "great" or "good job" can be used to praise students for correct answers. Rather than tell students directly they are incorrect, I believe it is better to ask them to try again or reconsider their answers.

APPENDIX 3

Writing Rubric

6. Essay demonstrates excellent composition skills including a clear and tough-provoking thesis appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect r near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.

5. Essays contains strong compositions skills including a clear and though-provoking thesis, although development, diction and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.

4. Essays contains above average composition skills, including clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes he goals of the assignment with an overall effective approach.

3. Essays demonstrates competent composition skills including adequate development and organization, although the development of ideas maybe trite, assumptions may be unsupported in more than one area, the thesis may not be original accomplishes the goals of he assignment.

2. Composition skills may be flawed in either the clarity of the thesis, the development or organization, Diction, syntax and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.

1. Composition skills may be flawed in two or more areas. Diction, syntax and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

Taken from: Johnson Community

http:/www.jcc.nrt/home/depts./6111/site/assmnt/cogout/comwrite

APPENDIX 4

Introducing the reading

Brainstorming

Reading time

Answering and comparing questions

Listening part

Answering the paper work related to listening part

Video to pre writing activity

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FINAL PROJECT VIDEO LINK

https://www.youtube.com/watch?v=cULXNy2slkU&pbjreload=10