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**Topic:**

**PRINTED DIDACTIC RESOURCES TO DEVELOP A1 STUDENTS' SKIMMING  
READING SKILLS**

**Research Project prior to obtaining the Title of Master in English Pedagogy**

**as a Foreign Language**

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**INNOVATIVE PEDAGOGY TO ENGLISH LANGUAGE TEACHING**

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## DEDICATION

This research work is dedicated to my parents, sisters, and girlfriend who have motivated me through all this process.

This research is dedicated to all those teachers who are looking for a way to teach a foreign language to their students.

## RESUMEN

El presente trabajo investigativo busca analizar como los recursos didácticos impresos influyen en el desarrollo de la destreza del barrido de texto en los estudiantes de nivel A1 de la Unidad Educativa Fray Sebastián Acosta de Baños de Agua Santa. La población consistió de 33 estudiantes sin ninguna clase de necesidad educativa especial. Esta investigación se enfocó en un diseño cuasi-experimental que abordó a un grupo de estudiantes ya establecido. La investigación se basó en un enfoque cualitativo y cuantitativo con un nivel de profundidad descriptivo, y exploratorio. Los instrumentos aplicados en esta investigación para recolectar datos fueron un pretest el cual fue usado para diagnosticar el nivel actual de la destreza del barrido de texto A1 y un posttest para evaluar la influencia que tiene el uso de recursos didácticos impresos en el desarrollo de la destreza del barrido de texto en los estudiantes después de la etapa de intervención. Los resultados estadísticos mostraron que existe evidencia significativa a  $p = 0.005$  en comprensión, retención y decodificación, alcanzando los tres aspectos básicos que desarrollan el barrido de texto. Esto permite la verificación de la hipótesis de que los recursos didácticos impresos influyen en el desarrollo de la destreza del barrido de texto en los estudiantes de nivel A1, su impacto probó ser beneficioso en el proceso de enseñanza aprendizaje. Las conclusiones apuntan a un alto grado de comprensión, retención y decodificación después de que los estudiantes leen recursos didácticos impresos.

**Palabras clave:** recursos didácticos impresos, barrido de texto, comprensión, retención, decodificación.

## ABSTRACT

This research work aims to analyze how printed didactic resources influence the development of A1 students' skimming reading skill in the Fray Sebastián Acosta School in Baños de Agua Santa. The population consisted of 33 students without any kind of special educational need. This research was focused on a quasi-experimental design that studied an already established group of students. The research was based on a qualitative and quantitative approach with a descriptive and exploratory level of depth. The instruments applied in this research to collect data were a pretest which was used to diagnose the current level A1 students' skimming reading skill text and a posttest to evaluate the influence that the use of printed didactic resources has on the development of the skimming reading skill in students after the intervention stage. The statistical results showed that there is significant evidence at  $p = 0.005$  in comprehension, retention, and decodification development of the three basic aspects that develop the skimming skill. This allows the hypothesis verification that printed didactic resources influence the development of A1 students' skimming reading skill, its impact proved to be beneficial in the reading teaching-learning process. The conclusions point to a high degree of comprehension, retention, and decodification after students read printed didactic resources.

**Keywords:** printed didactic resources, skimming reading skill, comprehension, retention, decodification.

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## **INTRODUCTION**

English is the global language and has become the most important one in many parts of the world. In some countries, it is used as a mother tongue and in others as a foreign language. Chomsky (2017) mentions that to learn a foreign language it is necessary to have input. Input refers to two skills such as listening and reading. To develop reading is extremely important to have certain basic aspects such as the methodology and resources in the teaching-learning process. The use of didactic resources in the teaching of English as a foreign language is one of the fundamental and significant strategies that teachers should implement in their classrooms to facilitate students' learning process.

Nowadays, thanks to technology, there are a great variety of resources that contribute considerably to the aforementioned processes. However, the valuable importance of those printed didactic resources that are designed to entertain, to inform, and that are easily accessible to any student should be highlighted, the same ones that adapted to the needs of the educational context can be used to improve the teaching process (Inoue et al. 2011).

Additionally, the use of printed didactic resources stimulates attention, improves memory and develops reading skill such as skimming. The printed didactic resources present a variety of interactive teaching materials which capture the students' interest and allow them the strengthening the ability to understand, retain and decode the messages that are included in the readings. Therefore, the materials are indispensable means or instruments for educational practice and its evaluation. Normally, the most used are printed media such as textbooks, dictionaries, or workbooks. However, many other resources can be used in classes so that they can provide greater variety and richness to develop students' work in an attractive and motivating way. Learning a language is a process that requires practice and skill development, including reading.

The reading skill can be somewhat difficult and sometimes for some students, it becomes an experience full of obstacles throughout their learning process. When students do not develop reading strategies or teachers do not know how to apply printed didactic resources students' interest is lost. It generates negative attitudes

in the teaching and learning process. One of the most important skills while reading is skimming. There are two types of skimming, the one that looks for general information and the one which is to find specific data.

Thus, according to Moulton (1994) the use of didactic resources such as comics, newspapers, magazines, and stories are of great importance in the classroom as well as to know how to use them to learn the new language. In this way, it is possible to promote and strengthen dynamism and interaction in classes, generating more reliable spaces where students can adopt a more active and participatory attitude that greatly favors their learning environment making them develop their skimming reading skill and their understanding, retention, and decodification.

Interest in learning the English language grows throughout Latin America. The region has made considerable efforts to improve language learning through policies and programs, resulting in more people in the region having access to learning the language. However, English proficiency test results are poor. The education system is simply not generating students with the needed English proficiency levels. Schools are often unable to provide the necessary English classes and those that do tend to provide poor quality classes and resources. Improvements in education policies and programs are needed as well as teachers' training to raise the English proficiency levels.

Furthermore, it is of great importance to implement policies and programs to overcome these problems faced in the region. In Ecuador, the Government has been working on having a better Public Education getting special attention to teaching English. Ecuador has launched three big projects to increase teaching and learning English as a Foreign Language. However, they have had low results.

Besides, Education First [EF] (2019) states that is necessary to know the level of English of the non-native speakers in which Ecuador is included. A total of 100 countries are in this ranking in which reading and listening skills are evaluated. Access to the tests is through the internet. This test is a standardized and objectively rated test, designed to measure the English level taking as a base the Common European Framework. In total, 2.3 million people participated and Ecuador is ranked 81 with a score of 46.57 (very low level), making it the worst country in Latin America

at the level of English proficiency. By cities Quito has 51.13, Cuenca 50.31, Guayaquil 49.57, and Ambato 47.45.

Consequently, the problem of not achieving a good performance in the tests applied by the different entities that measure the Language Proficiency of English as a foreign language is that the students do not have reading habits, which diminishes the possibilities to achieve better development of the evaluations. According to the studies carried out by the Instituto Nacional de Estadísticas y Censos [INEC] (2012), the 85% of Ecuadorian students between the ages of 12 and 18 read half a book a year, and many of the times they do it because they are school tasks.

Students do not feel motivated when reading texts that they do not find of their interest which means that they cannot obtain the information and knowledge required to perform better on the knowledge tests. Another aspect that influences their low interest in reading is that they have not developed reading strategies that fit their needs as well as the poor printed didactic resources they use.

In the Educational District 18D03 Baños de Agua Santa books are provided by the government to schools at the beginning of the school year and the vast majority of English teachers only follow their content, which is focused on teaching grammar and vocabulary, so, they try to cover the entire book as an obligation without taking into account the level of importance that the printed didactic resources may have in the students learning process, which does not cover their needs, expectations, and interests.

In Fray Sebastián Acosta School, the use of didactic resources is focused on the textbook without having any variation of the resource. Besides, students are unaware of reading strategies to develop their reading skill. At the time of applying the pretest, the students obtained low results because they did not develop the skimming reading skill which improve the comprehension, retention, and decodification of the information transmitted in the readings. In this way, an intervention phase is necessary to help students develop their skimming skill through the use of printed didactic resources and skimming strategies, which will be of great importance in their teaching and learning process.

Therefore, there is the need to take as a principle the printed didactic resources that are prepared or adapted according to the topics of students' interest, so that they motivate students when reading. At the same time, teachers should guide them to develop their reading strategies with the use of skimming. The use of printed didactic resources will guide students to develop their skimming reading skill in a way they can be able to get meaningful knowledge while acquiring at the same time reading habits which let them to use English as a Second Language in any kind of situation.

The hypothesis of this research is:

Printed didactic resources influence the development of A1 students' skimming reading skill.

The general objective of this research is:

- To analyze how the guide of printed didactic resources develops A1 students' skimming reading skill.

The specific objectives are the following:

- To establish the importance of the printed didactic resources in the development of A1 students' skimming reading skill.
- To describe the process of skimming reading skill by means of printed didactic resources.
- To determine how printed didactic resources develop A1 students' skimming reading skill.
- To design a guide of printed didactic resources for the development of A1 students' skimming reading skill.

## **Methodology**

The present research was done through a qualitative and quantitative approach, descriptive, exploratory methodology, and quasi-experimental design. The theoretical support was from books, papers, scientific journals, and articles. For collecting data, primary research was needed and a perception survey questionnaire was applied to know what the real problem is in-depth. Then, a pretest

and posttest were applied as instruments to determine the influence that printed didactic resources has on the A1 skimming reading skill.

First of all, this study started by searching and reviewing the key theory of the variables to write the state of the art based on books, papers, and scientific journals. Then, the perception test questionnaire was designed according to the principles of the main theories that supported the two variables as well as the pretest and posttest

Besides, an authorization document provided by the headmaster of the institution was necessary to carry out this research at Fray Sebastian Acosta. After that, the test was validated by experts in the field. For instance, three professionals in the field that have a master's degree in English approved it. The validation document included the professional's personal and work information, their type of degree, and space for their legit signature.

Once the perception survey questionnaire was designed and approved by the group of experts and the reliability coefficient of Cronbach's Alpha test, it was applied to the A1 students. Then, the pretest was administered to the A1 students' proficiency English level (Seventh level). The results were analyzed in Microsoft Excel. After one month and three weeks of intervention, the posttest was applied to the A1 students in the same conditions as the pretest. Due to the pandemic, all these processes were carried out by WhatsApp, Google forms, and zoom platform.

The test had a total of three sections based on the skimming development aspects: comprehension, retention, and decodification. After the pretest and posttest were taken, the compiled information was analyzed with the Statistical Package for Social Sciences software to determine the progress level achieved by the students after the intervention stage.

For processing the gotten data the Wilcoxon Signed Rank Test was used since a pretest and posttest were applied to the same group of students for 2 times. Finally, the results from the posttest were compared with the ones from the pretest assuming the hypothesis that printed didactic resources influence the development of A1 students' skimming reading skill.

## **Research Justification**

This research is justified by the great need to obtain information on the use of printed didactic resources to improve A1 students' skimming skill to increase their reading strategy development that helps students comprehend, retain and decode the information presented in the readings of the different teaching materials.

This investigation shows the need for the use of printed didactic resources in the teaching of the English field, which represents a methodology that takes into account the playful value of didactic resources, providing students with spaces for active and interactive participation with classmates since at managing reading strategies students improve their skimming skill, therefore, their level of English.

On the other hand, this study is highly feasible due to the enormous impact of the use of printed teaching resources such as comics, newspapers, stories, and magazines that are easily accessible to all students and that are adapted to everyday life as well their learning needs and interests. This project is viable since it has the support of the authorities of the Fray Sebastián Acosta of Baños de Agua Santa school. This study has the material and financial resources since it does not represent a relevant budget.

This work highly contributes to the improvement of the English language teaching and learning process with the use of printed didactic resources which motivate students who want to learn a little more.

This research project is significant and benefits A1 level students from the Fray Sebastián Acosta School since they will have the opportunity to improve their English level by using motivating resources which promote the development of the skimming reading skill which enrich their knowledge.

This research project is relevant and innovative since currently and due to the pandemic technological means can be used to present printed didactic resources which have their digital version, making the development of the reading skill more attractive and thus encourage the reading habit to build meaningful learning. Due to the aforementioned, this project is more likely to produce positive results in the development of the A1 students' skimming skill than using traditional resources which do not provide or meet the students' learning needs.

## **CHAPTER I. STATE OF ART AND PRACTICE**

### **1.1 Didactic resources in language learning**

Every day a serious reflection on didactic becomes more important for various education professionals, not only because of the forgetfulness of its theories and principles but its methodological peculiarities and its modes of operation have also led to improvisation and educational ease. Therefore, the didactic has returned to take its center in the discussion of the formation of educators. It is known that goodwill or mere vocation is not enough to be a teacher. In this time, it is indispensable to know strategies, use appropriate resources, and study specialized knowledge to teach. Training in the didactic discipline requires facing a true professional field with curricula knowledge and teaching proposals where the what and how of good teaching are harmoniously combined (da Cruz and Magalhães 2017).

On the other hand, the appearance of rigorous research on the field of didactic has been another possible cause of its rebirth. Many studies have been done about it, starting from anecdotal, improvised, and experimental works to understand the didactics' role. The word didactic describes, analyzes, and interprets the teachers' work in the classroom. Besides, it helps to formulate proposals to renew the teaching field. Many studies about didactics have made it possible to appreciate the complex relationships and situations in which the act of teaching is immersed (Meyer, 2007). It is important to place the investigative lens on the educational activities, to know that new questions have arisen about a reality that seemed simple or without too many changes over time. The contribution of these investigations seemed like a task filled with certainties or a trade already known in advance.

Additionally, it is necessary to consider the student and his physical, affective, cultural, and social environment. It is necessary to teach well take into account the teaching techniques appropriate to the evolutionary level, interests, possibilities, and peculiarities of the student. Didactic shows procedures that are more efficient depending on whether it is primary, secondary, or college. Primary school didactic is the one that is developed first because of the child psychology objective and scientific studies precede those of the adolescent and adult.

However, there is already a change in the didactic-pedagogical attitude about these educational levels, with real benefits for the educational community. There is no doubt the need for didactic preparation of primary, intermediate, and higher-level teachers to overcome the disagreements between teaching and learning. Didactic makes the teacher's action more conscious and efficient, at the same time, making the student's studies more interesting and profitable.

Besides, the study of didactic is necessary for teaching to be more efficient, and more adjusted to the nature of the learner. Didactic is the set of techniques designed to direct teaching through principles and procedures applicable to all disciplines so that their learning is carried out efficiently. It is not concerned so much with what subject is going to be taught, but with how it is going to be taught (Meyer, 2007).

The didactic word comes from the Greek "didaktiké" which means the art of teaching. The word didactic was used for the first time, with the sense of teaching in 1629, by Ratke in his book *Main Didactic Aphorisms*. However, the term was laid by Juan Amos Comenius, in his work *The Great Didactic*, published in 1657. Didactic as an art, at that time, depended a lot on the ability to teach, on the intuition of the teacher, since there was very little to learn to teach. Later, didactic came to be conceptualized as the science and art of teaching, thus lending itself to research on how to teach better (Jarvis, 2004).

Didactics can be understood in two senses: broad and pedagogical. In the broad sense, it is only concerned with the procedures that lead the learner to learn a specific task without socio-moral connotations, the same to produce skilled criminals as to train authentic citizens. However, in the pedagogical sense, the didactic appears committed to the socio-moral sense of the student's learning, which tends to form conscious, efficient, and responsible citizens. When both senses are linked, then, the concept of didactic will be the study of the set of technical resources that are intended to direct the student's learning to lead it to achieve a state of maturity that allows them to face real life, in a conscious, efficient, and respectful way, to act in it as a participating and responsible citizen.

The didactics become more precise in their purpose when they appeal to the knowledge of many sciences, mainly biology, psychology, sociology, scientific

methodology, and coordinated by the philosophical vision of the educational field. This philosophical vision of education plays the integrating role of all the elements. It coordinates them with the main objective of the educational purpose' realization in the students' behavior.

In such words, Marius-Costel (2010) suggested that the didactic goal is to make man free and responsible; make society open, cooperative, and supportive. First, Biology science instructs on the evolutionary students' learning phases with their diverse interests and needs. Then, Psychology science teaches about the processes that most favor personality development and that contribute more effectively to the learning realization. Later, Sociology science instructs on the school work's forms that develop mutual cooperative respect, leadership, and community climate. Didactics have to make a great effort to show how and when it is useful to apply psychological conception, reflexology, behaviorism, psychoanalysis, existentialism, or functionalism.

Moreover, didactics are predominantly involved in how to teach and how to guide learning. Thus, it is necessary to make a distinction from the didactic point of view between teaching and learning because the teaching-learning binomial is a constant of the didactic action.

General didactics study the principles and techniques for teaching any subject or discipline. It identifies the problem of a discipline to another. It considers the teaching as a whole. Besides, it studies the broadest conditions of the subjects to indicate applicable procedures in all disciplines. Its goal is to find greater efficiency in what is taught. In other words, it must be linked to the real circumstances of teaching and to the objectives that education seeks to achieve in the learner.

According to Marius-Costel (2010), general didactic consists of three moments. The first moment is planning. This is focused on working plans adapted to the objectives to be achieved. Planning provides the topics to be studied during a certain time. In addition, it considers the possibilities, aspirations, and the student's needs.

The second moment is application. This is oriented towards the effective practice of teaching. Through the classes, activities, inside and outside the school, the

expected knowledge can be obtained if the process of planning and application is done correctly.

The third moment is the evaluation. It is directed towards the certification of the results obtained with the execution. In this stage, the following question arises: Were the educational plan objectives achieved? Also, it identifies whether or not it is necessary to make modifications in the planning or execution of the teaching-learning process. Through the evaluation, the conclusion is reached as to whether or not it is necessary to carry out rectifications or extensions in the teaching-learning process. It also identifies whether or not it is necessary to make modifications in the planning or execution of the teaching-learning process.

The specific didactics analyze the study programs of each subject in length and depth. It establishes its restructuring, taking into account the students' needs and the environmental conditions of each school. At the same time, it determines the objectives of each discipline at each level of education. In addition, it studies that the lesson plans are appropriate to each subject and each phase of learning. Specific didactic investigates means to solve difficulties in the teaching-learning process.

Teaching comes from the old English word "tæcan" which means to teach. This involves giving lessons about what others ignore. However, teaching in the didactic context is the action of providing circumstances for the student to learn. The teacher's actions can be direct as in the case of the lesson or indirect when the student is guided to investigate by himself. Therefore, teaching presupposes a general guiding action of the teacher on the student's learning. In short, teaching is any way of guiding the learner's learning, from the direct action of the teacher to complete a task on his own. Broughton et al. (1980) state that in the teaching process some elements are important like the learning process, the student's, the teacher's, the subject's role and the objective' roles.

Then, learning is the action of taking possession of something not yet incorporated into the individual's behavior. Learning is the act by which the student modifies his behavior, as a consequence of a stimulus or a situation in which he is involved. Thus, learning results from the fact that the student engages in a situation or task,

spontaneous or planned (Krashen, 1982). The situation can be anticipated and dealt with through procedures suggested by the student himself (self-teaching) or suggested by the teacher (teaching). All learning can be predominantly intellectual, emotional, or motor. Regarding the way of learning, it is observed that there is no single way and that this can vary according to the desired learning objectives.

On the other hand, the student is the one who learns, the one through whom and for whom education exists. Ellis and Robbins (1994) mentioned that the student can be passive or active. When he directs his self-study and when he is guided by the teacher. The student's goal is to achieve the objectives set. Education must adapt to him, and not he to education. For the student's successful learning process, there must be a reciprocal adaptation and integration between the student and education. For this, the school must be in a position to receive the student as he is, according to his evolutionary age and personal characteristics, without excessive shocks or deep and unnecessary frustrations, this should lead him to modify his behavior in terms of social acceptance and personal development.

Besides, another important element in this process is the teacher. The teacher is the teaching guide. This role played by teachers makes them mediators between students and knowledge. He has to try to understand his students and their needs. The teacher must create a good atmosphere in the classroom that encourages everyone to investigate and build learning by themselves. The teacher in his pedagogical task doesn't limit himself exclusively to try to develop a topic without caring if the student appropriates it or not. He is the one who plans the topic to be learned and shares it with his students in class. If this process is carried in the right way, the teacher teaches and the student learns, allowing them to produce knowledge (Rod and Robbins, 1994).

The teacher puts aside his role as the protagonist of teaching to become the student's guide. As social life becomes more complex, the teacher becomes more indispensable, in his capacity as the student's advisor.

Furthermore, to carry on all the learning process is necessary to talk about the subject or learning content. The subject is the content of the teaching process. Through it, the curricular objectives of the school will be achieved. This must

undergo the curriculum. It is about knowing, which are the most appropriate subjects to achieve the objectives of the primary, secondary, or college. Regarding this Pickett (1978) said that within each subject, it is necessary to know which are the topics or activities to be selected based on their functional, formative and educational value. The subject destined to constitute a program must suffer another selection by the professor. This is carried out during the development of the course plan, taking into account the school possibilities and environment.

Likewise, all didactic action supposes objectives. The school would not have reason to exist if it is not to drive students towards certain goals. The objectives are the forecast of what students are expected to achieve at the end of the various moments of the learning process. Formulating objectives is one of the most important tasks to perform in the planning process of a study plan. In addition, the objectives will be focused on the modification of behavior, acquisition of knowledge, and development of the student's personality. Consequently, the school exists to lead the student towards the achievement of certain objectives, which are those of education in general.

The purposes of renewing teaching can have two main motivations. On the one hand, a new type of behavior desired for man tending to overcome deficiencies. At the same time, the need to attend to the aspirations that have arisen as a result of social transformations. On the other, the consideration of the new knowledge that has been reached about the learning process. The renewed teaching is the one that tries to correspond to the demands of an era, in the function of the new objectives of man and society. In fact, the renewed teaching of each age tends to form a certain type of behavior in each person.

Nowadays, renewed teaching aims to create the conditions for the human being to be satisfactorily situated in a world impregnated with mass communication processes and accelerated technological changes. Everything indicates that the renewed teaching is oriented towards placing the learner in contact with reality. The learner motivates himself in this to know it better since it is in it where he will live and act. Teaching must not stray or remain away from reality; rather, it must be articulated with the physical and social environment in which the learner is engaged.

For Richards and Rodgers (1986), Integrated teaching must be applied to acquire a greater meaning and a reality to emerge with greater authenticity. That means the relationship of the disciplines with the environment. This integration occurs in articulating subjects with the others. It guides learning through the learner's own experience so that he learns by himself to face new life situations. The knowledge has to be done by the student himself. Teaching methods and techniques should accentuate the teaching-learning process. These methods and techniques should be based on experiences, verifications, discussions, debates, data compilation, and conclusions. These should make the learner think and guide him towards a deep reflection.

The renewed teaching is concerned with detaching itself from any paternalistic attitude, encouraging the initiative of each student. Living is, in a way, making constant decisions. Renewed education aims to enable the student to know how to choose and make good use of freedom of choice. To strengthen links between teachers and students for the school becomes a community. This approach is a need for the teacher to be open to dialogue with his students and to take part in their existential problems. To teach for what is learned in school has application in real-life situations that are presented to the student outside. In other words, renewed teaching wants the student to learn to live.

As a result, didactic requires active teaching procedures to motivate the learner to carry out school tasks by himself. It tries to avoid keeping him in a passive attitude, simply imitating, or receiving what is already done and finished for others. Likewise, it corresponds to didactic to inquire about new teaching methods and techniques that contribute to achieving in a more efficient and balanced way the student's objectives. In short, renewed teaching consists in the integration of the curricula of the programs with real-life. This integration of the teaching activities lets teachers guide learning using active teaching methods.

## **1.2 Printed didactic resources**

Time erases most of what we hear from memory. That is why human being was forced to invent writing, to leave to posterity the testimony of his thoughts and deeds. For the written word they used stone tombstones, clay or wood tablets, and scrolls,

among others. Printed materials are used by teachers both in planning and developing the classroom curriculum. The areas for working with this material can vary according to the aims of the learning program. To work with printed material, children must get familiar with literacy. The domain of this material is the domain of schooling.

Furthermore, the printed didactic resources are used as a link between the teacher, the student, and real life. They try to represent real life in the best possible way, facilitating their understanding. In other words, printed didactic resources are the sets of materials that intervene in the teaching-learning process. These materials motivate students and therefore their disposition for learning is much more positive (Bušljeta, 2013). The printed didactic resources assume as a condition the awakening of the students' interest. These materials serve as a guide to facilitate knowledge. They also have the great virtue of adapting to any content type of any study program.

On the other hand, printed didactic resources play an important role in the teaching of English as a foreign language process. The simple fact of using printed didactic materials in classes makes them much more fun. In addition, Berardo (2006) explains that the use of printed didactic resources in the classroom brings the teacher and the student closer together, facilitating knowledge acquisition. The use of printed didactic materials substantially facilitates cognitive development because they act as a mediator between what is necessary to guide and the students' needs. Thus, they are resources that promote skills and abilities. Their main aim is to help students have a greater mastery of skills such as reading to ease the new skill appropriation.

As well, printed didactic materials are used in a classroom and outside of it. These materials are adapted to a wide variety of teaching approaches and objectives and help to have a greater organization in the classes (Núñez and Téllez, 2009). Printed didactic resources to be reflected in good learning must consider some specific characteristics. They are versatility, learning program objectives and students' needs, ease of use, individual use, and collective use of them. In summary, it is necessary to consider whether the teaching material meets the answers to the three questions: What? For whom? For what?

In such words, printed didactic resources encode information through the use of textual language combining it with iconic representations. Most of them are produced by a type of printing mechanism. There are many and varied types of printed didactic materials on the market that are used for educational purposes. These types of printed didactic materials are excellent for representing abstract concepts of logical reasoning and argumentation (Berardo, 2006). They also allow students to understand graphs, drawings, and diagrams. This material allows representing sequential or linear information. There are several types of printed didactic resources that promote learning and increases students' interest in reading (Njeze, 2013). Some of them are magazines, newspapers, stories and comics.

Magazines are periodic publications that contain a variety of articles on a specific topic. These are of different types: astronomical, science, cinema, sports, history, computing, educational, among others. They offer a second and more exhaustive review of events, whether of general interest or on a more specialized topic. They are often printed on higher quality paper, with a more careful binding, and a greater surface for graphics. Their purposes are to educate and entertain in some cases, depending on the type of magazine. They are published weekly, monthly, semi-annual and annual. These are for all kinds of readers, children, youth, and adults.

The newspaper is a type of visual and written communication material. This preserves the facts of everyday human life. In the production of a newspaper, many people participate in its organization. Each newspaper has its distribution area and its preparation includes illustration, writing, formatting, and printing. This is not immediate since it does not transmit the information when they occur. It presents to the reader the analysis of events at the local, national and international levels. Each news has a title, photos, and headings.

Newspapers include many sections such as Editorials, Reviews, Classified Ads, Science, Technology, Art, Literature, Sports, Entertainment, Comics, and Hobbies. This consists of informative notes such as news, chronicles, reports, and other interpretative ones that are opinions, editorials, and criticisms, among others. The parts of the newspaper are cover, headline, pages, headline, news, column, sections. The newspaper can be used as a printed didactic resource to get closer to reality. Students can analyze it and discern the information it provides to them.

The comic is a story in sequential images linked by a text published in episodes. In this printed material a story is developed through the combination of the images with texts. This is usually easy to manipulate. It motivates and attracts the attention and interest of the reader. The text is usually enclosed in balloons and the shape of this will depend on how you want to make it understood. Also, the text can be written in a small rectangle. It has onomatopoeia, some noise, and the characters. In the comic facial features are important, as they are the places, the environment, among other things.

The comic interprets reality and describes situations to encourage creativity. This has many parts such as verbal language that is dialogues, thoughts, and icons. Comics can be humorous, social, political, or informative. These allow the reader to judge and reflect on what the comic is trying to imply. This material draws the reader's attention and promotes reading skills. The comic due to its visual character is a good didactic resource since it helps the sequential understanding of the stories. To sum up, it encourages the message transmission and fuels the reader's imagination.

The stories are the great protagonist of human culture. The stories' importance increases with the invention of the printing press that turned it into a tool in common use. It remains the most practical and economical material for storing, transmitting ideas and culture. This material includes the didactic of written language as well as pictures. In the education field, the stories play an important role and their main aim is to motivate the reader to develop his reading skill. The stories stimulate students' interest while increasing their vocabulary and allowing their imagination to fly. They become a valuable source of information.

### **1.3 Reading**

Reading has its origin with the writing appearance in 3500 BC. C, when clay was used as a support to graph, account for goods, merchandise, and keep information. Reading was based for a long time on the symbols and simple codes understanding accessed by only a small population part who knew how to write, read and interpret them. Through the years, the different civilizations developed complex and rich writing, faced with the need to transmit a greater information quantity and quality.

Thus, writing became more complex, reading became a public and oral activity. The texts were read aloud in ancient Greece and the rest of Europe among thinkers and monks (Lipka and Siegel 2012).

Consequently, people who read more regularly acquire what is known as a reading habit. Reading allows people to acquire knowledge and increases communication skills. It helps to develop the ability to analyze and solve problems. It expands vocabulary and encourages writing skills. It stimulates concentration and encourages imagination. Thus, it is one of the most important and useful skills that human beings carry out throughout their lives. Reading such all other intellectuals' skills, is an exclusive activity of human beings, the only living beings that have been able to develop an advanced intellectual and rational system to communicate. To sum up, reading is one of those skills that define human beings for what they are compared to other living ones.

In such words, reading can be carried out in many ways and for many purposes. Therefore, reading for pleasure is not the same as the reading that is done out of obligation to meet a specific educational or work purpose. In any case, reading will always act as a phenomenon that allows readers to encourage their imagination, create new worlds in their minds, reflect on abstract ideas or concepts, come into contact with the mother language or with others, improve their spelling, and learn more about others' realities. It is always relevant for reading to bear its best results that it is carried out in environments that invite concentration, attention, commitment, and reflection, that allow the person to forget what surrounds him and immerse himself in the story that read.

Bernhardt (2011) states that learning to read is a process that begins at a very young age, between the ages of five and six in elementary school. Learning to read opens the doors to education and writing, which is another important process in people's intellectual formation. To make the reading process possible, several aspects are put into consideration. First of all, the physical issue, eye movement, and fixation are necessary to read, since this process involves visualizing words or symbols. Then, there is a process of phonation (conscious or not) in which reading passes to speech and hearing to the ear. Finally, the cognitive skill comes into play so that the information reaches the brain getting as a result understanding.

Reading activity is complex, and it becomes even more complex when it comes to a language that is not the mother tongue. Throughout history, many methods were proposed to improve second language acquisition. First, the Audio-lingual Method is based on the behavioral approach where vocabulary memorization and repetition of dialogues predominate. Second, the Language Acquisition Method, in which it is ensured that if the learner is immersed in the language and establishes a constant close relationship with it, he will master it (Ellis, 2010). Third, the Communicative one, through which it is intended that those students know the structure of the language so that they can make correct use of it. In this method following up with language acquisition patterns, the student is put in real situations contexts, and theoretical foundations of a grammatical type are given.

Lipka and Siegel (2012) suggested that there are three types of readings. The first one where the reader has a book, a novel, or a story as a tool, where reading is done mainly as a leisure time activity looking for entertainment and fun. This reading is relaxed and calm because it is not about memorizing anything but having a good time. In the second type, the verb read is mentioned to refer to read the newspaper, the label of any advertisement, a poster, and a magazine. In this reading, the reader is looking for particular information on something, pointing out the price of any product, or simply reading the characteristics of the latest iPhone model that is on the market, for example. The last type is the key one to develop this study, it focuses on the reading as a study process or strategy (skimming).

Further, for developing the reading skill is necessary to know the three stages it has (Miller, 2013). The pre-reading stage contemplates giving predictions of what the text is about just reading the topic and turning the pages with the most questions in mind. The reader responds mentally to the questions that come up such as: What will it be about? How many dates are there? What information is relevant? This phase of reading can be seen very well in the textbooks of elementary school students. They are the preliminary questions that the teacher asks their students just by reading the title of the topic to be discussed.

Additionally, the teacher can find out the previous knowledge that the student has about the subject of study that he is going to learn later and give a brief idea of the next he is going to find in the subject that he begins. This stage differs from the

others reading stages because it is fast, agile, and does not have stops to try to understand the text or to take notes. The main characteristic of this stage is that the reader captures individual words to have a brief idea of what he will deepen when reading the text.

Once the pre-reading stage is finished, the reader reads the text again, but this time understanding what is said and stopping every certain paragraph number to understand the subject of study. In this while reading stage, a structural and significant analysis of the text is made. It is necessary and almost mandatory to use techniques such as underlining to point out the most important concepts or aspects. Once while the reading stage is finished, the reader will be able to differentiate basic concepts from secondary ones, specific dates from general ones, and literal definitions of simple comments that the author of the topic or book makes. While reading is the most important phase of reading, because in it the reader understands what he reads, putting all his concentration to generate learning.

Consequently, the reader makes a fast reading, another much deeper and critical one, he goes to the next stage, which is to analyze what he has read. The reader can use notes, summaries, diagrams, and other tools to capture the most important of the text. In this post-reading stage, the information obtained is consolidated and the reader will have a script that will help him study everything that he has read and extracted from the subject. Montes et al. (2009) claim these three reading stages are important to carry out and master what has been studied. All three stages favor study and learning. These types of reading stages are usually learned in formal education.

Similarly, the bottom-up strategy accentuates perceptual processes. In this process, the reader begins with the letters and their sets, in a process that increases until he can understand the broader units, the words, and the complete text. This strategy focuses on the text and is only based on decoding. This suggests that understanding is achieved through sequential and hierarchical learning of a series of visual discriminations. In this model, before reaching the understanding of the text, two fundamental processes are carried out. The perception of graphic symbols and their decoding is the translation of graphic symbols to their phonic representations (Lipp et al. 2016). Through the ascending model, the reader activates perceptual, lexical,

syntactic, and semantic processes, this is how bottom-up describes that the process begins when the reader uses his senses to extract information from the graphic signs.

Additionally, the top-down strategy searches for global words or phrases and then performs an analysis of the elements that compose it and of people's previous experiences when reading. It is top-down because, based on previous ideas and anticipations, the text is processed for verification. According to this model, learning to read would imply not so much the sequential acquisition of a series of discriminative responses, but the learning and use of previous syntactic and semantic knowledge to anticipate the text and its meaning (Brown and Haynes 1985). The processing in the reading occurs in a descending direction, from the global units to the most discreet ones. The reader does not decode starting with letters and words to the main idea but uses their previous experiences and knowledge to understand the text. If the person has enough prior information about the text to be read, he will not need to stop at each word or paragraph.

#### **1.4 Skimming reading skill**

One of the strategies that help speed up reading is skimming. According to Lewis (1944) skimming can be divided into two categories: for superficial examination of a text, which means reading for the general ideas, and the second that is reading for specific information which means to pay attention to the specific details. The purpose is to get a general idea or specific details of the content; which is possible through the analysis of the typography, illustrations, numerical references, deductions, identification of cognates, the title, and subtitle. It is about reviewing the entire structure of the text and everything that can give a global idea or specific detail to the reader.

Besides, it is possible to apply this study technique with any type of text such as novels, newspapers, web pages, magazines, brochures, and more. A clear example of skimming is when a person enters a restaurant, and the waiter gives him the menu, he may not know exactly what he wants to eat, but generally, he looks at the menu items to see what it has and what he will ask.

In such words, there are two types of skimming, skimming for the main idea and skimming for details. The skimming for the main ideas seeks in a writing to identify only the essentials of it. Instead, the skimming for the details responds to the reader's goal to find specific information or fact that he is especially looking for.

Moreover, skimming has three stages, the preview skimming, the overview skimming, and the review skimming. It is a gradation in the way of focusing and skimming ideas (Lewis, 1944). The first type, the preview skimming looks for just the main idea or ideas. The second one, the overview skimming, seeks to capture not only the main ideas but also some important details. The third class, the review skimming, requires a deeper and extensive reading of the text. The purpose is to capture all the thinking of the author, details and sub details, both main and secondary ideas.

In addition to this, Maxwell (1972) states that to develop the skimming, six types of questions are suggested, the same ones that will allow achieving reading improvement.

- ✓ Closed questions are mostly answered by "yes" or "no", or with short sentences or a single word. They serve to obtain or validate immediate information. They refer to concrete facts. They are quick to respond and, who formulates them, maintain some control of the information given.
- ✓ Open questions require more extensive answers since that is what they are looking for. They need more elaboration and allow the reader to delve into key aspects.
- ✓ Reflective questions these types of questions provide more details about who is responding. They allow to go beyond what is said or read and deepen the necessary answers.
- ✓ Direct questions allow the balance to be tipped towards the prevailing criterion of the questioner. It is a subtle way of directing the intentionality of the responses that the other person will give.
- ✓ Multiple-choice questions are a variety of direct-closed questions giving the reader several alternatives. This forces the person to choose what they consider best, at the moment.

- ✓ Rhetorical questions are designed to create empathy or generate quick thoughts that translate into immediate responses before continuing to broach a topic.

One of the first steps in sending a message is encoding. Encoding is the process by which information is converted into another acceptable form for transmission. Encoding allows the perceived elements to be converted into ideas that can be stored in the brain and used later from short-term memory or long-term memory. It allows the reader to store and retrieve information, a process that involves the coding action. Learner memory can learn and adapt from previous experiences, as well as set up meaningful relationships. The working memory stores information to its immediate use or manipulation. This process serves to transmit physical signs that can be received by others. All kinds of elements such as images, gestures, sounds can be encoded, adapted to the possibilities of the receiver.

On the other hand, skimming involves cognitive processes such as decodification, retention, and comprehension. Decodification occurs when a person uses their knowledge of letter-sound relationships to correctly pronounce written words. In addition to knowing what sound each letter makes, they also need to know concepts such as letter patterns (Kendeou et al. 2009). Letter patterns are groups of letters that produce a different sound than that produced by each letter individually. For example, the letter pattern "tion", which is found at the end of many English words, sounds "shun". Knowing that pattern helps decode words that the reader hasn't seen before, like option or caption.

Additionally, the decodification process allows the reader to find out how most of the words they have heard but never seen written are pronounced. It is based on phonetic rules. Then, decodification helps the reader to pronounce unfamiliar words. It is a process that is part auditory, and part visual. It begins with the ability to match letters to the sounds they make. But it also requires being able to separate the sounds of the words which is called segmentation. When a person has developed these skills, they can pronounce the words. Beginning readers begin by decoding one-syllable words and then work with longer words.

In such words, in the processing of sentences or text, retention and memory play an important and decisive role in understanding. Retention is keeping something in memory but memory and retention should not be confused with memorization since this is a mechanical process, useful for other matters, but not for understanding (Schnell and Rocchio, 1978). Without understanding, there is no learning, much less the retention of data and experiences. This involves long-term memory, has no storage limitations, and can, therefore, keep the information indefinitely from a few hours to a lifetime. In this permanent memory is deposited all the reading experiences that we have accumulated during our life and all our knowledge on the subject that we are going to read.

Furthermore, Gallo et al. (1981) suggested that comprehension is the ability to reach an understanding of things. It is known as the development of meanings through the acquisition of the most important ideas in a text and the possibility of establishing links between these and other previously acquired ideas. It is possible to understand a text literally by focusing on those data exposed explicitly, critically with informed judgments. This is feasible by applying the inferential reading and understanding one. This process involves understanding what is read, both about the meaning of the words that make up a text and concerning the overall understanding of the text itself. It is the process by which meanings are developed and related to concepts that already have meaning for the reader. In this way, the reader interacts with the text.

However, it is not always possible to understand the message that the text has, or it may even be understood in the wrong way. Comprehension is a complex process that involves grasping the meanings that others have conveyed through everything around the reader. Comprehension is not that simple; it is a process where the reader must identify words and meanings. Reading comprehension is the ability to understand what is read, both about the meaning of the words that make up a text and concerning the global understanding of the text itself. The comprehension process has different levels.

Hence, comprehension occurs at different levels of depth because readers grasp differently. Then, the teacher and the student must know the level at which each reading is reached to carry out strategies that improve this process. The factors that

influence reading comprehension are the reader, the text, the prior knowledge that the person possesses, and the forms used to carry out this action (Dobranski, 2015). Comprehensive reading occurs at different levels of depth because readers grasp differently. Each reading level depends on the level of understanding of each person. Although it is not a rule that all students must achieve the same level, they can develop proficiency and improve the results of reading appropriation.

- ✓ At the first comprehension level, the reader identifies the order of actions and establishes explicit reasons for certain events or actions.
- ✓ In level two, a deeper reading is carried out, the understanding of the text is deep, the ideas that occur, and the main theme are recognized.
- ✓ Level three is the inferential one where relationships are sought that go beyond what is read, the text is explained more widely, adding information and experiences, relating what we read with our previous knowledge, formulating hypotheses and new ideas.
- ✓ The fourth level is the critical one in which judgments are made about the text read, they are accepted or rejected, but with justification.
- ✓ Level five corresponds to the appreciative one where the emotional response is given to the content. The reader must verbalize it in terms of interest, excitement, boredom, fun, fear, and hatred. In this, the artistic capacity of the writer is evaluated to transmit his ideas through words that the reader can visualize, like, hear and feel.

To close, skimming is an extremely fast, selective, highly useful reading process that, in one way or another, guides the reader to achieve his goals. With the use of this strategy, the reader knows what he wants to find before starting to read, he knows how to find it and where, then there is no loss of time. In this sense, it is important to highlight the role of skimming to achieve reading skills, which is a highly valuable quality with multiple applications in real-life, in learning and knowledge management.

To carry out this research, it was necessary to do some literature review. Ruth Quimi and Mariana Mecías published a thesis about “The use of didactic material in the development of the reading skill in July 2017”. The objectives in this research were to use didactic resources which include all the material at the service of teaching.

The methodology consisted of different essential didactic materials in the process of transmitting knowledge from the teacher to the student. The researchers presented a series of didactic printed materials to promote the Teaching-Learning process through reading. The findings of this investigation could contribute to the present investigation because these printed didactic materials created by the authors would be adapted and used for the experimental group of this research.

Carmen Chang published a paper called "Use of resources and didactic materials for the teaching of English as a foreign language in June 2017". This research had the objective to develop the four main English language skills. The class methodology was to apply digital and printed resources to the learners through a pretest and posttest. Besides, a quantitative and qualitative analysis was carried out to check the beginners starting point and final one. To analyze the test results a formula called T-Student in the Statistical Package for the Social Sciences (SPSS) was used. At the end of this research, students improve their four English language skills and it was because of the use of didactic materials. The findings of this investigation might help the present research because it would be a pretest and a posttest to see if the investigation works.

Yomaira Serrano and Geoconda Torres published a thesis called "Didactic resources in the teaching-learning process of basic English grammar in 2016". This investigation had the objective to improve grammar skills through the use of didactic resources. The methodology was developed using Cronbach's Alpha. The researchers applied a questionnaire to know the student's problems in English learning. The students had the opportunity to work with a variety of resources like magazines, comics, and brochures. The results of data analysis of that study were that teaching didactic materials play an important role in the grammar learning of students. The findings of this investigation could contribute to this research because resources like comics, magazines, and brochures would be compiled to develop skimming reading skills.

Christian Carrillo and Sara Anaguano published the thesis "The use of didactic teaching aids for improving reading comprehension skills in the English language in 2018". This research had the objective to provide different didactic aids for developing reading comprehension skills. The methodology was carried out through

field research, bibliographical investigation, and statistical analysis. The students were given different activities about how to develop better reading skill through visual vocabulary to improve reading comprehension in the English language. The results of data analysis showed that the students who used visual aids were able to share what they read. Additionally, the guide of the teacher on how to use the different educational aids motivated students. The findings of this investigation might be useful for this research due to the application of teaching aids in the reading process.

Zul Astri Yunus and Isnaeni Wahab published the scientific article “The Effect of reading teaching material for different learning styles in improving students’ reading comprehension in December 2018”. The objective of this article was to apply different teaching materials to students for developing the reading skill comprehension. The methodology was based on a questionnaire, and interview applied to second-semester students. The results of data analysis showed that the students’ improvement in reading comprehension using the reading teaching materials was significant. The material applied to the population was created to identify the reading learning styles. The findings of this investigation could help to analyze the use of printed didactic resources to identify how students can develop reading skill based on their learning style.

## **CHAPTER II. METHODOLOGICAL DESIGN**

### **2.1 Research design**

In the present investigation, the qualitative and quantitative approach was used. It is qualitative because it is based on the collection of data without numerical measurement, without counting through descriptions and observations. Qualitative research helps to find the problem allowing the researcher to understand what strategy used is the best to solve the problem.

When applying quantitative research, there is the possibility of generalizing results, control, replication, and comparison of the study phenomenon with other similar studies (Marzano, et al. 2015). It can generate numerical data that can be measured and thus give broader arguments that support and prove the objectives of the present research.

It was necessary to check information from different papers, thesis, books, and articles to support the present research and to have a clear path to follow. Moreover, it was mandatory to develop a perception survey questionnaire to know the problem in-depth. This instrument was validated by a group of experts and the Cronbach's Alpha Reliability Test to know their perception about the materials and reading strategies used in the English class.

Later, a pretest A1 reading test based in three main skimming reading skill aspects like Comprehension, Retention and Decodification was applied to realize where the student's problem is in the reading skill process. Then that data was processed in the Statistical Package for the Social Sciences (SPSS) tool to have the starting point to take actions to solve the problem. After that, a guide of printed didactic resources was designed and used with the students to improve the A1 students' reading skill. Finally, a posttest A1 reading test based in the three main skimming reading skill aspects like Comprehension, Retention and Decodification was implemented and the collected data was analyzed getting as a result that students got better in their skimming reading skill.

The research was carried out at Unidad Educativa Fray Sebastian Acosta of Baños de Agua Santa. It is a well-known educational institution that has school and high school. This research was applied to 33 A1 students who are in 7<sup>th</sup> grade "B" school

year 2020 – 2021. The mission of this institution is to provide a comprehensive education based on meaningful learning, with solid principles, forming critical, creative students capable of logically arguing. The vision of this institution is to serve the educational community by providing meaningful learning to develop students capable of coping and solving problems that arise in their daily lives.

The group is composed by males and females who take 5 hours of English classes per week. It was mandatory to request permission of the headmaster school to carry out with this research. To carry out this research, convenience sampling was used, which is a non-probability and non-random sampling technique that uses all the individuals of a group selected according to the researcher's ease of access in a planned time interval.

*Table 1: Population*

Population	Gender	Total
A1	Females	14
Students	Males	19
Total		33

*Source: López, D. (2021)*

It was necessary to collect data for this research process. Data collection refers to the systematic approach of gathering and measuring information from various sources to obtain a complete and accurate picture of an area of interest. Data collection enables an individual to answer relevant questions, evaluate results, and better anticipate future probabilities and trends. It refers to the strategic plan designed to answer the research questions. What the researcher must do to achieve his objectives.

This research is based on a quasi-experimental research. Reiser and Simmons (2005) mention that quasi-experimental research is a type of study in which the study population that is part of the research is not randomly selected, on the contrary, the researcher chooses previously the established group. The research method is descriptive, which consists of observing the individual's behavior and the different social variables to record qualitative and quantitative data. This type of research focuses on identifying the way an independent variable influences the dependent variable and what this produces.

The quasi-experimental research is carried out in the field, in an environment where the study subject develops naturally, which reduces the control of the variables. A ten-item survey Likert scale perception survey questionnaire was designed considering the two variables of the research and it was validated by a group of experts, as well as with the Cronbach's Alpha's Reliability Test to check if the structure, language, content, and vocabulary are understandable for the students. Then, it was administrated to the participants. Next, a pretest A1 reading test based in three important skimming reading skill aspects like Comprehension, Retention and Decodification, which were applied to the study group to determine their perception towards the material and teaching reading techniques before and after the research.

The intervention stage was done after analyzing the pretest results. It was necessary to design and apply a guide of printed didactic resources to solve the students' skimming reading skill problems based on materials already done and tested by other researchers and with activities focus on developing A1 skimming reading skill. To conclude the research procedure a posttest was applied showing a significant improvement of the A1 students' skimming reading skill problems through the use of printed didactic resources. Due to the pandemic all these stages were developed through Microsoft Forms tools and the use of Zoom platform.

*Table 2: Data collection process*

Types of Investigation	Investigation Technique	Instruments for data collection
Secondary research	Scientific reading	Thesis, books, and papers
Primary research	Survey	Questionnaire
	Reading question bank	Pretest
		Posttest
	Analysis of data	SPSS

*Author: López, D. (2021)*

*Table 3: Intervention phase*

	Intervention						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Phase 1	Survey	Pretest					
Phase 2			Comics	Newspapers	Stories	Magazines	
Phase 3							Posttest

*Author: López, D. (2021)*

## 2.2 Perception survey questionnaire

It was needed to validate the perception survey questionnaire as well as the pretest and posttest to correct them if necessary, according to the group of experts and the Alpha's reliability test. To assess the operability of the perception survey questionnaire questions and their understanding, with the data obtained, the Cronbach's Alpha Coefficient which measures the internal consistency or reliability of the ten item Likert scale was applied and calculated in the SPSS program, the result of which is the following:

*Table 4: Reliability statistics*

Reliability Statistics	
Cronbach's Alpha	N of Items
0,708	10

*Author: López, D. (2021)*

The reliability results of the analysis for the perception survey questionnaire were 0.708 and according to the Cronbach's Alpha Internal Consistency, it is determined that the instrument is acceptable to carry on with the research process.

*Table 5: Cronbach's Alpha Internal Consistency*

Cronbach's Alpha Internal Consistency	
$0.9 \leq \alpha$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

*Author: López, D. (2021)*

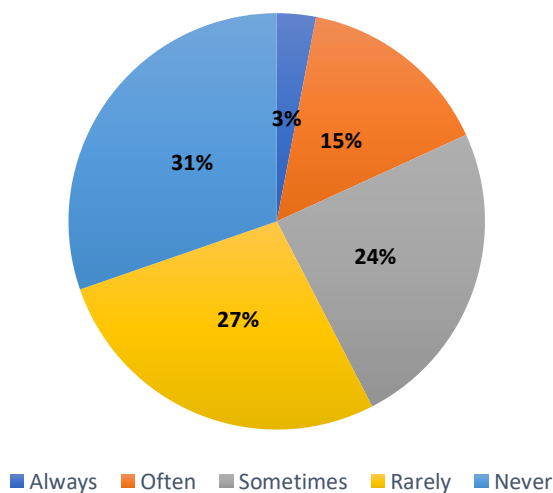
## 2.3 Categorization and Tabulation

Each question of the perception survey questionnaire was based on the two variables of the present investigation. It was relevant for this research to process the gotten result and show it through figures and to analyze them percentages were necessary to give detailed aspects of the research.

In this step, it was necessary to analyze and interpret the ten questions applied in the diagnostic questionnaire based on a Likert scale in which 5: A= Always, 4:O= Often, 3:S= Sometimes, 2: R=rarely, 1: N= never.

The first questionnaire item applied to students was: *your teacher focuses his activities on the development of your reading skill using printed didactic resources.*

Based on figure 1, 31 % of students mentioned that the teacher never focuses his activities on the development of their reading skill using printed didactic resources. 27 % of students marked that the teacher rarely focuses his activities on the development of their reading skill using printed didactic resources. 24% of students declared that the teacher sometimes focuses his activities on the development of their reading skill using printed didactic resources. 15% of students stated that the teacher often focuses his activities on the development of their reading skills using printed didactic resources. 3% of students remarked that the teacher always focuses his activities on the development of their reading skill using printed didactic resources.



*Figure 1.* Item 1, questionnaire by López, D. (2021)

Students expressed that the teacher does not focus his activities on the development of their reading skill as well as he does not use printed didactic resources in each class to encourage reading.

The second questionnaire item applied to students was: *in classes, you have the opportunity to develop the reading skill that allow you to establish effective learning.*

Based on figure 2, 27% of students mentioned that in classes, they never have the opportunity to develop the reading skill that allow them to establish effective learning. 27% of students marked that in classes, they rarely have the opportunity to develop the reading skill that allow them to establish effective learning. 24% of students declared that in classes, they sometimes have the opportunity to develop the reading skill that allow them to establish effective learning. 16% of students stated that in classes, they often have the opportunity to develop the reading skill that allow them to establish effective learning. 6% of students remarked that in classes, they always have the opportunity to develop the reading skill that allow them to establish effective learning.

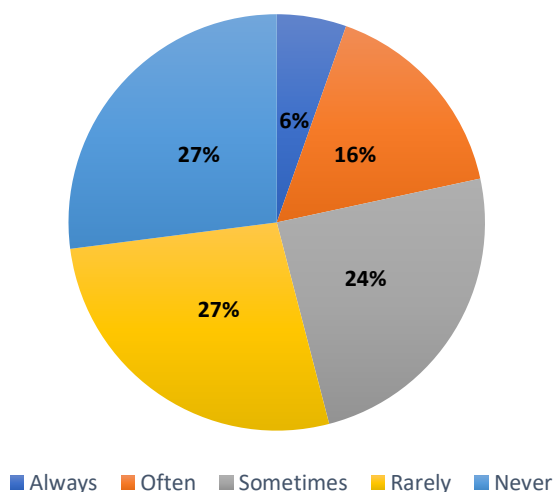


Figure 2. Item 2, questionnaire by López, D. (2021)

Students expressed that in classes, they do not have the opportunity to develop the reading skill that allow them to establish effective learning and use it in their daily life. It is necessary to consider students' needs.

The third questionnaire item applied to students was: *the teaching materials that your teacher uses are on your interest to work on reading skill.*

Based on figure 3, 34% of students mentioned that the teaching resources that the teacher uses are sometimes on their interest to work on reading skill. 30% of students marked that the teaching resources that the teacher uses are rarely on their interest to work on reading skill. 15% of students declared that the teaching resources that the teacher uses are often on their interest to work on reading skill. 15% of students stated that the teaching resources that the teacher uses are never on their interest to work on reading skill. 6% of students stated that the teaching resources that the teacher uses are always on their interest to work on reading skill.

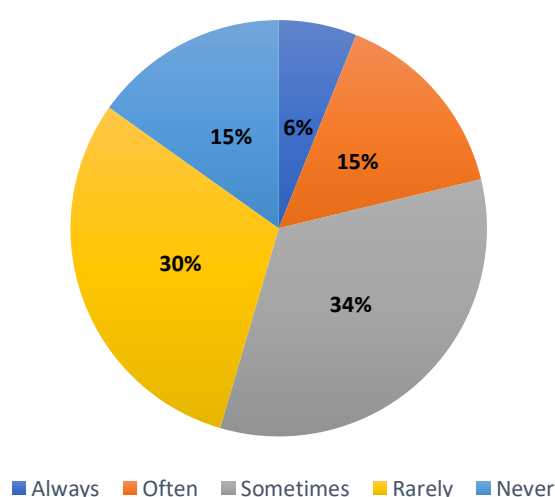


Figure 3. Item 3, questionnaire by López, D. (2021)

It shows that students feel the necessity to use teaching resources that help them to develop their reading skill. It is essential to ask students what kind of printed material they would like to read for the next class to make them feel motivated.

The fourth questionnaire item applied to students was: *the types of teaching materials your teacher uses in class mainly include printed didactic resources.*

Based on figure 4, 40% of students mentioned that sometimes the types of teaching materials the teacher uses in class mainly include printed didactic resources. 24% of students marked that never the types of teaching materials the teacher uses in class mainly include printed didactic resources. 21% of students declared that rarely the types of teaching materials the teacher uses in class mainly include printed didactic resources. 12% of students stated that often the types of teaching materials

the teacher uses in class mainly include printed didactic resources. 3% of students remarked that always the types of teaching materials the teacher uses in class mainly include printed didactic resources.

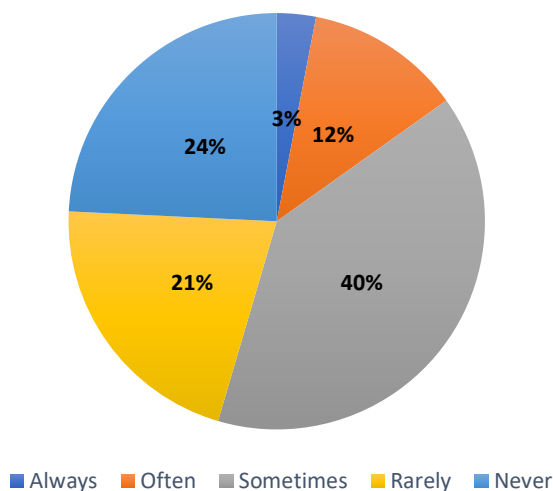


Figure 4. Item 4, questionnaire by López, D. (2021)

The picture shows that the students need to have contact with another type of printed material instead of just the modules or the English book. They want printed materials that engage them and help to develop their reading skill and their English language knowledge.

The fifth questionnaire item applied to students was: *printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and stories are essential for making more efficient reading skill development.*

Based on figure 5, 82% of students mentioned that printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and stories are always essential for making more efficient reading skill development. 12% of students marked that printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and stories are often essential for making more efficient reading skill development. 3% of students declared that printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and stories are sometimes essential for making more efficient reading skill development. 3% of students stated that printed didactic resources like

magazines, comics, newspapers, posters, brochures, bibliographies and stories are rarely essential for making more efficient reading skill development. 0% of students remarked that printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and stories are never essential for making more efficient reading skill development.

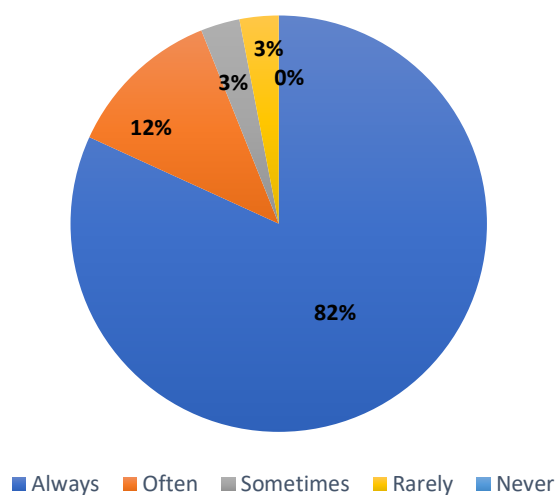


Figure 5. Item 5, questionnaire by López, D. (2021)

Most of the students think that teaching materials like magazines, comics, newspapers, posters, brochures, bibliographies and stories is going to call their attention and as a result they are going to develop their skimming skill in the reading process.

The sixth questionnaire item applied to students was: *your teacher teaches reading techniques and strategies during class.*

Based on figure 6, 76% of the students mentioned that their teacher never teaches reading techniques and strategies during class. 9% of the students marked that sometimes their teacher teaches reading techniques and strategies during class. 9% of the students declared that often their teacher teaches reading techniques and strategies during class. 3% of the students stated that their teacher always teaches reading techniques and strategies during class. 3% of the students remarked that their teacher rarely teaches reading techniques and strategies during class.

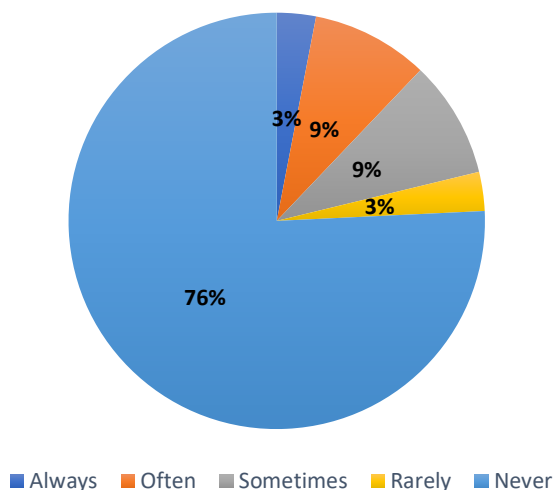


Figure 6. Item 6, questionnaire by López, D. (2021)

The picture shows that students do not know any kind of reading strategy. Reading strategies save time and help readers to develop a better understanding of what they are looking for in a reading. Besides, they are an essential way to improve their information retention.

The seventh questionnaire item applied to students was: *it is important for you to understand the general ideas of a text during the reading activity.*

Based on figure 7, 67% of students mentioned that it is always important for them to understand the general ideas of a text during the reading activity. 12% of students marked that it is never important for them to understand the general ideas of a text during the reading activity. 9% of students declared that it is sometimes important for them to understand the general ideas of a text during the reading activity. 6% of students stated that it is rarely important for them to understand the general ideas of a text during the reading activity. 6% of students considered that it is often important for them to understand the general ideas of a text during the reading activity.

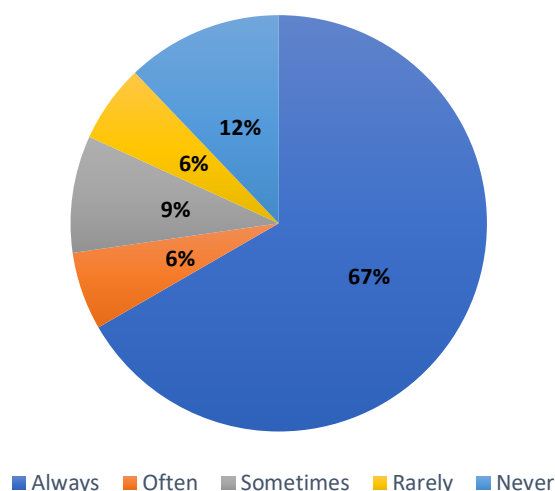


Figure 7. Item 7, questionnaire by López, D. (2021)

The picture shows students are conscious of the importance of knowing the different information that some reading text asks for to complete a reading task. After reading a text, it is always remarkable to analyze what it is about to have a general idea of it and be able to share it with others.

The eighth questionnaire item applied to students was: *your teacher applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages.*

Based on figure 8, 34% of students mentioned that their teacher sometimes applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages. 27% of students marked that their teacher rarely applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages. 21% of students declared that their teacher never applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages. 12% of students stated that their teacher often applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages.

6% of students remarked that their teacher always applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages.

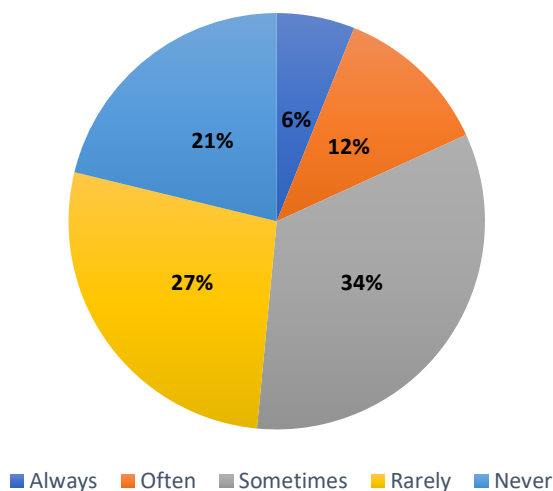


Figure 8. Item 8, questionnaire by López, D. (2021)

The picture shows that teachers play an important role in the learning process at the moment to facilitate reading materials. However, it is not complete if students do not know how to take advantage of them. It is mandatory to teach activities like making predictions to activate students' previous knowledge as well as to understand vocabulary in context and be able to keep information in mind about the reading passage by using these kinds of strategies.

The ninth questionnaire item applied to students was: *it is easy for you to recognize the information requires in a reading activity proposed by your teacher.*

Based on figure 9, 43% of students mentioned that it is sometimes easy for them to recognize the information requires in a reading activity proposed by their teacher. 24% of students marked that it is often easy for them to recognize the information requires in a reading activity proposed by their teacher. 15% of students declared that it is rarely easy for them to recognize the information requires in a reading activity proposed by their teacher. 12% of students stated that it is always easy for them to recognize the information requires in a reading activity proposed by their

teacher. 6% of students remarked that it is never easy for them to recognize the information requires in a reading activity proposed by their teacher.

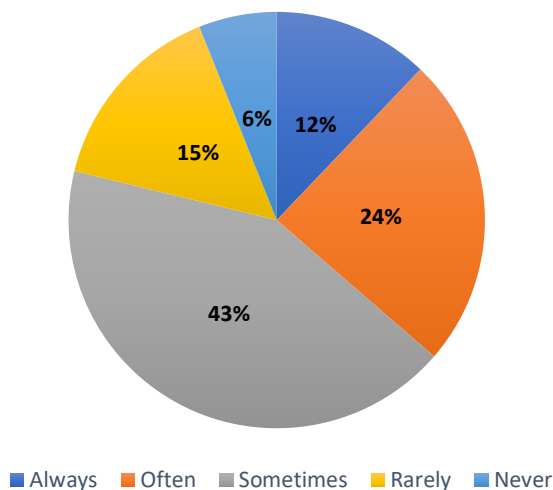


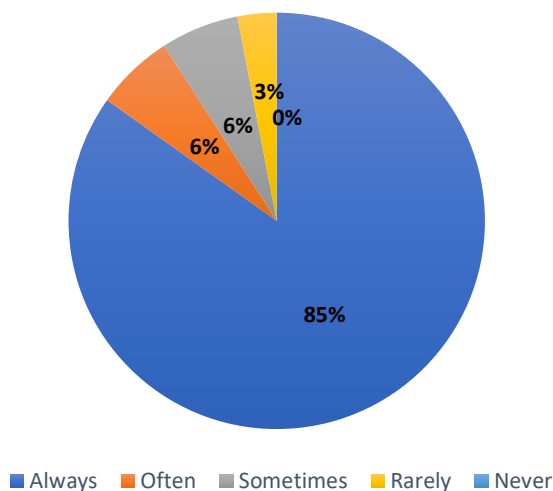
Figure 9. Item 9, questionnaire by López, D. (2021)

The picture shows that students have problems at the moment of answering questions related to the reading text. When completing a reading activity, it is necessary to use different reading styles like skimming which could help them to develop their decodification, retention, and comprehension skills.

The tenth questionnaire item applied to students was: *it is necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill.*

Based on figure 10, 85% of the students mentioned that it is always necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill. 6% of the students marked that it is often necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill. 6% of the students declared that it is sometimes necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill.

3% of the students stated that it is rarely necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill. 0% of the students remarked that it is never necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the skimming reading skill.



*Figure 10.* Item 10, questionnaire by López, D. (2021)

The picture shows that the students' interest to explore a new type of printed material during the English class is imperative. The use of printed didactic resources lets students open their minds, it catches their attention, and then the teacher can guide them to get new knowledge by using reading tasks.

According to the results gotten in the perception survey questionnaire, it is necessary to have a research proposal that helps students to develop their A1 skimming reading skill. The research proposal is a Printed Didactic Resources Guidebook for the Development of A1 Students' Skimming Reading Skill. The research proposal is justified by the students' needs presented in the research pretest. It was clear that students need to have another stimulus beyond the traditional textbook. It presents four types of didactic materials such as comics, newspapers, stories, and magazines. Those printed didactic materials stimulate the students' attention and improve their memory while entertainingly promoting learning.

This research proposal is feasible because the printed didactic resources used in the guidebook are available to students and teachers. These kinds of resources make the teaching and learning process interactive to strengthen the students' ability to understand, retain and decode the messages that are included in these didactic resources.

This research proposal is of great help for the students of the Fray Sebastián Acosta School who have benefited from this study since through it they have developed the skimming skill by the use and implementation of the printed didactic materials which has given as a result, they enjoy English classes at the same time they learn.

This research proposal is of great help for those teachers who need a guide to be able to make their classes memorable and meaningful since the type of resources used in it allows the class environment to be participatory and of great value in the teaching-learning process.

## **PRINTED DIDACTIC RESOURCES GUIDEBOOK FOR THE DEVELOPMENT OF A1 STUDENTS' SKIMMING READING SKILLS**

### **Introduction**

This Guidebook of printed didactic resources can be a supplement to any reading lesson during the teaching and learning process of a second language. This guidebook's main objective is through four different kinds of printed didactic resources guide teachers on why to use them, and how can be a possible procedure to apply them based on skimming reading strategies to improve students' comprehension, retention, and decodification to develop skimming reading skill.

Besides, this guidebook includes lesson plans based on the deductive method and based on the Presentation, Practice, and Production methodology. This method is characterized by introducing the class topic through an icebreaker to ensure that students enter a climate of cordiality and disposition towards the different moments of the teaching-learning process.

The first moment of this method is the presentation where the class topic is introduced, as well as its contents and instructions. In this way, this method stimulates the students' previous knowledge. For this purpose, this method is based on the use of printed didactic resources such as comics, newspapers, stories, and magazines. The Presentation Practice and Production method used in this guidebook is supported by the use of technological resources such as PowerPoint presentations and website resources.

The second moment is the practice in which the students develop the activities proposed by the teacher who has the role of facilitator of the student learning.

The third moment is the production, the students produce their critical thinking, their own opinions, and knowledge of the activities carried out, which can be shared with other classmates to enrich the class and at the same time have feedback from the teacher.

Finally, this guidebook includes a worksheet that can be used after class to develop the three aspects of skimming reading skill and obtain information on the students' progress.

## **The Comics**

The comics are printed resources that use a series of drawings that constitute a story. They communicate the stories of one or more characters. They are sequential narrations using images. The comics are successions of images made up of drawn caricatures that are complemented by texts. They are cultural products that should be used in the classroom since they persuade children, youth, and adults. In short, the comics constitute a perfect link between images and audio-visual elements, the same ones that help to develop active and passive reading. In addition, the narrative text with its dialogue has a high playful value due to the great power of attraction and suggestion that its images produce in people, especially in children.

### **Why to use comics in the classroom?**

- They favor the initiation of reading in a fun, attractive, and visual way.
- They help to acquire vocabulary thanks to the fact that the images allow words to be quickly associated with their meaning.
- They sharpen thinking by having to create a single message through images and texts.
- They enable the learning process of different and diverse subjects and topics. It greatly facilitates foreign language learning.
- They promote the child's oral and written expression, as well as their ability to memorize.
- They help in the students' concentration and develop their wits. They are easy to acquire and manipulate.
- They develop students' imagination thanks to their stories and characters, and they also encourage creativity by offering the opportunity to make up new adventures.
- They are a great learning and entertainment source.

### **How to use comics in the classroom?**

- ✓ The comic incorporation in the classroom should be gradual, before introducing a full comic resource, the teacher can introduce small comic strips.

- ✓ The teacher can use or create a comic strip for students' reflection and cut it and ask students to order the images in the right sequence.
- ✓ The teacher can offer the students the beginning of a comic story and ask them to make up the ending, either in comic format, in the form of a story, written or oral, or through a theatrical performance.
- ✓ The teacher can deliver comics without the dialogues and have the students complete them. This activity can be carried out individually or in groups and compare the different dialogues obtained.
- ✓ The teacher can propose dialogues or a story and the students would turn it into a comic.
- ✓ Students can bring comics to address certain topics of their interest.
- ✓ Students can create their own digital or physical comic, starting, perhaps, with a single cartoon or by imagining, together, the protagonists.
- ✓ All of these suggested activities could be part of a project in which the final product is a comic. In the same sense, it could also lead to an English Language Learning Project, if students create a comic on a topic related to learning English. That comic could serve as a resource to train and inform other schools or institutions in the community.

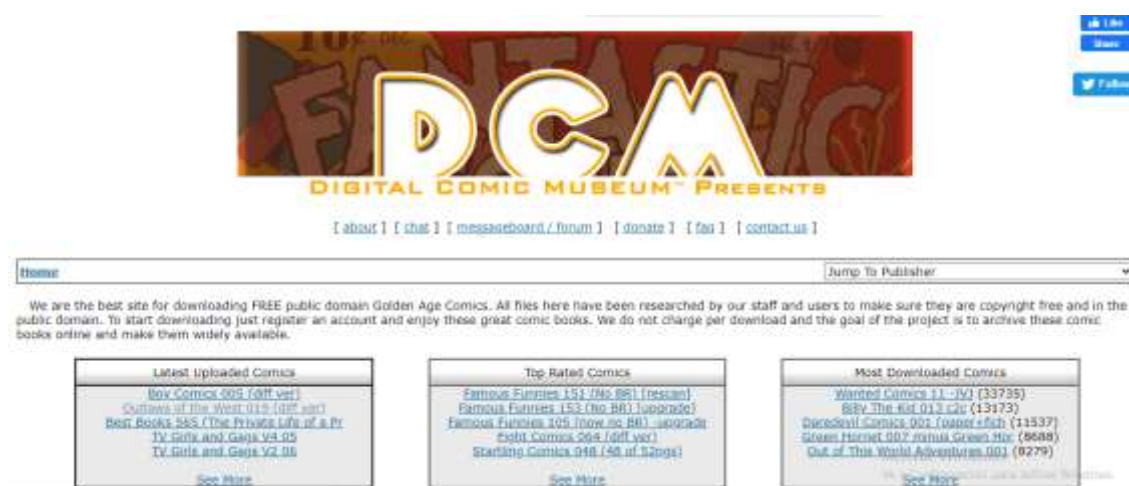
**Reading strategies. Skimming for the general information / Skimming for details.**

- Predict what is the reading about
- Take a look at the title, subtitles, and headings.
- Activate prior knowledge by knowing the reading topic.
- Read the title and make predictions of what the text is about.
- Read the first and last parts of each paragraph.
- Identify the general aspects of reading.
- Recognize some details from the text.
- Look at the diagrams, illustrations, and captions.
- Look at the words in bold, italics, or underlined.
- Read the text from top to bottom and from bottom to top
- Keep your eyes moving throughout the text.

## Digital comic resources

Digital Comic Museum: <https://digitalcomicmuseum.com/>

Comics from all over the world and for all ages and learning levels can be found on this website. This page provides different kinds and styles of comics. You can also find resources such as worksheets to develop reading skills. The resources available on this website are free and can be adapted to the needs of any group of students.



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Source: <https://digitalcomicmuseum.com/>

## Comic Lesson Plan

Comic Lesson Plan			
<b>Group:</b> Seventh "B"	<b>Starting date:</b>	<b>Time:</b> 40 Minutes	<b>Nº of students:</b> 33
<b>Topic:</b> My personal blog			
<b>Aims:</b> To promote students' skimming reading skill			
<b>Assessment:</b> Students read a comic strip and complete the reading activities.			
<b>Materials:</b> Computer, PowerPoint presentations, WhatsApp app and zoom platform			
<b>Anticipated problems:</b> The class will be recorded in case students lose internet connection			
Timing	Teacher's activities	Students' activities	Evaluation: Activities / Techniques / Instruments
<b>Presentation</b> 8 Minutes	<ul style="list-style-type: none"> <li>-Teacher greets the students and introduces himself.</li> <li>-Teacher establishes the virtual classroom rules and mentions the class objective.</li> <li>-Teacher displays a picture to students and asks them what can they see?</li> </ul>	<ul style="list-style-type: none"> <li>-Students listen to the teacher and greet him.</li> <li>-Students follow directions.</li> <li>-Students look at the picture and comment on what they can see.</li> </ul>	<b>Technique:</b> Written sheet of paper
<b>Practice</b> 16 Minutes	<ul style="list-style-type: none"> <li>-Teacher shows a PowerPoint presentation and asks students to take a look at the topic of the class.</li> <li>-Teacher asks students to look at the images and predict what are they about?</li> <li>-Teacher encourages students to give their oral answers.</li> <li>-Teacher tells students to read the part of the comic that calls their attention.</li> <li>-Teacher tells students to read the first and the last part of the comic strip.</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention to the PowerPoint presentation and read the topic of the class.</li> <li>-Students give their predictions about what is going to be the comic about by just looking at the images.</li> <li>-Students read the part of the comic they want.</li> <li>-Students read the first and last comics' paragraph.</li> </ul>	<b>Instruments:</b> Questionnaire
<b>Production</b> 16	<ul style="list-style-type: none"> <li>-Teacher asks students to have a fast reading of the text and requests them for the main idea of the text.</li> <li>-Teacher asks students for some specific details of the reading.</li> <li>-Teacher sends a comic worksheet to students.</li> <li>-Teacher guides students through the comic worksheet process.</li> <li>-Teacher clarifies students' doubts.</li> <li>-Teacher congratulates students for the class participation and says good bye.</li> </ul>	<ul style="list-style-type: none"> <li>-Students read as fast as they can the comic.</li> <li>-Students share their answers about the reading.</li> <li>-Students give some specific details of the comic.</li> <li>-Students check the WhatsApp group, complete the comic worksheet and submit their answers to the teacher.</li> <li>-Students clear doubts and say good bye.</li> </ul>	<b>Activities:</b> Multiple choice questions and answers
<b>Adapted curriculum:</b> There are not students with special needs in this group.			
<b>Homework/Further work:</b> Students must explore the online comic in the "digitalcomicmuseum" webpage and they should submit the activities to the teacher's WhatsApp.			
<b>Prepared by:</b>	<b>Checked by:</b>	<b>Approved by:</b>	

## Comic Worksheet



## A. Read the text and choose the right answer. Underline the right answer.

## 1. What is the comic about?

- a) Garfield's life      b) Jon's blog      c) Garfield's day

## 2. How many people reads Jon's blog?

- a) Three      b) One      c) Nobody

## 3. Jon is going to post a ...

- a) Song      b) Video      c) Picture

## B. Answer True or False

4. People read Jon's blog. \_\_\_\_\_
5. People on internet love cats. \_\_\_\_\_
6. Jon post a Garfield picture on his blog. \_\_\_\_\_
7. Jon is angry. \_\_\_\_\_

## C. Complete the sentence

## 8. Nobody \_\_\_\_\_ Jon's blog.

- a) read      b) reads      c) see

## 9. People on \_\_\_\_\_ love \_\_\_\_\_.

- a) radio / dogs      b) internet / cats      c) TV / birds

## 10. Jon ate a \_\_\_\_\_.

- a) car      b) camera      c) smartphone

## **The Newspaper**

The newspaper is a regularly published print media that seeks to account for the most relevant events. Nowadays, the newspaper is a printed or digital publication that presents, in chronological or thematic order, the news, opinions, or announcements about the most important events that occurred in a place during a certain period. It can have international, national, regional, or local scope. The newspaper is characterized by being an informative, written communication resource with a massive reach. Another characteristic of the newspapers is their external appearance, consisting of a set of distinctive elements, such as the logo, the slogan, the date and place of publication, the main news of the day, the summary, the photos, and the captions, as well like the directory and the writing.

The newspaper, being a written publication, has the advantage of being able to offer more information and treat in depth and detail the most important issues. Newspapers are usually divided into different thematic sections or segments and may additionally contain supplements and magazines.

### **Why to use the newspaper in the classroom?**

- It develops students' reading abilities and lets them analyze or synthesize information.
- It promotes active teaching and learning through the use of visual elements.
- It favors the imagination when experiencing the sensation of being involved with what happened.
- It allows students to be aware of what is happening in their surroundings and the world, thus fills them with knowledge.
- It increases reading interest when finding articles on the students' favorite topics.
- It expands vocabulary and knowledge with varied study topics, which makes the student a pleasant and bold person.
- It turns the student into an objective person, who knows how to analyze and understand the article read and then share it with others.
- It improves memory when remembering details, situations, and characters.
- It facilitates access to useful and curious data.

- It promotes writing when the student reads, he can remember how to write the read words of the text.
- It enables critical thinking which allows the student to form their own opinion on the topics read.

### **How to use the newspaper in the classroom?**

- ✓ The teacher can present the name of the newspaper in class, motivating them to propose subsequent activities, all of them related to that topic. It helps the teacher to know the relationship of the students with the press, their knowledge, and their degree of interest in the subject.
- ✓ The teacher can mention the name of the different newspaper sections and a very brief extract of the articles that could appear in them.
- ✓ The student can read headlines, subtitles, and photographs, which provide a great deal of supplementary information and, therefore, can facilitate access to understanding.
- ✓ The teacher can show an article from the newspaper and asks the students to give a quick reading.
- ✓ The teacher can ask if the predictions about the article were adequate or not and they discuss in groups the differences between their initial hypothesis and the news they read.
- ✓ The teacher can select an article related to the lexicon that interests him and take out all the words he wants to work on. It is presented as a traditional filling the gaps exercise, with the words on one side. Once the exercise is finished, the student can be asked to memorize the maximum number of words.
- ✓ The teacher may request that the title of the news be changed to one that they deem appropriate.
- ✓ The teacher can ask the student to cross out the words or sentences that they think are not important until the text is reduced to a number previously defined by the teacher.
- ✓ The teacher can provide the students with a series of headlines of their interest so that they can write an invented and humorous news about the events that occurred in class.

- ✓ The teacher can allow students to create by playing with words is one of the most rewarding aspects of the class, it improves the recognition of others and increases self-esteem.

### **Reading strategies. Skimming for the general information / Skimming for details.**

- Predict what the reading is about.
- Take a look at the title, subtitles, and headings.
- Activate prior knowledge by knowing the reading topic.
- Read the title and make predictions of what the text is about.
- Read the first and last parts of each paragraph.
- Identify the general aspects of reading.
- Recognize some details from the text.
- Look at the diagrams, illustrations, and captions.
- Look at the words in bold, italics, or underlined.
- Read the text from top to bottom and from bottom to top
- Keep your eyes moving throughout the text.

### **Digital newspaper resources**

News in levels: <https://www.newsinlevels.com/>

News articles for all ages and learning levels can be found on this website. This page provides different news articles of science, sports, economy, and more. You can also find resources such as worksheets to develop reading skills. The resources available on this website are free and can be adapted to the needs of any group of students.



Source: <https://www.newsinlevels.com/>

## Newspaper Lesson Plan

Newspaper Lesson Plan			
<b>Group:</b> Seventh "B"	<b>Starting date:</b>	<b>Time:</b> 40 Minutes	<b>N<sup>o</sup> of students:</b> 33
<b>Topic:</b> Goats stop fires			
<b>Aims:</b> To promote students' skimming reading skill			
<b>Assessment:</b> Students read a newspaper article and complete the reading activities.			
<b>Materials:</b> Computer, PowerPoint presentations, WhatsApp app and zoom platform			
<b>Anticipated problems:</b> The class will be recorded in case students lose internet connection			
Timing	Teacher's activities	Students' activities	Evaluation: Activities / Techniques / Instruments
<b>Presentation</b> 8 Minutes	-Teacher greets the students. -Teacher mentions the class objective. -Teacher displays a headline from a newspaper article and asks students for ideas about it.	-Students listen to the teacher and greet him. -Students follow directions. -Students look at the headline and comment on what they can see.	<b>Technique:</b> Written sheet of paper
<b>Practice</b> 16 Minutes	-Teacher shows a PowerPoint presentation and asks students to take a look at the pictures in the article. -Teacher asks students to give predictions about the content of the article. -Teacher encourages students to give their oral answers. -Teacher tells students to read the first and the last sentence of the article. -Teacher tells students to read the article starting from bottom to top and top to bottom.	-Students pay attention to the PowerPoint presentation and take a look at the pictures. -Students give their predictions about what is going to be the newspaper about by just looking at the headline. -Students read the first and last sentence of the article. -Students read the article starting from bottom to top and top to bottom.	<b>Instruments:</b> Questionnaire
<b>Production</b> 16	-Teacher asks students to have a fast reading of the article and requests them for the main idea of the text. -Teacher asks students for some specific details of the article. -Teacher sends a newspaper worksheet to students. -Teacher guides students through the newspaper worksheet process. -Teacher clarifies students' doubts. -Teacher congratulates students for the class participation and says good bye.	-Students read as fast as they can the article. -Students share their answers about the reading. -Students give some specific details of the newspaper article. -Students check the WhatsApp group, complete the newspaper article worksheet and submit their answers to the teacher. -Students clear doubts and say good bye.	<b>Activities:</b> Multiple choice questions and answers
<b>Adapted curriculum:</b> There are not students with special needs in this group.			
<b>Homework/Further work:</b> Students must explore the online newspaper called "newsinlevels" and they should submit the activities to the teacher's WhatsApp.			
<b>Prepared by:</b>		<b>Checked by:</b>	<b>Approved by:</b>

## Newspaper Worksheet

# Goats stop fires

*Jhon Presley*



The weather in some parts of the US is getting drier and hotter. **Wildfires** happen more often. Farmers have an idea on how to stop the fires. They use goats. Goats eat grass and leaves. This helps stop the spread of fires. Goats are better than cows or sheep. Goats have long necks. They can eat leaves which are two meters high. They can climb on rocks. One goat weighs about 45 kilograms. It can eat 5.5 kilograms of grass and leaves every day. It is a good business for ranchers. **Ranchers** take their goats to people's lands. People feel safer because fires will not come.

### A. Read the text and choose the right answer. Underline the right answer.

#### 1. What is the news article about?

- a) Goats                      b) Sheep                      c) Cows

#### 2. How is the weather like in some parts of US?

- a) Sunny and Rainy      b) Cold and Snowy      c) Dry and Hot

#### 3. Farmers have an idea on how to stop ...

- a) Earthquakes              b) Tsunamis              c) Fires

### B. Answer True or False

4. Farmers use goats to stop fires. \_\_\_\_\_
5. Goats eat grass and tomatoes. \_\_\_\_\_
6. Goats are worse than cows or sheep. \_\_\_\_\_
7. Goats have long necks. \_\_\_\_\_

### C. Complete the sentence

#### 8. Goats can eat \_\_\_\_\_ which are two meters high.

- a) plants                      b) leaves                      c) fruits

#### 9. Goats can \_\_\_\_\_ the \_\_\_\_\_.

- a) run / mountains              b) survive / fires              c) climb / rocks

#### 10. One goat weighs about \_\_\_\_\_ kilograms.

- a) 5                              b) 45                              c) 54

## **The Story**

A story is an imaginary narration of a tale that may or may not be based on real events. It is presented in writing or orally. The story belongs to the literary genre of narration and consists of a beginning, a development, and an ending, in which a series of characters interact with each other to develop a story. The story has subgenres such as science fiction, adventure, fantasy, horror, among others. It is distinguished from the novel by its shorter length. The story's main objective is to cause emotion in the reader in a fast, concise, and thoughtful way. The story mainly seeks to quickly convey the main idea and others related to the main one. One of the most relevant characteristics of the story is that the narrative difficulty of these stories can be adapted according to the level of the audience.

### **Why to use the story in the classroom?**

- It increases students' imagination. When students read a story, they introduce themselves to the magical world in which they feel they are part.
- It favors students' creativity when interpreting what is written in it. This will help them to understand the story.
- It develops teachings and values that will serve the student in real life.
- It encourages reading development. Many students begin to read these stories in their mother tongue and relate them to the second language, so their stories can be used as prior knowledge.
- It facilitates new vocabulary acquisition that students do not hear in their day today. All this will help enrich the lexicon.
- It allows improving students' spelling. The stories usually have words that are easy to understand and retain.
- It broadens the capacities of perception and increases their understanding of reading; the student immerses himself in the story and complements it with the images that it includes.
- It helps students to understand society because stories sometimes involve conflicts and teach them how they should act, making them see what is right and what is wrong.
- It promotes the reading habit and the love for books.

- At an early age constitutes a great visual stimulus and is one of the bases for intellectual development, because through stories students understand things more quickly.

### **How to use the story in the classroom?**

- ✓ The teacher can show students some pictures of the story and ask them to imagine what the topic is about.
- ✓ The teacher can ask students to say who can be the possible characters.
- ✓ The teacher can tell students to close their eyes and imagine a possible setting for the story.
- ✓ The teacher can require students to predict what the story is about.
- ✓ The teacher can request students to say a possible beginning and ending for the story.
- ✓ The teacher can demand students to read the story as fast as possible.
- ✓ The teacher can question students to identify the story's general idea.
- ✓ The teacher can tell students to read the text again and look for specific details.
- ✓ The teacher can present to students the story texts to rearrange them.
- ✓ The teacher can ask what is the teaching message of the story.
- ✓ The teacher can ask students to write their own life story and share it with the class.

### **Reading strategies. Skimming for the general information / Skimming for details.**

- Predict what the reading is about.
- Take a look at the title, subtitles, and headings.
- Activate prior knowledge by knowing the reading topic.
- Read the title and make predictions of what the text is about.
- Read the first and last parts of each paragraph.
- Identify the general aspects of reading.
- Recognize some details from the text.
- Look at the diagrams, illustrations, and captions.
- Look at the words in bold, italics, or underlined.

- Read the text from top to bottom and from bottom to top
- Keep your eyes moving throughout the text.

## Digital story resources

BBC: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories>

Stories for all ages and learning levels can be found on this website. This page provides new and traditional stories. You can also find resources such as videos and worksheets to develop reading skills. The resources available on this website are free and can be adapted to the needs of any group of students.

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### Stories for Children LOWER-INTERMEDIATE LEVEL

This is a series of animated short stories to help children learn English with their parents. Each story has a downloadable transcript and an activities pack to help children explore and use the language.

#### Car journey

EPISODE 210312 / 12 MAR 2021

**In this episode, Bella and Joe go on a car journey and get lost on the way – can Bella help them find their way?**

Activar Windows  
Ve a Configuración de país

Source: <https://www.bbc.co.uk/learningenglish/english/features/childrens-stories>

## Story Lesson Plan

Story Lesson Plan			
<b>Group:</b> Seventh "B"	<b>Starting date:</b>	<b>Time:</b> 40 Minutes	<b>Nº of students:</b> 33
<b>Topic:</b> The three bears			
<b>Aims:</b> To promote students' skimming reading skill			
<b>Assessment:</b> Students read a story passage and complete the reading activities.			
<b>Materials:</b> Computer, PowerPoint presentations, WhatsApp app and zoom platform			
<b>Anticipated problems:</b> The class will be recorded in case students lose internet connection			
Timing	Teacher's activities	Students' activities	Evaluation: Activities / Techniques / Instruments
<b>Presentation</b> 8 Minutes	<ul style="list-style-type: none"> <li>-Teacher greets the students.</li> <li>-Teacher mentions the class objective.</li> <li>-Teacher shows a sequency of images and asks students to give a possible order to them.</li> </ul>	<ul style="list-style-type: none"> <li>-Students listen to the teacher and greet him.</li> <li>-Students follow directions.</li> <li>-Students look at a sequency of images and they give a possible order to them.</li> </ul>	<b>Technique:</b> Written sheet of paper
<b>Practice</b> 16 Minutes	<ul style="list-style-type: none"> <li>-Teacher shows a PowerPoint presentation and asks students to take a look at the complete reading story without reading it.</li> <li>-Teacher asks students to give predictions about the content of the story.</li> <li>-Teacher encourages students to give their oral answers.</li> <li>-Teacher tells students to read the first and the last sentence of the story.</li> <li>-Teacher tells students to read the story starting from bottom to top and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention to the PowerPoint presentation and take a look at the full story.</li> <li>-Students give their predictions about what is going to be the story about by just looking at the images.</li> <li>-Students read the first and last sentence of the story.</li> <li>-Students read the story starting from bottom to top and top to bottom.</li> </ul>	<b>Instruments:</b> Questionnaire
<b>Production</b> 16	<ul style="list-style-type: none"> <li>-Teacher asks students to have a fast reading of the story and requests them for the main idea of the text.</li> <li>-Teacher asks students for some specific details of the story.</li> <li>-Teacher sends a story worksheet to students.</li> <li>-Teacher guides students through the story worksheet process.</li> <li>-Teacher clarifies students' doubts.</li> <li>-Teacher congratulates students for the class participation and says good bye.</li> </ul>	<ul style="list-style-type: none"> <li>-Students read as fast as they can the story.</li> <li>-Students share their answers about the reading.</li> <li>-Students give some specific details of the story.</li> <li>-Students check the WhatsApp group, complete the story worksheet and submit their answers to the teacher.</li> <li>-Students clear doubts and say good bye.</li> </ul>	<b>Activities:</b> Multiple choice questions and answers
<b>Adapted curriculum:</b> There are not students with special needs in this group.			
<b>Homework/Further work:</b> Students must explore the webpage called "bbcstoriesforchildrens" and they should submit the activities to the teacher's WhatsApp.			
<b>Prepared by:</b>		<b>Checked by:</b>	
<b>Approved by:</b>			

## Story Worksheet

### The cows and the lions



Five cows lived in a little forest. They ate fresh grass in a large green meadow. They were kind friends. They decided to do everything together, so the lions could not attack them for food.

One day, the five cows fought and each one started to eat grass in a different place. The lions decided to seize the opportunity and killed them one by one.

#### A. Read the text and choose the right answer. Underline the right answer.

1. What is the story about?

- a) Cows' friendship      b) Lions      c) Grass

2. How many cows were there?

- a) Five      b) Fifty      c) Fifty-five

3. Cows ate fresh grass in a large green ...

- a) Mountain      b) Hill      c) Meadow

#### B. Answer True or False

4. Lions were kind friends. \_\_\_\_\_
5. Cows decided to do everything together. \_\_\_\_\_
6. The six cows were fiends. \_\_\_\_\_
7. Lions play with the cows. \_\_\_\_\_

#### C. Complete the sentence

8. The cows \_\_\_\_\_ in a little forest.

- a) lived      b) leaves      c) lives

9. Cows \_\_\_\_\_ and each one started to eat grass in a different \_\_\_\_\_.

- a) fought / place      b) played / hill      c) run / mountain

10. Lions decided to \_\_\_\_\_ the opportunity and killed them one by one.

- a) talk      b) say      c) seize

## **The Magazines**

The magazines are printed resources that are published periodically, usually weekly or monthly. They are private or public publication about a particular topic or different topics that are generally illustrated. The magazines are part of the graphic media, although they can also have their digital version. Today, there are magazines on a wide variety of topics and aimed at different types of publics. They are usually of varied and different colors which is attractive to the students' eye. In addition, they include illustrations, images in which the subject is beautified and dramatized for more understanding and involvement of the reader. There are magazines for children, women, men, general interest, entertainment, sports, political analysis, economic, educational, and humorous, among others.

Magazines are classified into four broad categories: the scientific, the specialized, the entertainment, and the informative. Unlike newspapers, magazines, instead of narrating facts or events that have occurred in the daily life of a society, can offer an in-depth analysis of a particular event. They can find reports and interviews with characters of interest as well as the realization of research articles where the texts of scientific dissemination are also highlighted, which promote scientific knowledge of a particular subject but adapted to the reading of those who are not specialists in the subject.

### **Why to use the magazines in the classroom?**

- They promote students' entertainment. Magazines can transport them through their imagination to where the event takes place. Staying locked in a magazine is synonymous with escaping, experiencing, and enjoying new sensations. Reading magazines according to the student's interest fights boredom.
- They favor learning. Magazines by presenting a variety of topics in different ways such as interviews and reports enrich the knowledge of students.
- They increase students' understanding, attention, observation, concentration, reflection, critical thinking, and memory by presenting eye-catching visual materials.

- They arouse curiosity and feed the imagination. Reading specialized magazines on a specific topic activates inspiration and imagination.
- They improve communication skills. Magazines activate the brain, increase vocabulary, improve grammar and spelling, and promote the achievement of verbal skills, mental speed, decision-making, and confidence. Reading magazines encourages conversation and relationships.
- They promote socialization. Reading magazines make the affective and moral instinct develop, which leads people to be more open, share, talk, and enrich contacts. Reading magazines releases emotions.
- They encourage reading and are useful for many teaching methods in different areas, they can be used for example as a means to create a collage or see how well students know about certain global topics.
- They allow the student to share and recommend their favorite reports, interviews, articles with others. They are means of entertainment and distraction, that relaxes, that amuses, and teaches.

#### **How to use the magazines in the classroom?**

- ✓ The teacher can show the title of the magazine and asks students to imagine what it is the topic of the class.
- ✓ The teacher can display some pictures of the magazine article and ask for opinions.
- ✓ The teacher can request students to predict the magazine article.
- ✓ The teacher can ask students to write or say some possible words that the reading passage can include.
- ✓ The teacher can present the magazine article and ask students to take a look at it.
- ✓ The teacher can ask the students to read the text from below and then from above.
- ✓ The teacher can ask students to quickly read the text twice to capture the main idea or core statement of a paragraph.
- ✓ The teacher can ask the students to do a general reading of the text.
- ✓ The teacher can ask the students to develop three ideas and change them in different sections of the text.

- ✓ The teacher can ask the students to say a different ending for the magazine article.
- ✓ The teacher can ask the students to say the summary based on the previous steps.
- ✓ The teacher can ask for details of the text.

### **Reading strategies. Skimming for the general information / Skimming for details.**

- Predict what the reading is about.
- Take a look at the title, subtitles, and headings.
- Activate prior knowledge by knowing the reading topic.
- Read the title and make predictions of what the text is about.
- Read the first and last parts of each paragraph.
- Identify the general aspects of reading.
- Recognize some details from the text.
- Look at the diagrams, illustrations, and captions.
- Look at the words in bold, italics, or underlined.
- Read the text from top to bottom and from bottom to top
- Keep your eyes moving throughout the text.

### **Digital story resources**

National Geographic Magazine: <https://kids.nationalgeographic.com/magazine>

Magazines for all ages and learning levels can be found on this website. This page provides different magazine articles of plants, animals, planets, and more. You can also find resources such as worksheets to develop reading skills. The resources available on this website are free and can be adapted to the needs of any group of students.



Source: <https://kids.nationalgeographic.com/magazine>

## Magazine Lesson Plan

Magazine Lesson Plan			
<b>Group:</b> Seventh "B"	<b>Starting date:</b>	<b>Time:</b> 40 Minutes	<b>Nº of students:</b> 33
<b>Topic:</b> What do plants need?			
<b>Aims:</b> To promote students' skimming reading skill			
<b>Assessment:</b> Students read a magazine passage and complete the reading activities.			
<b>Materials:</b> Computer, PowerPoint presentations, WhatsApp app and zoom platform			
<b>Anticipated problems:</b> The class will be recorded in case students lose internet connection			
Timing	Teacher's activities	Students' activities	Evaluation: Activities / Techniques / Instruments
<b>Presentation</b> 8 Minutes	<ul style="list-style-type: none"> <li>-Teacher greets the students.</li> <li>-Teacher mentions the class objective.</li> <li>-Teacher shows a picture asks students to say the parts of the plants.</li> </ul>	<ul style="list-style-type: none"> <li>-Students listen to the teacher and greet him.</li> <li>-Students follow directions.</li> <li>-Students look at an image and mention the parts of the plants they know.</li> </ul>	<b>Technique:</b> Written sheet of paper
<b>Practice</b> 16 Minutes	<ul style="list-style-type: none"> <li>-Teacher shows a PowerPoint presentation and asks students to take a look at the topic of the magazine passage.</li> <li>-Teacher asks students to give predictions about the content of the magazine passage.</li> <li>-Teacher encourages students to give their oral answers.</li> <li>-Teacher tells students to read the first and the last sentence of the magazine passage.</li> <li>-Teacher tells students to read the magazine passage starting from bottom to top and top to bottom.</li> </ul>	<ul style="list-style-type: none"> <li>-Students pay attention to the PowerPoint presentation and take a look at the topic of the magazine passage.</li> <li>-Students give their predictions about what is going to be the magazine passage about by just looking at the images and the topic.</li> <li>-Students read the first and last sentence of the magazine passage.</li> <li>-Students read the magazine passage starting from bottom to top and top to bottom.</li> </ul>	<b>Instruments:</b> Questionnaire
<b>Production</b> 16	<ul style="list-style-type: none"> <li>-Teacher asks students to have a fast reading of the magazine and requests them for the main idea of the text.</li> <li>-Teacher asks students for some specific details of the magazine passage.</li> <li>-Teacher sends a magazine passage worksheet to students.</li> <li>-Teacher guides students through the magazine passage worksheet process.</li> <li>-Teacher clarifies students' doubts.</li> <li>-Teacher congratulates students for the class participation and says good bye.</li> </ul>	<ul style="list-style-type: none"> <li>-Students read as fast as they can the magazine passage.</li> <li>-Students share their answers about the magazine passage.</li> <li>-Students give some specific details of the magazine passage.</li> <li>-Students check the WhatsApp group, complete the magazine passage worksheet and submit their answers to the teacher.</li> <li>-Students clear doubts and say good bye.</li> </ul>	<b>Activities:</b> Multiple choice questions and answers
<b>Adapted curriculum:</b> There are not students with special needs in this group.			
<b>Homework/Further work:</b> Students must explore the webpage called "nationalgeographicmagazine" and they should submit the activities to the teacher's WhatsApp.			
<b>Prepared by:</b>	<b>Checked by:</b>	<b>Approved by:</b>	

## Magazine Worksheet

**NATIONAL GEOGRAPHIC KIDS** **FUN WITH READING!** **LEVEL 1** **Seed to Plant** **READING & WRITING**

## What Do Plants Need?

**Plants need these things in order to grow:**

✓ Soil	✓ Sunlight
✓ Water	✓ Air
✓ Food	✓ Space

Water and some food come from the soil. The roots soak them up.

Sunlight and air enter through the leaves. Plants use them to make more food. Plants also need space to grow.

**Q** How does a flower ride a bike? **A** With its petals!

**A. Read the text and choose the right answer. Underline the right answer.**

**1. What is the magazine passage about?**

- a) Plants' elements to grow    b) Parts of the plants    c) Plants and animals

**2. How many things does a plant need to grow?**

- a) Five    b) Six    c) Seven

**3. Water and some food come from the ...**

- a) air    b) space    c) soil

**B. Answer True or False**

4. Water and some food come from the space. \_\_\_\_\_
5. The roots soak the water and the food. \_\_\_\_\_
6. The seven elements are necessary to grow a plant. \_\_\_\_\_
7. Plants need space to grow. \_\_\_\_\_

**C. Complete the sentence**

**8. Sunlight and air \_\_\_\_\_ through the leaves.**

- a) enter    b) destroy    c) complete

**9. Plants use \_\_\_\_\_ and \_\_\_\_\_ to make more food.**

- a) rocks / grass    b) insects / flowers    c) sunlight / air

**10. Plants need space to \_\_\_\_\_.**

- a) fight    b) break    c) grow

### CHAPTER III. ANALYSIS OF THE RESULTS

The present investigation applied a quasi-experimental research. As it is mentioned in the previous chapter, it is a type of study in which the study population that is part of the research is not randomly selected, on the contrary, the researcher chooses previously the established group. The research method is descriptive, which consists of observing the individual's behavior and the different social variables to record qualitative and quantitative data. This type of research focuses on identifying the way an independent variable influences the dependent variable and what this produces.

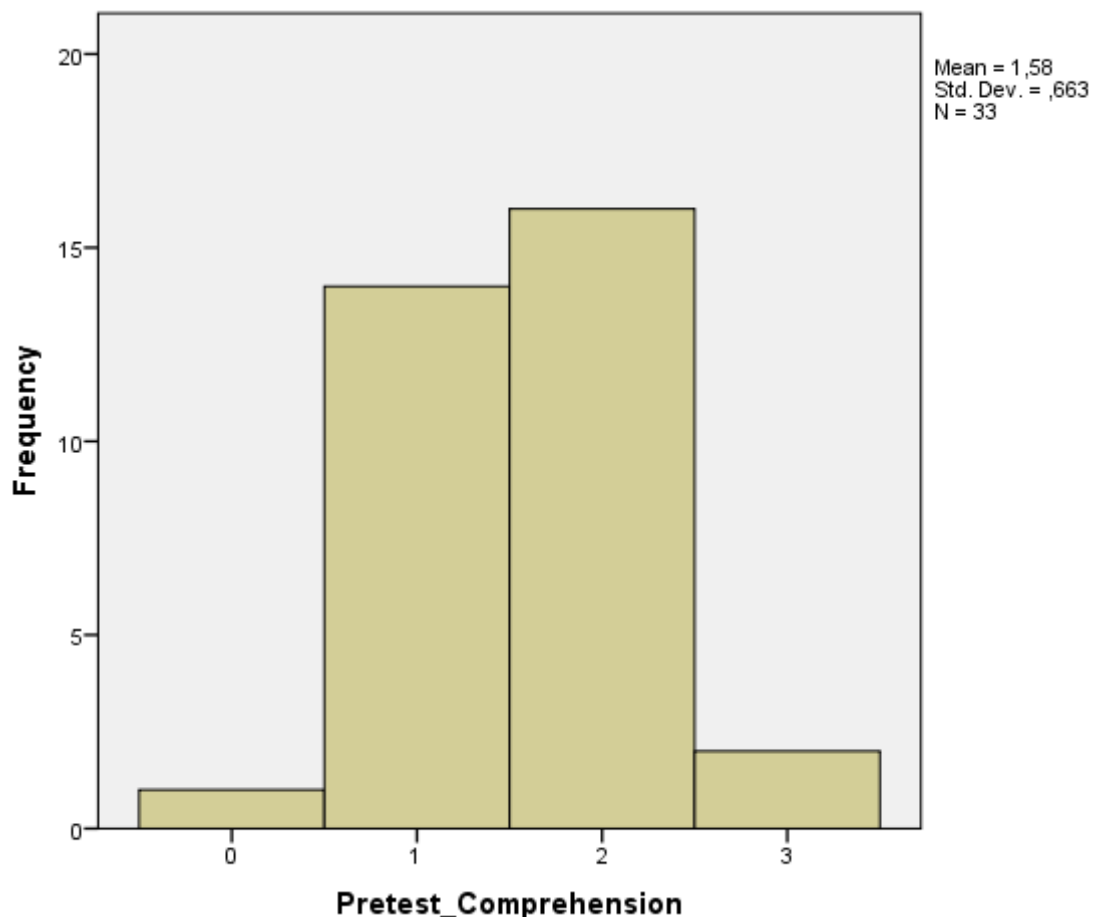
The quasi-experimental research is carried out in the field, in an environment where the study subject develops naturally, which reduces the control of the variables. The current research project employed a quasi-experimental technique to measure the effect that one variable had on the other. Moreover, the comparisons of the means of the pretest and posttest were analyzed using the Wilcoxon test. Wilcoxon test is a non-parametric test. It is also known as the signed-rank test or Rank Sum test, which allows comparing the gotten data in the pretest and the posttest. It compares the results of both tests and determines at what point one differs from the other. This investigation, when obtaining non-parametric results, cannot use the T-test, and since its results are not dependent on each other, neither can the Mann Withney U test be used.

It is important to recall that the null hypothesis is rejected when the z-value is higher than the significant level of 0.05. Then, it indicates that printed didactic resources do not influence the development of A1 students' skimming reading skill.

On the other hand, the alternative hypothesis indicates that printed didactic resources influence the development of A1 students' skimming reading skill. When the z values are lower than 0.05, it means that is significant, then the null hypothesis is rejected.

Figure 11 refers to the average students' responses in the pretest at the comprehension section, the same was scored over 3 where the minimum score is 0 and the maximum is 3. This was measured in the pretest and indicates the comprehension at the moment of completing a reading task. Based on the results

shown below, the mean score gotten by the participants in the comprehension section of the pretest was 1.58, where the minimum score gained by 1 participant was 0 out of 3 and the maximum scored gotten by 2 participants was 3.



*Figure 11.* Pretest comprehension section by López, D. (2021)

Evidently, the majority of students do not have fully comprehension of what they read in the pretest.

Figure 12 refers to the average students' responses in the posttest at the comprehension section, the same was scored over 3 where the minimum score is 0 and the maximum is 3. This was measured in the posttest and indicates the comprehension at the moment of completing a reading task. Based on the results shown below, the mean score gotten by the participants in the comprehension section of the posttest was 2,67 where the minimum score obtained by 1 participant was 1 out of 3 and the maximum scored gotten by 23 participants was 3.

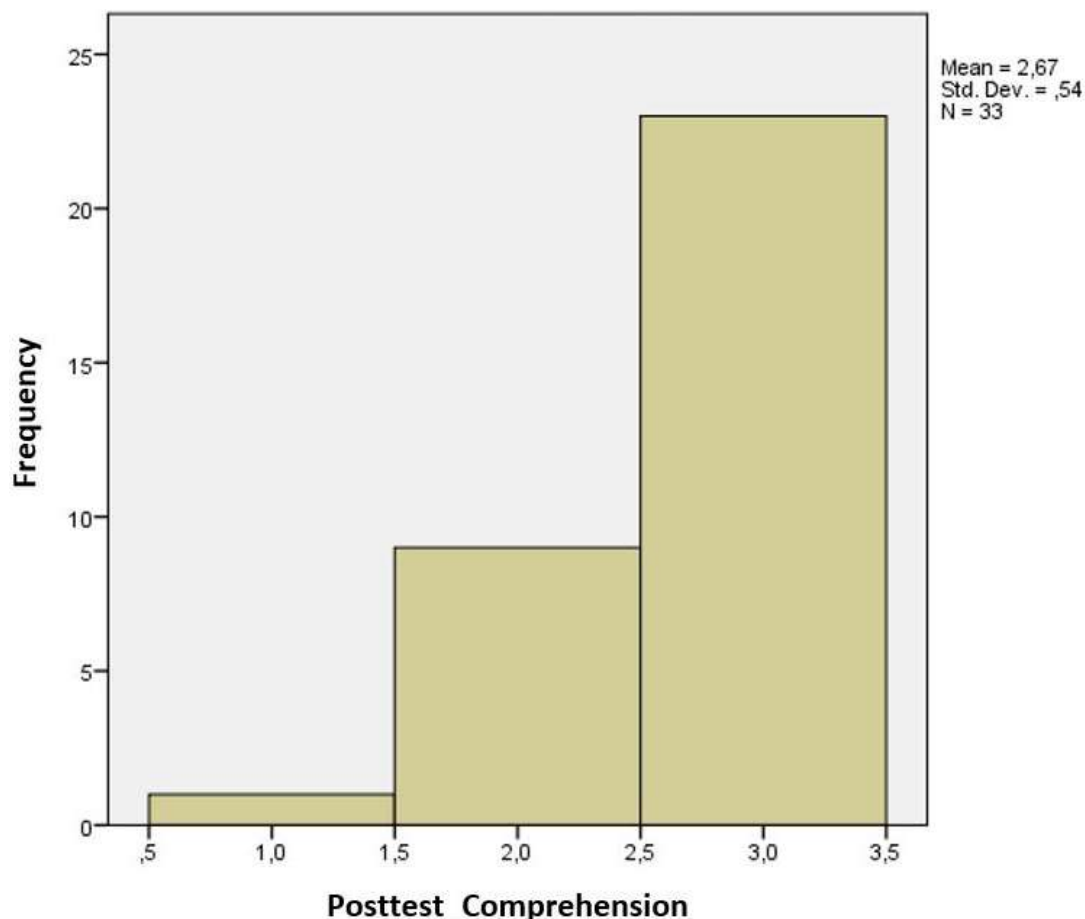


Figure 12. Posttest comprehension section by López, D. (2021)

Evidently, the majority of students have a better comprehension of what they read in the posttest.

Table 6 shows the Descriptive Statistics of data obtained from the pretest and posttest regarding the students' comprehension at the moment of completing a reading task.

Table 6: pretest and posttest comprehension descriptive statistics

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pretest_Comprehension	33	1,58	,663	0	3
Posttest_Comprehension	33	2,667	,5401	1,0	3,0

Author: López, D. (2021)

As it is visible, the comprehension test section results are higher than the pretest. This points out that the students' comprehension at the moment of completing a reading task increased after the intervention.

Table 7 indicates that the majority of the class achieved positive ranks. Besides, there were not students who obtained negative ranks. There were just four ties in total after comparing the pretest and posttest. The sum of the Ranks is 435,00 regarding positive ranks and ,00 regarding negative ones.

*Table 7: pretest and posttest comprehension ranks*

	Ranks			
		N	Mean Rank	Sum of Ranks
Posttest_Comprehension – Pretest_Comprehension	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	29 <sup>b</sup>	15,00	435,00
	Ties	4 <sup>c</sup>		
	Total	33		

Notes:

<sup>a</sup> Posttest\_Comprehension < Pretest\_Comprehension

<sup>b</sup> Posttest\_Comprehension > Pretest\_Comprehension

<sup>c</sup> Posttest\_Comprehension = Pretest\_Comprehension

Author: López, D. (2021)

It is possible to observe better results in the posttest when comparing scores with the pretest. Most of the class has increased their comprehension at the moment of completing a reading task.

The significant level is less than 0,05. Therefore, it can be concluded that the difference between the comprehension from pretest and posttest is statistically significant. It is shown in Table 8 the Asymptotic Significance is 0,000. The z value is -4,976.

*Table 8: pretest and posttest comprehension level of significance*

	Test Statistics <sup>a</sup>
	Posttest_Comprehension - Pretest_Comprehension
Z	-4,976 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

Notes:

<sup>a</sup> Wilcoxon Signed Ranks Test

<sup>b</sup> Based on negative ranks.

Author: López, D. (2021)

The difference between comprehension scores in the pretest and posttest is statistically significant. Thus, it can be concluded that the scores are significantly different. A Wilcoxon Signed Test revealed a statistically significant increase of comprehension at the moment of complete a reading task,  $z=-4,976p0.000$  with a large effect.

Figure 13 refers to the average students' responses in the pretest at the retention section, the same was scored over 4 where the minimum score is 0 and the maximum is 3. This was measured in the pretest and shows the retention at the moment of completing a reading task. Based on the results shown below, the mean score gotten by the participants in the retention section of the pretest was 1.64, where the minimum score gained by 4 participants was 0 out of 3 and the maximum scored gotten by 4 participants was 3.

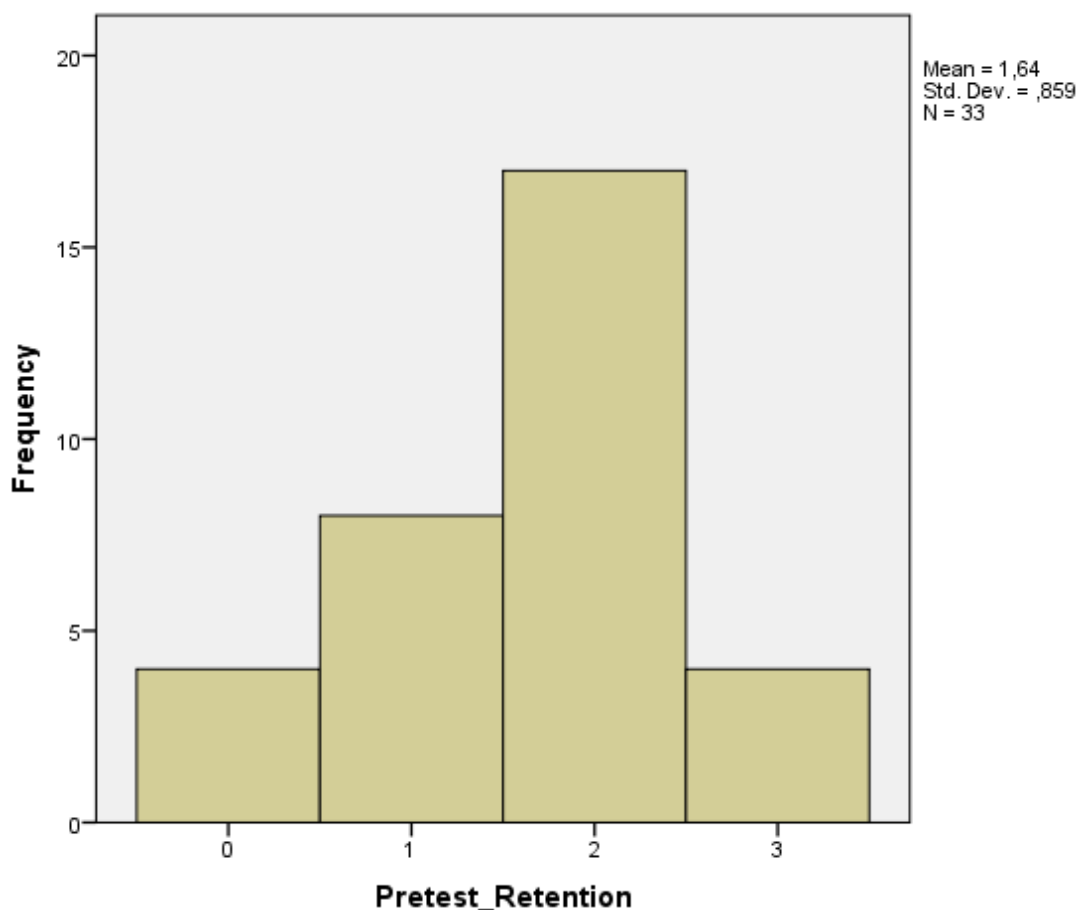


Figure 13. Pretest retention section by López, D. (2021)

Evidently, the majority of students do not have fully retention of what they read in the pretest.

Figure 14 refers to the average students' responses in the posttest at the retention section, the same was scored over 4 where the minimum score is 0 and the maximum is 3. This was measured in the posttest and indicates the retention at the moment of completing a reading task. Based on the results shown below, the mean score gotten by the participants in the retention section of the posttest was 3,15

where the minimum score obtained by 9 participant was 2 out of 4 and the maximum scored gotten by 14 participants was 4.

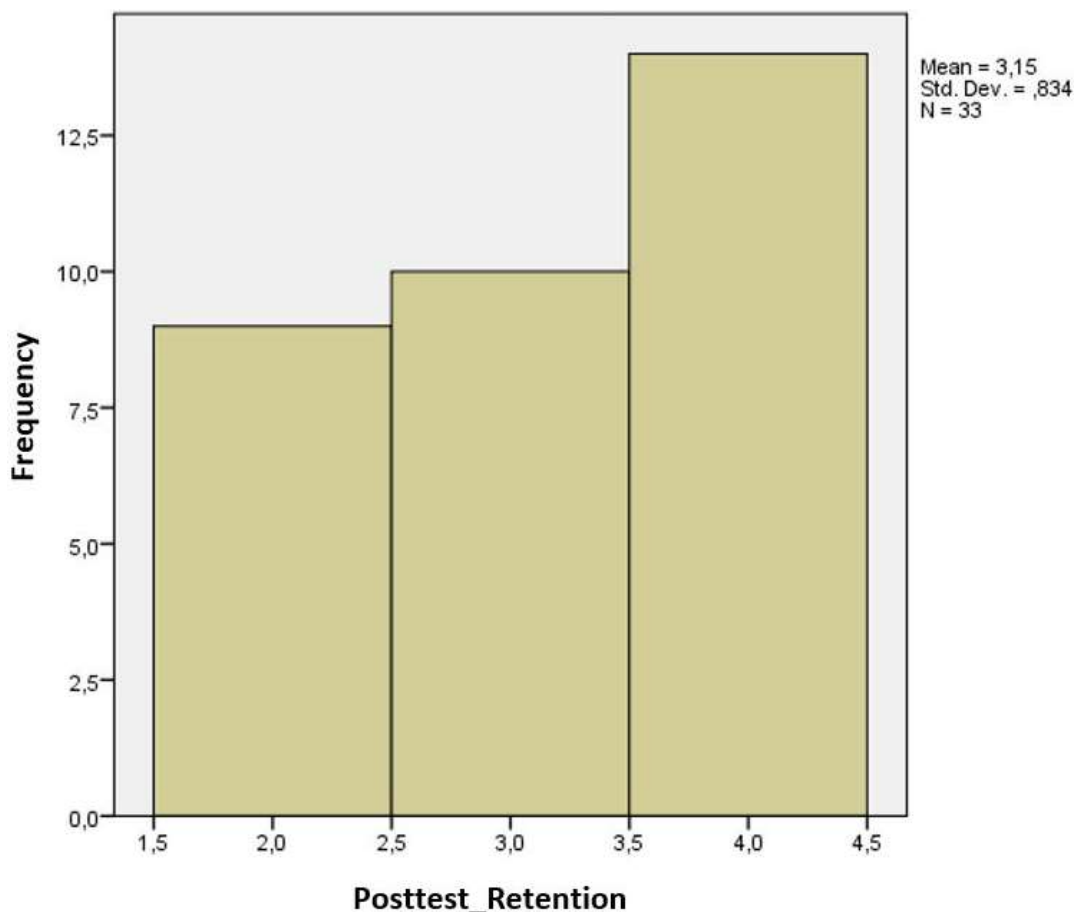


Figure 14. Posttest retention section by López, D. (2021)

Evidently, the majority of students have better retention of what they read in the posttest.

Table 9 shows the Descriptive Statistics of data obtained from the pretest and posttest regarding the students' retention at the moment of completing a reading task.

Table 9: pretest and posttest retention descriptive statistics

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pretest_Retention	33	1,64	,859	0	3
Posttest_Retention	33	3,152	,8337	2,0	4,0

Author: López, D. (2021)

As it is visible, the retention test section results are higher than the pretest. This points out that the students' retention at the moment of completing a reading task increased after the intervention.

Table 10 indicates that the majority of the class achieved positive ranks. Besides, there were not students who obtained negative ranks. There were just four ties in total after comparing the pretest and posttest. The sum of the Ranks is 435,00 regarding positive ranks and ,00 regarding negative ones.

*Table 10: pretest and posttest retention ranks*

	Ranks			
		N	Mean Rank	Sum of Ranks
Posttest_Retention - Pretest_Retention	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	29 <sup>b</sup>	15,00	435,00
	Ties	4 <sup>c</sup>		
	Total	33		

Notes:

<sup>a</sup> Posttest\_Retention < Pretest\_Retention

<sup>b</sup> Posttest\_Retention > Pretest\_Retention

<sup>c</sup> Posttest\_Retention = Pretest\_Retention

Author: López, D. (2021)

It is possible to observe better results in the posttest when comparing scores with the pretest. Most of the class has increased their retention at the moment of completing a reading task.

The significant level is less than 0,05. Therefore, it can be concluded that the difference between the retention from pretest and posttest is statistically significant. It is shown in Table 11 the Asymptotic Significance is 0,000. The z value is -4,867.

*Table 11: pretest and posttest retention level of significance*

	Test Statistics <sup>a</sup>
	Posttest_Retention - Pretest_Retention
Z	-4,867 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000

Notes:

<sup>a</sup> Wilcoxon Signed Ranks Test

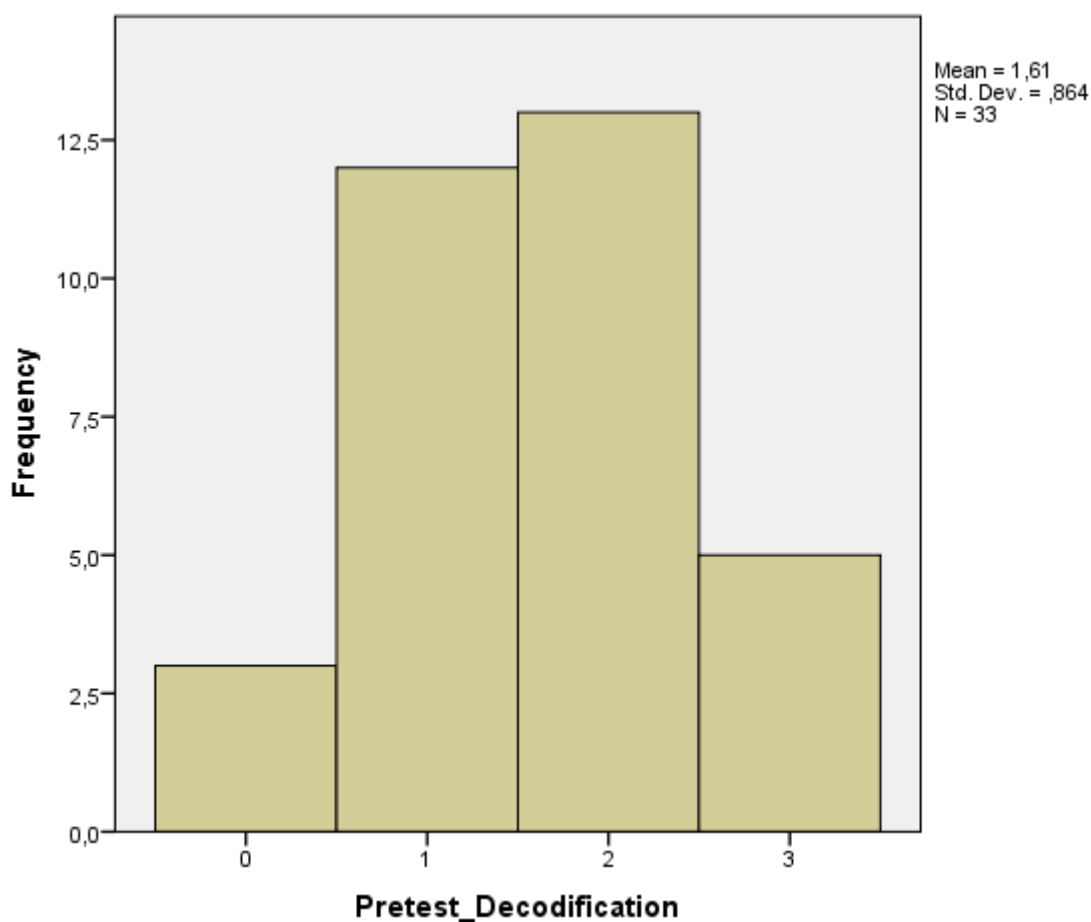
<sup>b</sup> Based on negative ranks.

Author: López, D. (2021)

The difference between retention scores in the pretest and posttest is statistically significant. Thus, it can be concluded that the scores are significantly different. A

Wilcoxon Signed Test revealed a statistically significant increase of retention at the moment of complete a reading task,  $z=-4,867p0.000$  with a large effect.

Figure 15 refers to the average students' responses in the pretest at the decodification section, the same was scored over 3 where the minimum score is 0 and the maximum is 3. This was measured in the pretest and indicates the decodification at the moment of completing a reading task. Based on the results shown below, the mean score gotten by the participants in the decodification section of the pretest was 1.61, where the minimum score gained by 3 participant was 0 out of 3 and the maximum scored gotten by 5 participants was 3.



*Figure 15.* Pretest decodification section by López, D. (2021)

Evidently, the majority of students do not how decodify better what they read in the pretest.

Figure 16 refers to the average students' responses in the posttest at the decodification section, the same was scored over 3 where the minimum score is 0 and the maximum is 3. This was measured in the posttest and indicates the

decodification at the moment of completing a reading task. Based on the results shown below, the mean score gotten by the participants in the decodification section of the posttest was 2,48 where the minimum score obtained by 2 participant was 1 out of 3 and the maximum scored gotten by 18 participants was 3.

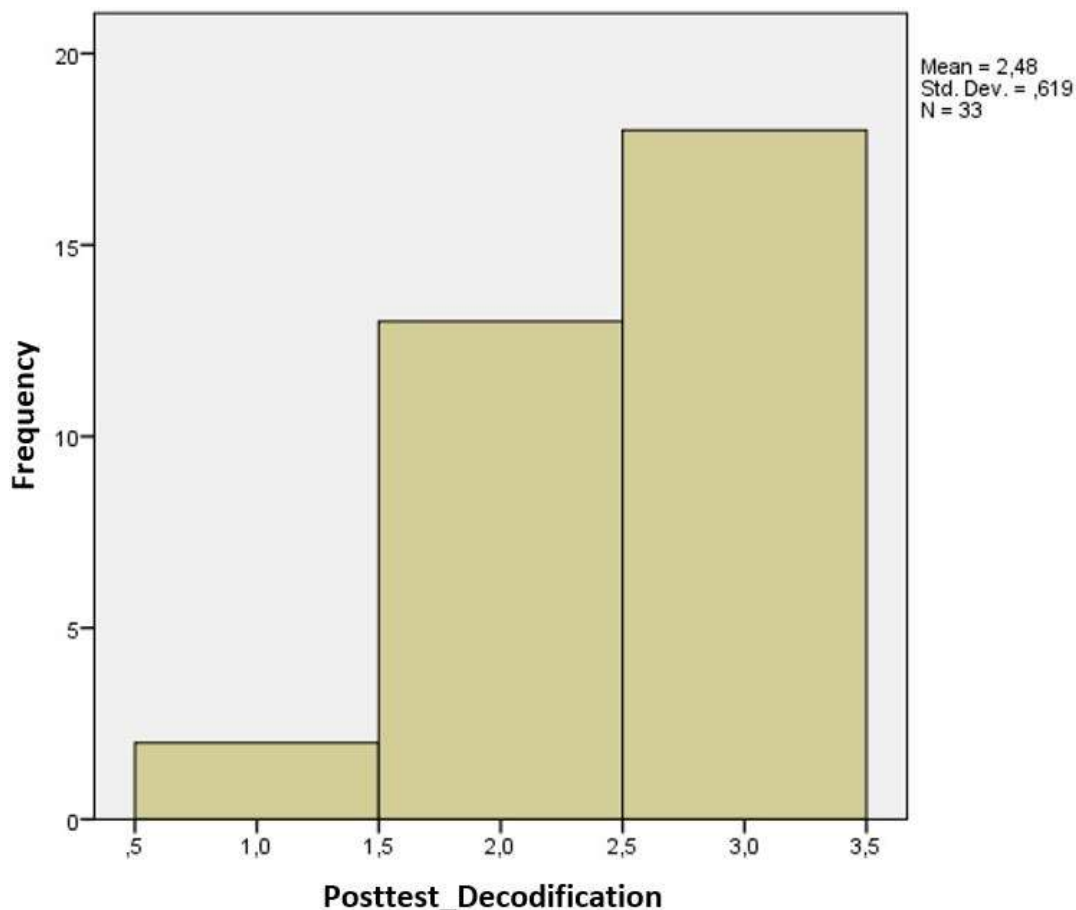


Figure 16. Posttest decodification section by López, D. (2021)

Evidently, the majority of students have better retention of what they read in the posttest.

Table 12 shows the Descriptive Statistics of data obtained from the pretest and posttest regarding the students' decodification at the moment of completing a reading task.

Table 12: pretest and posttest decodification descriptive statistics

	Descriptive Statistics				
	N	Mean	Std. Deviation	Minimum	Maximum
Pretest_Decodification	33	1,61	,864	0	3
Posttest_Decodification	33	2,485	,6185	1,0	3,0

Author: López, D. (2021)

As it is visible, the decodification test section results are higher than the pretest. This points out that the students' decodification at the moment of completing a reading task increased after the intervention.

Table 13 indicates that the majority of the class achieved positive ranks. On the other hand, there was two student who obtained a negative rank. There were just seven ties in total after comparing the pretest and posttest. The sum of the Ranks is 331,00 regarding positive ranks and 20,00 regarding negative ones.

*Table 13: pretest and posttest decodification ranks*

		Ranks		
		N	Mean Rank	Sum of Ranks
Posttest_Decodification - Pretest_Decodification	Negative Ranks	2 <sup>a</sup>	10,00	20,00
	Positive Ranks	24 <sup>b</sup>	13,79	331,00
	Ties	7 <sup>c</sup>		
		Total	33	

Notes:

<sup>a</sup> Posttest\_Decodification < Pretest\_Decodification

<sup>b</sup> Posttest\_Decodification > Pretest\_Decodification

<sup>c</sup> Posttest\_Decodification = Pretest\_Decodification

Author: López, D. (2021)

It is possible to observe better results in the posttest when comparing scores with the pretest. Most of the class has increased their decodification at the moment of completing a reading task.

The significant level is less than 0,05. Therefore, it can be concluded that the difference between the retention from pretest and posttest is statistically significant. It is shown in Table 14 the Asymptotic Significance is 0,000. The z value is -4,155.

*Table 14: pretest and posttest decodification level of significance*

		Test Statistics <sup>a</sup>
		Posttest_Decodification - Pretest_Decodification
Z		-4,867 <sup>b</sup>
Asymp. Sig. (2-tailed)		,000

Notes:

<sup>a</sup> Wilcoxon Signed Ranks Test

<sup>b</sup> Based on negative ranks.

Author: López, D. (2021)

The difference between decodification scores in the pretest and posttest is statistically significant. Thus, it can be concluded that the scores are significantly

different. A Wilcoxon Signed Test revealed a statistically significant increase of decodification at the moment of complete a reading task,  $z=-4,155p0.000$  with a large effect.

Table 15 shows the general results regarding all the skimming skill aspects from the pretest and posttest.

*Table 15: general results from the pretest and posttest*

		Ranks		
Posttest_Comprehension - Pretest_Comprehension	Negative Ranks	0 <sup>a</sup>	,00	,00
	Positive Ranks	29 <sup>b</sup>	15,00	435,00
		Ties	4 <sup>c</sup>	
		Total	33	
Posttest_Retention - Pretest_Retention	Negative Ranks	0 <sup>d</sup>	,00	,00
	Positive Ranks	29 <sup>e</sup>	15,00	435,00
		Ties	4 <sup>f</sup>	
		Total	33	
Posttest_Decodification - Pretest_Decodification	Negative Ranks	2 <sup>g</sup>	10,00	20,00
	Positive Ranks	24 <sup>h</sup>	13,79	331,00
		Ties	7 <sup>i</sup>	
		Total	33	

Notes:

- a. Posttest\_Comprehension < Pretest\_Comprehension
- b. Posttest\_Comprehension > Pretest\_Comprehension
- c. Posttest\_Comprehension = Pretest\_Comprehension
- d. Posttest\_Retention < Pretest\_Retention
- e. Posttest\_Retention > Pretest\_Retention
- f. Posttest\_Retention = Pretest\_Retention
- g. Posttest\_Decodification < Pretest\_Decodification
- h. Posttest\_Decodification > Pretest\_Decodification
- i. Posttest\_Decodification = Pretest\_Decodification

Author: López, D. (2021)

According to Table 16, the summary of Wilcoxon Signed Rank tests from pretest and posttest are -4,976 in comprehension, -4,867 in retention; -4,155 in decodification.

*Table 16: summary of results from the pretest and posttest*

Test Statistics <sup>a</sup>			
	Posttest_Comprehension - Pretest_Comprehension	Posttest_Retention - Pretest_Retention	Posttest_Decodification - Pretest_Decodification
Z	-4,976 <sup>b</sup>	-4,867 <sup>b</sup>	-4,155 <sup>b</sup>
Asymp. Sig. (2-tailed)	,000	,000	,000

Notes:

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks

Author: López, D. (2021)

As the tables and figures show, the null hypothesis is rejected because the z-value is lower than the significant level of 0.05 due to the results obtained by comparing the pretest and posttest in all aspects of skimming reading skill. Therefore, the alternative hypothesis is accepted. This indicates that printed didactic resources influence the development of A1 students' skimming reading skill.

## Conclusions

The printed didactic resources were implemented to determine the effect it might have on the students' A1 skimming reading skill in Fray Sebastian School, 33 students from the seventh year presented poor results in reading activities before the intervention. These students seemed to need another kind of printed didactic material that just the English book to learn the language. According to preliminary presumptions, the use of printed didactic resources influences the development of A1 students' skimming reading skill by the end of the intervention. Based on the data obtained through this research the most important conclusions are:

The study found that the printed didactic resources had a positive impact on the students' skimming reading skills thanks to the different kinds of reading resources, reading types, reading activities, reading strategies that this material provides. The results of the pretest and posttest confirmed the alternative hypothesis by demonstrating that the printed didactic resources influence the development of A1 students' skimming reading skill. This showed that the students had an improvement in their skimming reading skill. Therefore, the printed didactic resources were found to be very effective for students to improve their skimming reading skill.

It was established that there are 3 main aspects regarding skimming reading skill. Different studies state that by developing comprehension, retention, and decodification students can reach a skimming skill development. The printed didactic resources were focused on different types of reading materials which called the students' attention and at the same time covered their learning needs.

The results according to the data analysis revealed that these one month and three weeks of intervention, when the teacher used the printed didactic resources in the English class, which helped students to enhance the 3 main aspects of skimming reading skill such as comprehension, retention, and decodification. The results of the data obtained in the Wilcoxon test comprehension reported that most of the students increased their reading understanding. Retention was enhanced after the intervention since the results showed that all of the students decreased the wrong answers in the reading activities. Finally, all the students showed an enhancement in their decodification by identifying the required information in the reading passage.

Different kinds of skimming reading skill activities were developed in class during the proposal implementation. For instance, the comic reading resource showed the best results because this type of reading material caught the students' attention and the reading activities were positively developed since it was according to their reading interests. All these activities were possible by using the zoom platform. The printed didactic resources and the strategies used during the intervention phase allowed students to get better in their skimming reading skill.

### **Recommendations**

English teachers must apply printed didactic resources taking into consideration the students' interests, as well as teaching them strategies that help them develop their skimming reading skill.

For this research the qualitative and quantitative methods were used to gather as much information as possible, that is why the survey, the pretest, and posttest were applied. However, it is advisable to use more instruments like an observation sheet and interview to collect data from teachers and students. These tools can contribute to further information on this sort of study.

Due to the pandemic, it is advisable to have deeper research about how printed didactic resources develop A1 students' skimming reading skills when students get back to face-to-face classes once the pandemic is over.

This study was applied in online modality, it is recommended to carry out the same research in a face-to-face class to check if it will have the same impact and benefit for the students as it had in the online classes and this study's results might be used as a base to be compared with future studies to determine if printed didactic resources develop students' skimming skill.

The printed didactic resources were applied with a group of students who did not have any special needs, it is recommended to apply this research adapting the materials to any kind of students' age and special needs. Therefore, new studies can bring information about the effectiveness of printed didactic resources in students' skimming reading skill. Finally, it is recommended to make new studies about the new printed didactic resources and skimming skill strategies in online and face-to-face modalities to compare results and establish conclusions.

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## Annexes



Fundada en 1942

## UNIDAD EDUCATIVA "FRAY SEBASTIAN ACOSTA"

Baños de Agua Santa – Tungurahua – Ecuador

MINISTERIO DE EDUCACIÓN

*"Educamos con calidez y calidad"*

Oficio N° 697 UEFSA

Baños de Agua Santa, 05 de noviembre de 2020.

Lic.  
Darwin Baldemar López Hidalgo

**MAESTRANTE PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR  
SEDE AMBATO**

Presente. –

De mis consideraciones:

Reciban un cordial saludo y augurándole toda clase de éxitos en sus funciones encomendadas.

La presente tiene como finalidad comunicarle a usted que luego de haber recibido el oficio en el que solicita **autorización** para llevar a cabo su trabajo de investigación denominado "PRINTED DIDACTIC RESOURCES TO DEVELOP A1 STUDENTS' SKIMMING READING SKILLS" el cual será realizado en nuestra institución para la obtención de su Maestría en Pedagogía del Inglés Como Lengua Extranjera, este ha sido **APROBADO**.

Particular que comunico para los fines pertinentes.

Atentamente,



**Lic. Edwin Granja S.**  
**RECTOR**  
**C.I. 1801804376**

DOCUMENTO ENVIADO ELECTRONICAMENTE

Ambato, February 08, 2021

Master

Ruth Infante

English teacher

Pioneer and highly trained professional in the field of English teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled "PRINTED DIDACTIC RESOURCES TO DEVELOP A1 STUDENTS' SKIMMING READING SKILLS."

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I would feel rather grateful for your support and help in this research work if you accepted my request.

Kind regards,

A handwritten signature in blue ink, appearing to read 'Darwin López', with a long horizontal flourish extending to the right.

Lcdó. López Darwin.

CC. 1600683849

**Directions for the validation of the instrument about “Printed didactic resources to develop A1 students’ skimming reading skills”**

Read the objectives, operationalization of variables, and survey carefully.

1. Conclude about the correspondence between questions from the instrument with the objectives, variables, and indicators in the items.
2. Determine the technical quality of each item as well as the representativity of this instrument.
3. Assign observations in space provided if required.
4. Choose and write every parameter in each item by using the following scale.

**a)** Correspondence between questions from the instrument with the objectives, variables, and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

**b)** Technical quality and representativity.

Mark each box with the following:

I: Ideal

G: Good

R: Regular

P: Poor

In case R or P is marked, make an observation in the space provided.

**c)** Language

Mark each box with the following:

A: Accurate

I: Inaccurate

In case I is marked, make an observation in the space provided.

Thank you for your collaboration



## PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

### SURVEY FOR STUDENTS

Printed didactic resources to develop A1 students' skimming reading skills

#### Instructions:

Read every statement about printed didactic resources to develop A1 students' skimming reading skills carefully. Please check over the number that best corresponds to your answer. Please rate it considering the following scale from 1 to 5.

Frequency scale: 5: A= always, 4: O=often, 3: S=sometimes, 2: R=rarely, 1: N=never

#### Objective:

To collect significant information on the printed didactic resources for enhancing the skimming reading skill acquisition.

		Frequency scale	A	O	S	R	N
N <sub>o</sub>	Items	Quantitative scale	5	4	3	2	1
1	Your teacher focuses his activities on the development of your reading skill using printed didactic resources.						
2	In classes, you have the opportunity to develop the reading skill that allow you to establish effective learning.						
3	The teaching materials that your teacher uses are on your interest to work on reading skill.						
4	The types of teaching materials your teacher uses in class mainly include printed didactic resources.						
5	Printed didactic resources like magazines, comics, newspapers, posters, brochures, bibliographies and						

	stories are essential for making more efficient reading skill development.					
6	Your teacher teaches reading techniques and strategies during class.					
7	It is important for you to understand the general ideas of a text during the reading activity.					
8	Your teacher applies activities like understanding vocabulary, making predictions, or identifying specific details to develop the understanding of the reading passages.					
9	It is easy for you to recognize the information requires in a reading activity proposed by your teacher.					
10	It is necessary to apply printed didactic resources like comics, magazines, newspapers and stories to enjoy the reading activities and develop the reading skill.					



**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR STUDENTS**

Printed didactic resources to develop A1 students'  
 skimming reading skills

(A) Correspondence between questions from the instrument with the objectives, variables, and indicators.

**Mark each box with the following:**

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

Item		Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

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ID: 0603016106



PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

**SURVEY FOR STUDENTS**

Printed didactic resources to develop A1 students' skimming reading skills

(B) Technical quality and representativity

Mark each box with the following:		
I: Ideal		
G: Good		
R: Regular		
P: Poor		
In case R or P is marked, make an observation in the space provided.		
Item		Observations
1	I	
2	I	
3	I	
4	I	
5	I	
6	I	
7	I	
8	I	
9	I	
10	I	

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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**SURVEY FOR STUDENTS**

Printed didactic resources to develop A1 students'  
 skimming reading skills

(C) Language

Mark each box with the following:		
A: Accurate		
I: Inaccurate		
In case I is marked, make an observation in the space provided.		
Item		Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	

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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**

**SURVEY FOR STUDENTS**

Printed didactic resources to develop A1 students'  
skimming reading skills

Validation Data

Name: Ruth Elizabeth Infante Paredes
ID card: 0603016106
Degree: Magister en Lingüística y Didáctica de la Enseñanza de Idiomas Extranjeros
Field of study: Linguistics applied to the teaching of languages
Phone: 0995721088
Email address: rutheinfante@uta.edu.ec
Institution: Universidad Técnica de Ambato
Validation Date: 17-02-2021
General Observations:  The instruments have been designed according to the objectives and the language used in the instruments are appropriate for the students' English level.

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**PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR**  
**READING PRETEST FOR STUDENTS**

Printed didactic resources to develop A1 students'  
skimming reading skills

**INSTRUCTIONS TO STUDENTS**

1. Read the instructions for each part of the test carefully.
2. Answer all the questions.
3. You will have 20 minutes to complete the test.

**INFORMATION FOR STUDENTS**

1. There are 3 parts:
  - A. Comprehension: Multiple choice questions.
  - B. Retention: True or False.
  - C. Decodification: Fill in the blanks
2. Each item will be score over 1 point.
3. For each part of the test, there will be time for you to look through the questions and time for you to check your answers.





## PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR

### READING PRETEST FOR STUDENTS

Printed didactic resources to develop A1 students' skimming reading skills

Validation for the contents of the instrument about "PRINTED DIDACTIC RESOURCES TO DEVELOP A1 STUDENTS' SKIMMING READING SKILLS"

Correspondence of instructions in the PRETEST instrument.

Categories  Items	(A)		(B)				(C)		Observations
	Correspondence of the items with the objectives, variables, and indicators.  A: Appropriate NA: Not appropriate		Technical quality and representativity  I: Ideal  G: Good R: Regular P: Poor				Minimal pair selection.  A: Accurate I: Inaccurate		
	A	NA	I	G	R	P	A	I	
A. Students develop the test.	A		I				A		
B. The teacher checks students test scores.	A		I				A		
C. The teacher determines appropriate action based on results.	A		I				A		

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Validation Signature

Name: Mg. Ruth Infante

ID: 0603016106

### *Operationalization of variables*

Independent Variable					
Definition	Dimension	Indicators	Technique	Instrument	Items
Printed didactic resources	Didactic resources in language learning.	Principles	Survey	Questionnaire	1
Set of instructional materials that help in the reading teaching practice make more profitable, meaningful, and easier the learning process by using printed didactic resources.		Renewal teaching			2
	Teaching resources	3			
	Types of teaching materials	4			
	Printed resources in language teaching.	Printed didactic resources			5
Dependent Variable					
Definition	Dimension	Indicators	Technique	Instrument	Items
A1 students' skimming reading skills	Reading	Reading skill	Reading test	Reading question bank	6
A particular language skill to identify the general aspects or specific details of a text content in short time achieving a high concentration capacity when reading.	Skimming reading skills in language learning.	Stages of reading			7
		Top-down reading skills vs. Bottom-Up reading skill			8
		Reading strategies			9
		Skimming			10

*Author: López, D. (2021)*