



**DIDACTIC ACTIVITIES FOR DEVELOPING READING COMPREHENSION  
SKILL IN A TECHNOLOGICAL ENVIRONMENT**

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## Quote

*"Education is the  
Most powerful  
Weapon which you  
Can use to change  
The world".  
Nelson Mandela*

**Dedication:**

To my beloved parents Armando and Tahimi

To my unconditional brother and Sister Alberto and Yenisel

To my dear maternal grandparents Alberto and Felicita

To my unsurpassed and only aunt Tania

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To my teachers to whom I owe my knowledge. Wherever I go I will take you with me in my professional journey. His seed of knowledge germinated in the soul and spirit. Thank you for your patience, for sharing your knowledge in a professional and invaluable way, for your dedication, perseverance and tolerance.

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"Thank you for who you are and for believing in me."

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## **Abstract**

The reading comprehension of English as a foreign language in the training of English language teachers, and the integration of this skill with the rest of the language skills is of high value due to the need to train teachers capable of communicating competently and at the same time developing an adequate teaching-learning process in the English language in any teaching context in which they practice their profession. Through the diagnostic process carried out in reading comprehension in English as a foreign language with 4th year pedagogical students at Vladislav Volkov school, there were found some potentialities like those related to the introduction of different educative software, interest to finish their English studies and manage the English language. However, there were still deficiencies in reading comprehension found in the decoding of the messages, lack of motivation to this skill and teaching aids and the implication that it has in the rest of the linguistic skills. It was decided then to propose didactic activities for the development of reading comprehension skill in the English language in fourth year students characterized by being creative, place the students close to real life situations, vary in complexity, use at different moments of the learning process taking into account the levels of assimilation and the communicative approach as well as The Common European Framework of Reference. (CEFR). The activities might be used in other schools of the territory for their adaptability, flexibility, efficiency and enjoyability.

## Résumé

La compréhension en lecture de l'anglais comme langue étrangère dans la formation des enseignants d'anglais et l'intégration de cette compétence avec le reste des compétences linguistiques sont d'une grande valeur en raison de la nécessité de former des enseignants capables de communiquer avec compétence et en même temps. développer un processus d'enseignement-apprentissage adéquat en langue anglaise dans tout contexte d'enseignement dans lequel ils exercent leur profession. A travers le processus de diagnostic réalisé en compréhension de lecture en anglais langue étrangère auprès des élèves de 4ème année pédagogique à l'école Vladislav Volkov, il a été trouvé des potentialités comme celles liées à l'introduction de différents logiciels éducatifs, l'intérêt de terminer leurs études d'anglais et de gérer le Langue Anglaise. Cependant, il y avait encore des lacunes dans la compréhension de la lecture trouvées dans le décodage des messages, le manque de motivation pour cette compétence et les aides pédagogiques et l'implication qu'elle a dans le reste des compétences linguistiques. Il a alors été décidé de proposer des activités didactiques pour le développement des compétences de compréhension de lecture en langue anglaise chez les étudiants de quatrième année caractérisées par la créativité, la proximité des étudiants avec des situations de la vie réelle, la complexité variable, l'utilisation à différents moments du processus d'apprentissage prenant en compte les niveaux d'assimilation et l'approche communicative ainsi que le Cadre Européen Commun de Référence. (CECR). Les activités pourraient être utilisées dans d'autres écoles du territoire pour leur adaptabilité, flexibilité, efficacité et plaisir.

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## **Introduction**

Education in Cuba has the mission of ensuring the professionals' preparation from the educational branch in both undergraduate and permanent programs. Professionals, who work on the educative system, should have the necessary pedagogical professional skills to lead the teaching learning process in the different subsystems they are supposed to work in, but also they should have a great knowledge of the matter they are specialized in. In fact, they should have an appropriate political ideological, pedagogical, technical, sociological and didactic level to face all the challenges of their job, knowing one of the characteristics of the contemporary society: The use of Information and Communication Technology (ICT).

At the beginning of the 21st century the range of technologies available in the English language teaching was very diverse. It has increased due to the evolution of the technology itself and it has become essential to the language practice. However, digital tools, have long been a feature of the world of education (Bates, 2005), and particularly language education (Salaberry, 2001). These digital tools are, of course, significant for getting relevant results in the development of the reading comprehension skill in the English Language.

In very recent times there has also been a growth of overview articles in journals that address these very specific matters there has been. During the last few years, with increasingly more sophisticated multimedia technology, there is renewed interest in the complementary relationship of visual and auditory channels in (reading comprehension (Brett, 1995; Hoven, 1999). Multimedia applications for foreign language learning can provide a more realistic picture of the new language and culture in and out of the classroom, including not only linguistic but also paralinguistic features such as body language, gestures, prosody, etc., which help to convey meaning to the learners (Brett, 1995; Gassin, 1992; Anusornrakarn, W. (2002). Mayer, R. E. (2005). Ihmeideh, F. (2010). Ciampa, 2012 K. Ciampa Al-Awidi, H. M., & Ismail, S. A. (2014). Ebrahimi, S. S. (2016) Cavus, N., & Ibrahimi, D. (2017) Yorca Nieves, Misdell, Gonzales Batista, Yamilka, Garcés Linares, Galia Teresa. (2019).

The educational system in Cuba is facing some changes related to the junior high level students' formation process, in which the main objective is related to better the Cuban socialist project. Then, professors have a great challenge too, because they have to prepare them to fulfill the objective stated. These students should have the necessary English language skills as well as a great knowledge about the use of technology for the development of Reading comprehension skill. In fact; they should have an appropriate political ideological and technical level to face all the challenges of the contemporary world.

Linguistics has dedicated a special attention to the reading comprehension skill as a process of transmission and reception of information in the last decades, in the specific case of the English language learning it has a particular connotation, and it lays on the fact that language is not studied in all its dimension and multi formality of the existence of systemic, normative and usual variants.

In the pedagogical reality of Foreign Languages in Cuba, the development of the reading comprehension skill constitutes a challenge due to the fact that the teaching learning process of English is developed in a socio cultural Spanish speaking context. So, there lays or there is the necessity of propitiating some variants to the students to self-perfect on the linguistics skills in and out of the classroom and as a result to contribute to the success in the formative process. From the theoretical production standpoint related to the English teaching learning process as a foreign language some studies are distinguished among them; Donne Byrne (1986), Mary Finnochiaro (1977), Gillian Brown (1978), Gerry Abbot (1978), Joanne Collie (1987), Adrian Doff (1988) Eric.H.Glendinging (1992) Penny Ur (2000), Jack Richards (2005), Juana I. Pérez Morales (2008), Luke Harding(2015), Abbas Pourhosein Gilakjani (2016), Kate Nation(2017), Charles Hulme (2018), Jessica R. (2019). These researchers have contributed significantly but they have not emphasized or centered their studies on the needed requirements for teachers to be. The perfection of the reading comprehension skill in the teaching of English as a foreign language has been favored with the use of educative software in the different subsystems of education, educative software created by experts from the Ministry of

Education in Cuba. This has constituted a potentiality but has not sufficiently satisfied the development of this skill in fourth year students, who require the self-analysis of difficulties and progress during their language practice outside the classroom.

At Vladislav Volkov Pedagogical School some limitations have been confirmed about the development of reading comprehension skill in fourth year students who in different occasions feel frustrated in the English language learning process so professors have pedagogical challenges to be solved through sciences. The integration of the scientific and technological knowledge in the formation processes and in the teaching learning process acquires a full and dialectic relation nowadays having a didactic acting so students can transform the limitations or deficiencies they face in their practice.

From the author's investigative practice, the necessity of applying didactic approaches that can contribute to the solution of the following insufficiencies was confirmed since some deficiencies were detected:

- The lack of a didactic conception that responds to the use of ICT for the development of reading comprehension skill.
- Few procedures systematization that allows the integration of technology for the development of reading comprehension skill.

The described reality shows a few scientific precision to the integration of technology that bases their potentialities for the development of reading comprehension skill. That is why, the scientific problem is:

How to develop the reading comprehension skill in fourth year pedagogical students from Vladislav Volkov pedagogical school?

**General objective:** To propose didactic activities for the development of reading comprehension skill in the English language in fourth year students.

Scientific questions:

1. What theoretical bases support the reading comprehension skill in 4<sup>th</sup> year students from Vladislav Volkov Pedagogical School?

2. Which is the current stage of the reading comprehension skill in 4<sup>th</sup> year students from Vladislav Volkov Pedagogical School?
3. What didactic activities are needed to enhance the development of reading comprehension skill in 4<sup>th</sup> year students from Vladislav Volkov Pedagogical School?
4. How to evaluate the designed didactic activities?

To develop this research work, the following scientific tasks were stated:

1. Determination of the theoretical basis that support the development of the reading comprehension skill.
2. Diagnosis of the current stage of the development of the reading comprehension skill in 4<sup>th</sup> year students from Vladislav Volkov Pedagogical School.
3. Elaboration of didactic activities to enhance the development of reading comprehension skill.
4. Assessment of the designed didactic activities for the development of reading comprehension skill in 4<sup>th</sup> year pedagogical students by Specialist Criterion.

Different scientific methods of the three levels were used to carry out this research work:

#### Theoretical Methods

- Historical-Logical: It is based on the analysis of the phenomenon route, mainly in the compiled data offered by the history and evolution of the theme.
- Analysis and Synthesis: To develop this research paper an analysis of the bibliography consulted has been done to arrive to a synthesis. It permitted the analysis of different resources and theoretical positions departing from the current state of it and to state the design of the proposal of didactic activities for the development of the reading skill in the English language in 4<sup>th</sup> year students from Vladislav Volkov Pedagogical School.

- Abstract- Concrete: To put into practice the gathered materials about the topic to synthesize the consulted definitions and concepts related to the topic.

#### Empirical Methods:

- Observation: It permitted the practical verification of the phenomenon.
- Pedagogical test: It allowed ensuring the reality of the reading comprehension skill in 4th year students from Vladislav Volkov Pedagogical School.
- Expert Criterion: It was used to evaluate the practicability of the didactic activities for the development of reading comprehension skill in the English language in fourth year students from Vladislav Volkov Pedagogical School.

#### Among the mathematic and statistical methods

- Perceptual calculation: To organize the obtained empirical data and to analyze the results obtained.

The population was composed of the 15 students from 4th year English specialty from Vladislav Volkov Pedagogical School. Out of the 15 students, 8 were females and 7 males.

The scientific importance of the work lies on the new ways to work with the reading comprehension skill to enrich the student's language use to achieve communication.

The novelty of the work is seen in the didactic activities provided which are characterized by being creative, place the students close to real life situations, varies in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the communicative approach as well as The Common European Framework of Reference. (CEFR). The activities can be used in other schools of the territory for their adaptability, flexibility, efficiency and enjoyability.

## **Development**

### **Theoretical and methodological groundwork about reading comprehension skills**

#### **Reading as a verbal skill. Definition, significance and general principles**

Nowadays, the teaching-learning process of English as a foreign language is based, as a tendency, on the communicative approach. This approach allows the interrelation of linguistic meanings, function and form in this teaching-learning process. This is achieved by making systematic reference to the communicative intention the speaker wants to express, the situational context where language is used and the dependence of the selection of the linguistic means on the intention and context. The main aim in the implementation of the communicative approach is to develop learners' reading comprehension skill. It means that the focus of every lesson, or part of a lesson, should be learning how to use language to communicate; i.e. to exchange ideas, intentions, emotions, values in different real-life situations. This approach encourages the integration of the four basic skills: speaking, listening, reading and writing.

The teaching of foreign languages all over the world has been characterized by the emphasis in one or another aspect of the language or in one of the language skills and has been represented by exponents and methods that have contributed to the teaching of the most universal of languages: English. From the periodization carried out, the stages have been framed as eras characterized by the use of different methods or approaches. Within them:

- The use of the grammar-translation method, until the end of the 19th century. (Karl Plotz), (1819-1881)
- As a reaction to the grammar-translation method in the late 19th and early 20th centuries, the direct method appeared. (Brown 1973:5). (Coleman 1929).
- As a result of Structural Linguistics and Behavioral Psychology (1940-1950), the audio-lingual method was created. Fries (1945-1950)
- The cognitive method in language teaching was developed in reaction to the audio-lingual method (1960). Carroll, J.B. (1964-1966) Chastain, K. (1971)

- The so-called silent methods, learning languages in groups and Suggestopedia emerged. Caleb Gattegno (1963).
- The use of the communicative approach (late 1970s and early 1980s), in which the Natural method emerged Stephen Krashen and Tracy Terrell (late 1970s and early 1980s), with the appearance of the term communicative competence proposed by Hymes (1971). At this same stage, the Total Physical Response method appeared.
- Era of efficiency Van Parreren (1980) where a particular teaching method does not appear. It is about perfecting the communicative method on the basis of conscious practical learning.

All these methods demanded a methodological work aimed at fulfilling the objectives outlined in correspondence with the characteristics of the methods mentioned above and the needs of the training context in different countries, among which, of course, Cuba is included.

Reading is one of the main skills that the learner should acquire in the process of mastering a language. Rodolfo Acosta (1997) points out that through reading the learner enriches his knowledge of the world. He increases his understanding of the cultures of the speakers of the language, their ways of thinking, and their contribution to many fields of artistic and intellectual endeavor. The last point mentioned becomes a reason of particular importance for fostering reading comprehension skills. It is vital for professionals in different fields of knowledge to develop reading skills in foreign languages as an instrumental professional ability. Such skills favor the possibility of accessing information from recent investigations in the given area. On the other hand, reading develops learners' psychological process such as analysis, synthesis, comparison, generalization, memory and imagination. Likewise, reading is a mighty weapon to develop in the learners' qualities of patriotism, internationalism, responsibility, honesty, loyalty and love.

If the present and future academic needs of the students, the ability of reading in English is very important. Reading is a skill everyone needs in some degree nowadays. Therefore, the role of the teacher is to meet these academic needs for reading. In order to do this, the teacher must know what reading is and what

is involved in the process of reading before deciding the appropriate methodology.

Different authors have attempted to define the concept of reading from different perspectives.

- According to Enriquez O' Farrill, Isora (1997), "reading is an active and productive activity characterized by the interaction, negotiation and recognition of meaning between the reader and the text as well as among readers: Through the critical analysis of the texts the students will develop their processes of thinking and their communication skill"
- According to Michigan teachers Wixson, Peters, Weber (1984), "reading is the process of constructing meaning through the dynamic interaction among: (1) the reader 's existing knowledge, (2) the information suggested by the text being read, and (3) the context of the reading situation".
- According to Braham, Leonard S. and Sheldon, William D. (1959), "reading is the interpretation of written materials. Two processes are involved in it: visual perception of the printed symbols and the mental processes of thinking of the meaning associated with those symbols. It is the second of these processes, thinking, which men are largely concerned when they deal with the matter of comprehension. Comprehension then may be considered as an understanding of the meaning to be gained from printed materials"

After analyzing these definitions, it is evident that some common aspects are emphasized. All of the scholars agree with the idea of reading as a process involving an interaction between the text and the process of thinking accomplished by the reader. The author of this investigation assumed the definition by the teachers of Michigan because it is synthetic and it includes the elements which are essential for the development of the skill.

Consequently, to make foreign language learners proficient readers, teachers must provide instructional techniques which allow them to do the following:

- Make better first guesses.
- Gain control over language structures.
- Familiarize themselves with vocabulary and culture.



- Acquire a variety of reading strategies.
- Increase their reading speed.

Rodolfo Acosta (1997) offers the following hints to develop reading skills:

1. Teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.
2. Start with global understanding and move towards detailed understanding rather than working the other way around. The comprehension process follows its normal evolution in the sequence: whole-to parts-to whole again. In the first step, comprehension is global, in the second, it comes more into focus through the closer awareness of the components, and, in the third, a change in quality is produced: comprehension reaches a more precise level.
3. Use authentic texts whenever possible. The authentic text does not make learning more difficult. The difficulty of a reading exercise depends on the activity which is required of the students rather than on the text itself. In other words, the teacher should grade activities rather than texts.
4. Link the different skills through the reading activities chosen:
  - a. Reading and listening: comparing an article and a news bulletin, using recorded information to solve a written problem, matching opinions and texts.
  - b. Reading and speaking: discussions, debates, critiques.
  - c. Reading and writing: summarizing, mentioning what you have read in a letter, note-making.
5. Focus on reading skills and plan comprehension activities for each of them. Activities must be meaningful and correspond, as often as possible, to what one is usually expected to do with a text; e.g., write and answer to a letter, use the text to do something, compare the information given to some previous knowledge.
6. Do not impose your own interpretation on the learners. Teach them to think by providing them with enough evidences to follow the right way.
7. Do not impose an exercise on the text. It is better to allow the text to suggest what exercises are most appropriated to it.

8. Do not use so many exercises that you might spoil the pleasure of reading.
9. Ask the students to help to find out the passages and the text they enjoy most.
10. Teach the learners to approach a new text; to consider it as a whole, to skim it, and to scan it.
11. Help the students to time themselves and increase their reading speed little by little.
12. Encourage comparisons between several interpretations of a text which lead to discussion, and probably to a need to refer back to the text to check. Françoise, Grellet (1981) suggests the following steps:
  - a. Silent reading followed by an activity which each student does on his own.
  - b. The students now work in pairs, each one trying to justify his answer. The group should try to agree on one answer or interpretation.
  - c. The group exchange partners and students compare their results.
  - d. A general discussion involving the whole class may follow.
13. Devise reading activities to individualize student's work at home. Instead of choosing one activity for the whole class, two or three sets of activities of varying difficulty can be prepared based on the same text so that students can work at home at their own level.
14. Use variety of procedures when controlling the students' reading activity. Self-correcting exercises are extremely useful. The students are able to evaluate their work and they can try little to improve their reading ability.
15. Learning to read in a language demands initial intensive oral activity and correlation of sounds patterns with visual referents to establish meaning through meaning-bearing auditory patterns.
16. Silent reading should be introduced gradually and should be an outgrowth of oral practice in the early stages of reading, but it may be used in developing the reading skill of unfamiliar materials as the student's progress in their reading development.

Types of reading and reading sub-skills

As a major linguistic skill, reading has been divided into different types depending on the procedures or the studying purpose emphasized.

### 1. Top-down and Bottom-up Reading

When a person reads, he tries to relate the new information in the text to what he already knows. The reader must make connections between what a text is about and external objects, ideas and people.

- **Top-down Reading:** When the reader focuses primarily on what is already known in trying to comprehend a text.
- **Bottom-up Reading:** When the reader relies primarily on textual information to comprehend

### 1. Intensive and Extensive Reading

Mary Finacchiaro (1977) has characterized these types of reading as follows:

- **Intensive Reading:** It looks for the synthesis of the main information from the reading text. After reading each line aloud in logical, thought groups, with students' books open, ask several simple questions on each sentence. At the end of the paragraph, ask for a summary. The summary should be sequential and thus informative.
- **Extensive Reading:** It looks for a detailed analysis of the information from the reading text. After reading the entire passage aloud, ask the students to read it silently. Give them the purpose for reading and the time, which will be allowed. After they have read, check their comprehension by having them complete sentences on the chalkboard stating whether an oral statement is true or false (giving the true answer if the statement is false); asking for the main idea, asking for the supporting ideas. All of those tasks will be later reported to the large reading class group.

### 1. Silent and Expressive reading

- **Silent Reading:** It consists in the internal, intellectual processing of the reading text in order to get at the message conveyed.
- **Expressive (also called Oral) Reading:** It consists in reading aloud as Rosa Antich (1979) states, this kind of reading is necessary because "... if properly guided, it provides further drill on pronunciation, intonation, rhythm and

pauses; it establishes the habit of reading by phrases, thus laying the foundation for fluent reading and speech.”

Reading is a process of constructing meaning from written texts. It is complex skill requiring the coordination of a number of interrelated sub-skills. Beatrice Mickuleky (1989) identifies the following ones:

1. Recognizing the script of the language.
2. Previewing and predicting. Giving the text a quick one-over to be able to guess what is to come.
3. Questioning. Asking questions in an inner dialogue with the author.
4. Recognizing topics. Finding out what the text is about.
5. Skimming. Quickly getting the gist or overview of a passage or book.
6. Scanning. Looking through a text very rapidly for specific information.
7. Classifying ideas into main topics and details.
8. Identifying the relations between the elements of the text.
9. Recognizing patterns of relationships. Identifying the relationships between ideas; the overall structure of the text.
10. Understanding relations within the sentence.
11. Understanding the communicative value (function) of utterances.
12. Understanding information when not explicitly.
13. Guessing the meaning of unknown words from the context. Using such clues as knowledge of word parts, syntax and relationship patterns.
14. Paraphrasing. Restating texts in the reader's own words in order to monitor one's own comprehension.
15. Summarizing. Shortening material by retaining and restating main ideas and leaving out details. .
16. Drawing conclusions. Putting together information from several parts of the text and so developing new and additional ideas.
17. Drawing inferences and evidence. Reading between the lines: using evidence in the text to understand the implication that, of course, are instated.
18. Visualizing. Picturing or actually drawing a picture or diagram of what is described in the text.

19. Reading critically. Judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.

20. Reading faster. Reading fast enough to allow the brain to process the input.

### Types of activities in the teaching- learning process of reading

Reading activities are usually classified according to the stage in which they are employed within the teaching learning process. Accordingly, three main types are distinguished: before, while and after reading activities.

Abbot, G. y Wingard, P. (1985).

#### Before reading activities

These activities, as their name implies, are carried out before students read the text. They are used to activate the background knowledge and place students in a position favorable for understanding better what they are going to read. They start creating images and formulating hypotheses. At this stage, general questions must be formulated to direct the students' attention to the main ideas they will see in the passage. Therefore, these questions should be few in number, easy regarding form and content. The teacher should make any necessary explanation in reference to language or culture specific aspects.

During this stage, several types of activities may be carried out. They include brainstorming, listening to a poem or a song, working with either pictures, or the title of the text, or with an excerpt of the text, discussing about news, or the main ideas of a similar text that has been written in students' mother tongue.

#### While reading activities

These activities are carried out while students are reading the text. They process the text working on the cues provided in it. These cues can confirm or reject predictions and hypotheses. Students relate old and new information; they work on the relationships between words and ideas, arrive at conclusions and can even evaluate critically a piece of information. This is all related to what is known as the construction of meaning by the reader as opposed to the carrying of meaning of the text.

A varied set of activities can be considered for this stage: completing charts; puzzles; relating pictures with specific information; drawings; answering questions; true or false exercises and organizing the ideas in chronological order. Other activities within the stage could be classifying ideas into main topics and details; recognizing patterns of relationships; identifying the relationships between ideas, the overall structure of the text and guessing the meaning of unknown words from the context.

#### After reading activities

These activities, also called *follow up activities*, are designed to put into practice what students have learned, that is to apply or transfer knowledge and skills to a new situation, to outline or summarize the text. They also contribute to develop other language skills as oral or written output.

Activities employed at this stage include: commenting the main ideas, answering questions, activities related to the vocabulary used in the text, retelling the text, summarizing and reflecting.

As to the conception of the set of activities for a reading text, it is important to emphasize the following points:

1. It is essential to determine the main objective of the reading lesson, and the sub-skill or sub-skills that will be focused. This objective will guide the selection of the activities.
2. The activities from different stages should be organized in an interrelated sequence so as to favor the achievement of the objective. For instance, the exploration of students' knowledge about the topic treated in the text enables them to bring something of their own to the subsequent reading. This fact in the before reading stage facilitates the stating of the main ideas in the while reading stage. If the lesson has been focused on identifying the main ideas, a recommendable after reading activity could be to state this idea from another text related to the topic discussed.

As to the implementation of the activities, it is important to point out that. The teacher should look for a balance in students' participation. In this sense, it seems recommendable:

1. To establish a precise and reasonable time limit for accomplishing each activity. This would allow both advanced and slow students to participate.
2. To prepare different activities depending on individual differences. This is particularly valid for the after reading stage.

### **ICT for teaching English in Cuban universities**

Regarding the use of information technologies in university education, González, Cardentey and González García (2015: 839), referring to the work of Prieto and Quiñones (2011), state that: "Currently, educational technologies constitute elements inherent to development in all spheres of life. Education has not escaped the use of technological tools, where every time an unlimited universe of possibilities is discovered, offering a whole range of resources for learning with the ability to socialize knowledge. "

Thus, these authors highlight technology as an element closely linked to the teaching-learning process in Cuban universities.

In particular, in order to appreciate how technology affects the teaching-learning process in any Cuban university, it is necessary to refer to the study plans of the careers, which is where all the planning of the systems and subsystems that make up the disciplines and subsystems starts from. subjects, and the main objectives of each career are delimited and described.

In this specific case, reference will be made to the study plans of the careers taught at the University of Moa where the modality of the course by encounters is used, in which it is considered, as in the day course, the promotion the use of technologies, as a way to achieve a more comprehensive training in the student body.

All of this is part of the renewal character that is intended to be followed, in line with the rest of the country's universities. For this, efforts are made to constantly improve their study plans and train their professionals and thus raise the teaching-learning process and bring to Cuban society increasingly competent, efficient, responsible and capable professionals to solve the problems that they may face in their field of action. It has also been proven that "technology in

school allows a qualitative leap in the classroom methodology that entails offering learning that allows research and knowledge creation." (Sánchez, 2013)

Consequently, following the increasingly influential trend of technological advances that correspond to the needs of society, there is a growing impulse to include ICT (Information and Communication Technologies) through an intense campaign reflected in these programs. .

The advantages that these provide us is notorious and is clearly defined by Sánchez (2013) by stating that "(...) current technology in the classroom is allowing us to develop the creativity of our students, facilitating more expressive possibilities and allowing collaborative work , sharing learning and knowledge and reaching knowledge beyond what we could so far both individually and in groups. "

Therefore, recognizing the impact that ICTs have on understanding and even consolidating the spheres of action, each career at Moa University includes in the curriculum an aspect called CURRICULAR STRATEGY FOR THE USE OF ICT S. In which the characteristics of the policy that demands the use of ICTs in their different expressions are thus described, such as the needs and benefits that justify the use of technologies.

The most relevant aspects are the emphasis on the correct use of the basic concepts of ICTs; in identifying the importance, trends and dominant directions of its development and applications in various information systems; in the practical domain of basic and application software for the processing of textual, numerical and graphic data; as well as in the knowledge of tools such as INTERNET, e-mail and search engines throughout the entire school period.

It is even analyzed that the use of ICTs makes more and more influence on the teaching-learning process itself with the use of tools that use the student to self-prepare through, for example, the use of interactive platforms that facilitate this process. personal computers, email and mobile phone, even during class development.

This means that it is not limited to the use by the teacher of said tools as support to transmit knowledge and educate, but it is also proposed that the



student must also master the theoretical and practical contents related to the main information technologies related to their professional area, that the student receives from different subjects content, techniques and skills related to the use of the most up-to-date technologies possible in order to apply them creatively in solving new problems related to their future profession. Some of these subjects are a Computer Workshop for those who are studying Information Sciences and Engineering in Metallurgy and Materials or Simulation in the case of Electrical Engineering.

However, as Sánchez (2013) mentions, "having in mind the methodological change is essential so that technology can lead us to improve our educational practice". In addition, "from their introduction to higher institutes, university educators must be able to apply new methods to use them correctly, they must be competent to develop and propose the use of educational technologies based on learning ..." (González, Cardentey , González García, 2015: 839).

This involves updating the teaching strategies that allow teachers to adapt to the new challenges of the Information and Knowledge Society and methodologically conceive the use of teaching aids from a highly rational perspective with the basic resources required (Ministry Higher Education (2004) cited by Lombillo, López, Zumeta, 2012: 38) All this confirms that ICTs represent a path that, used consciously and moderately, constitutes a source of constant development of the teaching-learning process since as technology advances, it promotes methodological improvement, scientific-technical improvement of our professionals and teachers, and It raises the possibility that the educational teaching process develops efficiently and productively.

### **Results of the initial diagnosis to determine the development of the Reading comprehension skill in English as a foreign language in the students from fourth year at Vladislav Volkov Pedagogical School**

Scientific observation

An observation guide (Annex 1) was applied to a total of six English lessons with the purpose of checking the students' level of reading comprehension regarding the learning of English. During the observation was notable a significant lack of reading comprehension on the students' part because they

didn't participate actively and most of them were distracted and were not as involved in the lesson as they should be. They made several mistakes at the time of expressing orally their ideas and they could not formulate long sentences because they don't have the vocabulary required to do so. It was also notable the absence of didactic games during the lesson.

### Survey

A survey (Annex 2) was applied to the 15 students from 4 year at Vladislav Volkov Pedagogical School with the purpose of checking the students' motivation regarding learning the English language and also checking how they feel about the Reading comprehension skill. The following results were obtained:

After the application the first question of the survey, it was corroborated that students are not motivated regarding learning and Reading the English language because 9 students (60%) did not feel any kind of interest in learning English and they studied the subject because it is compulsory. 6 (40%) learn the English language because they like it and feel motivated to the Reading comprehension skill.

Regarding the goals that students have with learning English, it was corroborated that seven (46.66%) students learn English because they want to understand music or films in this language, 6 students (40%) want to travel to other countries where they speak the language, two students (13.33%) are looking for job opportunities in the future

Students' preferences about the four language skills were asked and tested. It was corroborated that there are four students (26.66%) who prefer Reading skill, four students (26.66%) who are good at understanding what someone else is saying, three students (20%) who like the writing skill and four students (26.66%) who prefer speaking.

Results of the Survey applied to 4<sup>th</sup> year English Students

<b>Survey</b>	<b>Aspects</b>	<b>Number of students</b>	<b>%</b>
<b>Motivation to read in English</b>	You feel very motivated and want to learn English	6	(40.00)
	You do it because they demand it and you have no interest in mastering it	9	(60.00)
<b>Objective of learning English</b>	Job opportunities.	2	(13.33)
	Visit Foreign countries	6	(40.00)
	Understand music or films in the language	7	(46.66)
<b>Goals according to your preferences</b>	Write texts in English	3	(20.00)
	Understand texts written in English	4	(26.66)
	Express yourself orally	4	(26.66)
	Understand other people while speaking this language	4	(26.66)

## **Didactic activities for the development of reading comprehension skill in a technological environment**

The importance of reading comprehension in English is that it allows people to understand what is read, to know what is requested, to act accordingly. Reading is one of the main skills that students must acquire in the process of mastering a language, also through reading; the students enrich their knowledge about the world. It also increases understanding of the cultures of the language speakers; the ways of thinking; and the contribution to many fields of artistic and intellectual endeavor and besides that it is vital for professionals in different fields of knowledge to develop reading skills in foreign languages as an instrumental professional ability. Such skills favor the possibility of accessing information from recent investigations in the given area. On the other hand, reading develops learners' psychological process such as analysis, synthesis, comparison, generalization, memory and imagination.

Characteristics of the Didactic activities:

1. The integration of the 4 language skills (listening, speaking, reading and writing).
2. To fulfill with the 3 phases of the reading Pre -While and Post.
3. Achieve an effective communication.
4. Take into account the students' previous knowledge in relation to the subject.
5. Take into account the needs and interests of students.
6. The integration of mobile devices, the internet and videos.

Activity N°1

**Objective:** Activate student's background knowledge, provide language preparation, motivate students to read and involve students to do activities with the use of technologies for better learning.

Pre-reading activities:

1. What do you know about the real story of the Titanic? The teacher will also assign an exercise about the text or the topic of the lesson using the writing skill. (If possible watch the film.)

2. Read the following story.

### **Iceberg Right Ahead**

The North Atlantic was calm and clear. Brilliant stars lit up the cloudless sky. The night was magnificent but bitterly cold. Up in the crow's-nest, lookouts Frederick Fleet and Reginald Lee were freezing. Luckily, it was almost 23:40 and their shift would end. A short time before, a slight haze had settled over the waters. They had no binoculars and the haze made their job more difficult.

Suddenly, Fleet saw it. A second look and he sounded three warning bells. He reached for the phone.

"What do you see?" asked the junior officer on duty.

"Iceberg right ahead", answered Fleet.

"Thank you." At first, Fleet thought they were going to hit the berg ahead on. Then, at the last moment, the ship changed direction. Minutes later, the Titanic stopped.

Only a few passengers realized what had happened. Strangely enough, no one was really concerned. Apart from the ice, everything seemed perfectly normal.

Up on the bridge, however, nothing was normal. Thomas Andrews, chief builder of the Titanic, was gravely explaining the situation. The ship had 16 watertight compartments. She could float if any four were flooded. But now, the first five compartments were flooded. Captain Smith was shocked. "How long have we?"

"An hour and a half. Possibly two. Not much longer."

Without hesitating, Smith ordered to have the lifeboats ready and then went down to the wireless station. At 00:15, the first distress signal went out across the North Atlantic. CQD...MGY, CQD...MGY.

About 15 to 30 kilometers away, the wireless room on the Californian was quiet. The operator had gone to bed about 45 minutes before. A little after 00:15, the Third Officer stepped in. He liked to listen in on the messages, so he picked up

the headphones. However, he wasn't really familiar with the equipment. With no one to help him, he couldn't get it to work.

### **Taken from the English Workbook**

11<sup>th</sup> Grade

#### **While-reading activities:**

1. What time was it when Frederick Fleet and Reginald Lee saw the iceberg?
2. Who was the chief builder of the Titanic?
3. How long did the screw have before the ship sank?

#### **Post-reading activities:**

In your case what would you do if you found yourself in a situation like that of the Titanic?

Would you wait for them to rescue you or would you go swimming?

#### **ICT activities:**

1. The Teacher would ask his students to use their phones and use the WikkipediaApp to look for more information like:

- More specific details about the Titanic's accident.
- How many persons died in the tragedy
- How big was the Titanic ship?

1. The teacher will send the students the song from the Titanic's movie and ask them to find information about the singer.

Activity N°2

**Objective:** Activate student's background knowledge, provide language preparation, motivate students to read the text and involve students to do activities with the use of technologies for better learning.

#### **Pre-reading activities**

1. Discuss these questions in small groups:

a) Are you an organized person or not? Do you like to plan carefully in advance or do you prefer to be more spontaneous?

b) Do you have any friends or relatives who are very different from you in this respect? Does this ever cause problems?

c) Do you think age or sex affect how organized people are?

2. Check the meaning of the phrases below. Then as you read the quiz *How organized are you?* Match the phrases with the questions in the quiz.

a) Attending a meeting

b) Filling in a form \_\_\_\_

c) Booking a holiday \_\_\_\_

d) Arranging a night out with a friend \_\_\_\_

e) Packing for a holiday \_\_\_\_

f) Giving someone a message \_\_\_\_

QUIZ: "How organized are you?"

Situation: How do you behave? A or B

1. You have an important form to fill in and you know it'll take at least two hours to do it properly. It's Tuesday today and you have to hand it in by 9 o'clock on Friday morning at the latest.

A: You're planning to do it tonight. That'll give you time to read it through tomorrow night and hand it in early on Thursday.

B: You are going out tonight, but you intend to do it tomorrow night. If you are honest though, you know you probably won't even get down to it until about 10 o'clock on Thursday evening.

2. You bump into a friend you haven't seen for ages in the street and she suggests a night out together next week.

A: You get out your diary to see what you are doing next week, and make an arrangement there and then.

B: You agree enthusiastically and promise to ring her tomorrow... and then forget all about it!

3. It's the end of June. You have two weeks holiday from work at the beginning of August.

A: You have already planned a trip and are thinking about what clothes you need. You've borrowed a magazine of the area, and are planning various excursions.

B: You are thinking of going on a trip, but you haven't really looked into it yet. You are going to start asking for some advice to see what to do next week.

4. You've been giving an important message for a friend.

A: You phone him straight away, in case you forget about it next time you meet.

B: You're sure to see him in the next few days-you'll remember to tell him then.

5. You're due to be at a meeting in another town at 3 o'clock. You know it'll take you at least 30 minutes to get there.

A: You allow an hour for the journey- that way you definitely won't be late. You'd like to have enough time to have a coffee and make a few notes before the meeting starts.

A: You've finished your ironing and packing. Now you're going to have a nice bath and an early night, so that you're fresh for the journey tomorrow.

B: You throw a few clothes into the washing machine and go and have a last drink with a few friends. You're going to pack after that.

- Now do the quiz in pairs and match the phrases in exercise 2 with it.
- Add up both your scores and read the conclusions below.

**Taken from the English Workbook**



11<sup>th</sup> Grade

**While-reading activities:**

1. Do you think the items A are more suited to your thoughts?
2. Are the items b less appropriate to fill out this important form?

**Post-reading activities:**

1. The teacher will ask the students to write a text about the importance of being organized or not?

**ICT activities:**

1. The teacher would ask his students to surface in the internet to look for the advantages and disadvantages to be an organized person?

Activity N°3

**Objective:** This strategy is for students to enhance their reading comprehensive skill, to learn new words related to the text and make activities using the technologies like phones, tablet, and laptop etc... for better language learning.

**Pre-reading activities**

1. Do you like chocolate? Find out how many people in your class like chocolate?
2. Work in pairs. Which of these words do you associate with chocolate?

cocoa	sweet	savory	bitter
spices	herbs	pepper	sugar
sauce	chemical	plain	healthy
butter	drink	liquid	bar
crop	greasy	grow	produce

warm	solid	milk	cold
------	-------	------	------

3. Can you think of any other words you can associate with chocolate? Does your partner agree with you?

**While-reading activities:**

1. Read the passage and find out why it's called Chocolate-like falling in love.
2. Match the following headlines with each piece of information: history, facts, and interesting incidents. Discuss your choice with your partner.

Chocolate-Like Falling in Love

Chocolate first came from Central America.

The word chocolate comes from the Aztec language and is the only Aztec word we use regularly in English. The Aztecs made a greasy, bitter drink, cold cocoa from cocoa beans mixed with cold water, spices and cornmeal.

The Aztecs used the cocoa bean as a form of money. According to H. H. Boneroft, who was a historian, "four beans bought some vegetables, and beans bought a woman, and a slave cost 100".

The explorer Cortez was the first person to bring chocolate to Europe. He presented it to the Spanish Royal Court in Madrid and served it with herbs and pepper. Soon it became very fashionable to drink it mixed with sugar and vanilla and drunk warm.

Coenrad Van Houten, who was Dutch, was the first person to extract the cocoa butter from the cocoa bean in 1827.

In 1847, Joseph Fry, who lived in England, mixed the cocoa butter with other ingredients to make a solid chocolate bar.

Daniel Peter, who was a confectioner in Switzerland, invented milk chocolate in the 1870's and Henri Nestle developed the process.

The cocoa tree originally comes from the Amazon rainforests. Brazil, West Africa and Equator now produce most of the 1.5 million-ton world cocoa crop.

The Mexicans put chocolate in savory dishes. They serve mole, which is a kind of chocolate sauce with roast chicken.

It takes other beans from one coca tree to make one pound of chocolate.

Chocolate contains small amounts of the chemical phenylethylamine, which is also naturally present in the brain, and which gives us the same feelings as when we fall in love.

The world's largest chocolate model was a 30 ft by 15 ft. representation in the Olympic Center in Barcelona.

In 1980, the Swiss police caught a young couple, because they were trying to sell chocolate secrets to foreign powers. They offered the recipes for 40 different chocolate.

### **Taken from the English Workbook**

11<sup>th</sup> Grade

#### **Post-reading activities:**

1. Ask other students for a chocolate recipe.
2. Find out more information about chocolate properties. Make a list of the properties.
3. Be ready to talk about them.

#### **ICT activities:**

The teacher would require his students to use their phones to send them some recipes about how to make a chocolate for them to do it in their houses.

Activity N<sup>o</sup>4

**Objective:** This strategy is for students to enhance their reading comprehensive skill, to learn new words related to the text and make activities

using the technologies like phones, tablet, laptop, etc... for better language learning.

**Pre-reading activities:**

1. List five art manifestations you like the most. Exchange criteria with your partner.
2. Tick the sentences which are true according to your previous knowledge.
  - a) Music comes from nature.
  - b) Nature stimulates music making.
  - c) Early man never plays music.
  - d) In all societies people like music.
  - e) There is no reason to like music.

**While-reading activities**

1. Find the opposite word in the text. Consult your partner to agree or disagree.

Small	Different
Disappears	Disadvantage
Unknown	Worst
Love	Answer

2. Find a sentence in the text that means:
  - a) Parece que el poder de la música no está en los sonidos sino en nosotros mismos.
  - b) ¿Por qué los humanos responden ante cualquier belleza?
  - c) La teoría solo nos dice cómo funciona la música no por qué.

## **Why Do We Like Music?**

Music, after all, is nothing more than a sequence of sound waves. So why did the music of Wolfgang Amadeus Mozart fill his rival, Antonio Salieri, with longing and pain? Why do we fill our own lives with music? What is it that permits a sequence of sound waves to touch us so deeply?

Over the centuries musicians have elaborated such relationships into an enormous body of music theory. But valuable as it is, theory only tells us how music works, not why. It cannot explain why one melody is utterly banal and another is magic.

Obviously, a great deal of our appreciation for music is learned. You may like a song that I hate simply because it resembles other songs that you like. On a fundamental level, the Aesthetics of music varies widely between cultures.

But again, none of this explains why almost everyone responds to some kind of music, or why music in one form or another appears in every known society. It seems that the power of music is not in the sounds but in ourselves.

In many ways music and language abilities are very similar. But music is not just language in another form. Yet language gave our tribal ancestors a clear evolutionary advantage. Better communication implies a better chance at survival.

What need did music serve?

Of course, we would also ask that question about painting or sculpture, dance or poetry. Why do humans respond to beauty of any kind?

### **Taken from the English Workbook**

11<sup>th</sup> Grade

#### **Post-reading activities**

1. Read the list of sentences below about music. To the left of each sentence there are two letters, T and F. Without referring back to the reading selection, try to determine whether the sentences are true or false.

T F Much of our appreciation for different types of music is learned.

T F Although in most cultures music is very important, in some societies there is little or no music at all.

T F According to the author human beings responds to music mainly because we have a special music receptor in our brain.

2. Find information about the history of music. Consult the librarians. The below sentences can help you.

a) Instruments early man made.

b) What early instruments were made of?

c) If primitive people had orchestras.

3. You are helping some secondary school children from your community. You are supposed to talk to them about the origin of music. Prepare your narration based on the research you have done. Be ready to do it in front of your classmates.

### **ICT activities:**

The teacher would ask his students to use their phones and will pass them a song so they all are going to learn it by heart and sing it in the class.

Activity N°5

**Objective:** This strategy is for students to enhance their reading comprehensive skill, to learn new words related to the text and make activities using the technologies like phones, tablet, and laptop etc... for better language learning.

### **Pre-reading activities:**

Do you know what Junk Food is?

Can you mention some types of Junk Food?

Do you follow any diet or not?

## **Junk Food**

One factor that contributes to prolonging life and opening up the possibility of living to 120 years of age is to maintain a healthy diet and ensure that the notion of pleasure is associated as much with the palate as with the senses of smell, touch, and sight.

Taking pleasure in eating is not necessarily related to great feasts of over-elaborate preparation. Nor is a healthy diet defined by strict prohibitions and boring meals. The criteria surrounding the definition of “tasty” changes according to different cultures and regions of the world, thus demonstrating that this is principally influenced by habits.

Modifying this habits in our diet, learning to select products that are both healthy and pleasantly flavored, can help to prevent different illnesses, such as arteriosclerosis and hypertension, among others.

Risk associated with poor diet excesses and deficiencies, the effects of which range from malnutrition to obesity and other ailments. One of the habits that particularly leads to obesity is the consumption of large quantities of so-called “junk food”, such as hamburgers, doughnuts, ice cream, sodas and French fries. Obesity is a common problem in developed countries but organizations such as the Pan-American Health Organization warn that there is also an increase in Third World Countries as a consequence of unbalanced diets caused by poverty. There, the consumption of junk food is being globalized as are illnesses.

All these matters should be learnt from an early age in the family and educational environment. It is a priority to give importance to understanding which foodstuffs we really need, in order to help us extend the length and improve the quality of our lives. That is the reason for living for 120 years.

**Taken from the English Workbook**

12<sup>th</sup> Grade

**While-reading activities**

1. What is one of the factors that contributes to prolong life?
2. What other senses are associated as much as the palate with the notion of pleasure?
3. Is a healthy diet defined by strict prohibitions and boring meals?
4. Does the criteria of tasty surrounding the definition of “tasty” change according to different cultures? Why do you think so?
5. What can help to prevent many different illnesses? Mention examples of these illnesses.
6. What particular habit leads to obesity?
7. What is junk food according to what you read?
8. Find in the text examples of junk food. Mention some others that, from your point of view, can be also considered as junk food.
9. Is obesity a common problem in developed countries? What happens in Third World countries?
10. Is the consumption of junk food being globalized?
11. Should these aspects related to a healthy diet be learnt from an early age in the family and in the educational environment? What’s your opinion about it?

### **Post-reading activities**

1. In your case, how often do you eat this kind of food?
2. Would you eat something different if you had other choices in your meals?
3. Will you change your diet from now on? What makes you think this way?

### **ICT activities:**

The teacher would require his students to look up in internet the benefits of eating healthy and foods that we cannot eat every day?

Activity N°6



**Objective:** This strategy is for students to enhance their reading comprehensive skill, to learn new words related to the text and make activities using the technologies like phones, tablet, laptop etc... for better language learning.

**Pre-reading activities:**

Do you know what Biology studies?

Are the animals and plants involved in the science of Biology?

Do you know someone who is a biologist?

**The Science of Biology**

Biology is the study of all living things that inhabit the universe. About a million different types (or species) of plants and animals have been recognized on our planet. They are classified in an almost infinite variety of sizes and shapes, from the smallest microorganisms to the most complex forms. There are many other still undiscovered and undescribed organisms, especially in the virtually unexplored seas, which cover about 70 per cent of the earth's surface. New species are continually evolving from existing organisms, while others are becoming extinct. Still others remain relatively stable, undergoing little change during long periods of time.

The field of biology is almost indescribably large. The abundance of living forms is further complicated by the fact that each species, from the relatively simple to the most intricate, is really a highly complex structural and functional entity. Consequently, the science of biology is divided into several disciplines. These, on the other hand, are subdivided into still more highly specialized areas of study. There is, for example, zoology, which deals with the study of animals, while botany deals with the study of plants. Each of these, in addition, is

subdivided into more specific disciplines. Thus under zoology we have ornithology (the study of birds), mammalogy (the study of mammals) and others.

As examples of other disciplines there is physiology, which studies the function of living things, and morphology, which studies their form and structure. But physiology can be further subdivided, for instance, into endocrinology (studying the functioning of the glands that secrete hormones) and neurophysiology.

The history of biology in general reflects the history of science. It symbolizes man's progress in his search for truth, and it signifies the tremendous victory of rational thought and careful research and observation of the world around us.

### **Taken from the English Workbook**

12<sup>th</sup> Grade

#### **While-reading activities**

1. What does Biology study?
2. How many species of animals and plants have been recognized on our planet?
3. How are they classified?
4. Where are other still undiscovered and undescribed organisms?
5. Is biology a field almost indescribably?
6. Why is the abundance of living forms complicated?
7. Is the science of biology subdivided into different disciplines? Can you mention them?
8. Does the history of biology reflect the history of science?
9. What does Biology symbolize?

#### **Post-reading activities:**

The teacher will assign the homework to his students and will ask to write a paragraph about the importance of knowing Biology?

## **ICT activities:**

The teacher will send the students using the phone some curiosity about the biology and would ask his students to look for more information about it.

Activity N°7

**Objective:** Help students to understand specific content and main ideas of the text, promote active engagement with the text rather than passive reading and make activities using the technologies like phones, tablet, laptop etc... for better language learning.

## **Pre-reading activities:**

Do you like music?

What is the kind of music that you listen to the most and least?

Who is your favorite musician? Why?

## **Popular Music**

It all started with jazz. Jazz was born in the U.S.A., in about 1900. It was the music of the poor black people of New Orleans. But several kinds of jazz, including swing, blues, bebop and free jazz, became popular all over the U.S.A., and in Europe, too.

In 1954, two black blues musicians, Fats Domino and Little Richard, began to sing in a new style – simple, energetic and good for dancing! Soon, white musicians like Bill Haley, Elvis Presley and Chuck Berry, began to sing in the new style. They called it Rock'n Roll.

Rock'n Roll was a new kind of music and it appealed to a new kind of person — the teenagers. In the 1950s, for the first time, millions of young Americans had enough money to buy records, and enough freedom to go to concerts. They wanted a culture on their own, and Rock'n Roll gave it to them. Elvis was the first great rock star, since then, teenagers'greatest heroes have nearly always been musicians.

Only one year after Elvis's first record, four boys from Liverpool formed The Beatles. In 1962, after six years of hard work, they became international stars. Their style was called pop music ("pop" meaning "popular").

Michael Jackson was born in 1958. When he was young, he sang with his four brothers in a group called the Jackson Five. Michael was famous before he was ten! He worked with his brothers for twenty years. But he became more and more independent of them as his style changed. He realized that in the 1980s what people wanted was a spectacular performance, on video or in concerts. And he gave it to them.

Madonna and Prince are also famous for their spectacular performances, and they're both about the same age as Michael. You don't have to be young to be a superstar!

### **Taken from the English Workbook**

12<sup>th</sup> Grade

#### **While-reading activities**

1. Where has the most popular music in the world come from?
2. What are the styles of music mentioned in the reading?
3. Was the jazz the music of the poor black people of New Orleans?
4. What are the different kinds of jazz?
5. What adjectives are used to describe Rock'n Roll?
6. Did teenagers buy records and go to concerts at that time? Why?
7. Who was the first great rock star?
8. Who invented pop music?
9. Who else became famous in the 1980s?
10. What did people want in 1980s?

**Post-reading activities:**

The teacher will ask the students to write a letter to their favorite musician telling him that you would like to meet him in person?

**ICT activities:**

The teacher will ask his students to use his phones to send them an app for them to learn about the Jazz and recognize Jazz musicians.

Activity N°8

**Objective:** Help students to understand specific content and main ideas of the text, promote active engagement with the text rather than passive reading and make activities using the technologies like phones, tablet, laptop etc... for better language learning.

**Pre-reading activities:**

Do you know what HIV is?

Do you know what AIDS syndrome is?

Do you know any person infected with AIDS?

Do you know any detail about the way he acquired it?

Or any other detail about his disease?

**Aids**

Health is often defined as a state of physical, mental and social well-being. This also applies to the idea of sexual health. Therefore the promotion of sexual health involves improvement of relations between men and women, understanding of sexuality and the sexual process, and the prevention and treatment of sexually transmitted diseases.

STDs used to be called venereal diseases, the most common serious STDs are gonorrhea, syphilis, chlamydia, chancroid, herpes, genital warts and AIDS. STDs are serious and painful and they can cause a lot of damage to the body, resulting in illness, infertility, disability and death. Most STDs in pregnant

women can infect babies in the womb or during delivery, causing severe handicaps and death.

Acquired Immune Deficiency Syndrome (AIDS) is a medical diagnosis for a combination of illnesses which results from a specific weakness of the immune system. AIDS is caused by infection with a type of virus called Human Immune Deficiency Virus (HIV).

HIV is not one virus, but a family of many similar viruses. There are three stages of HIV infection: a healthy person infected with HIV, illnesses associated with HIV infection may begin to appear and finally the illnesses end AIDS. There are only four ways by which HIV can enter the body: by having sexual intercourse with an infected person, by transfusion of infected blood, by an infected mother to her unborn child and by infected blood in or on needles, syringes or other instruments.

The safer sex practices will reduce the risk of unwanted pregnancy and all STDs, including HIV. We are referring to the use of the condom. Condoms act as a barriers to prevent HIV in semen or vaginal secretions from coming into contact with mucous membranes.

For many people, AIDS is particularly frightening and difficult to cope with because HIV infection is invisible. When HIV enters the body, the person starts to make antibodies to fight the infection. It seems that most people take about three months to make antibodies to HIV after infection, but some people take much longer, even years. The ELISA and Western Blot bloods tests detect antibodies to HIV, they do not detect the virus itself.

The improvement of sexual health, in addition to helping prevent the transmission of HIV, also leads to the improvement of health as a whole.

Talking with people about safer sex, and providing reliable condoms can help people to enjoy sex with less risk of STDs, AIDS or unplanned pregnancy.

**Taken from the English Workbook**

12<sup>th</sup> Grade

### **While-reading activities**

1. What does the word Health mean to you?
2. What are the STDs?
3. How many STDs are known nowadays? Mention three of them.
4. What causes AIDS?
5. How many stages of the HIV infection are?
6. Can you mention the four ways by which HIV can enter the body?
7. Is HIV infection invisible? Why?
8. What is the method we can use to prevent STDs and unplanned pregnancy?

### **Post-reading activities:**

The teacher will assign the homework to his students and will ask to write a paragraph about the importance of the use of means of protection in sexual relationships

### **ICT activities:**

The teacher will play a movie about the experiences of a person who contracted HIV and then will discuss the issue with his students.

Activity N°9

**Objective:** This strategy is for students to enhance their reading comprehensive skill, to learn new words related to the text and make activities using the technologies like phones, tablet, laptop etc... for better language learning.

### **Pre-reading activities**

1. Do you know what Sexually Transmitted Diseases are?
2. Can you mention them?
3. What do you consider is the most dangerous?

4. Do you know any person infected by HIV?
5. Do you know about the methods to avoid getting STDs?
6. What does our government do with HIV infected people?
7. Do they have to pay the medicines and the treatments?

### **Dreams and Desires**

For the first time in the 20-year history of the AIDS epidemic, more women than men have been infected with HIV. Globally, women now account for more than 50 per cent of those infected due to a host of socio-political, cultural and biological reasons. These stories by women from around the world aim to highlight what it means to be a sexually active HIV positive woman.

**Violeta** was born in La Paz, Bolivia, and was diagnosed with HIV in May 2000.

When I was younger, no one ever spoke to me honestly about anything related to sex and sexuality, so I learned most of what I know in secrecy.

When I was 20 years old I was raped. I suspect the two men responsible for doing this also infected me, but they were strangers and I never met them again. Being a rape survivor damaged my self image for a long time and the impact of that experience on my sexual life was enormous. I felt destroyed and I engaged in sex without any caution or care for myself. I wanted to die. Three years after I was raped, I discovered I had HIV.

I have never been pregnant, so I don't know what it feels like, but I am conscious that for me becoming a mother is more complex than for women who are not living with HIV. I want very much to have a baby, but I want to be confident he or she will be okay in every sense.

The future feels uncertain and I do not dwell on it. I prefer to concentrate on the present. I am alive today and I will live today to the full. Tomorrow will bring its own problems. In my ideal future, I dream of being the mother of two beautiful babies, married to a loving husband and working in a relevant HIV organization.



**Asha** is 28 years old. She was born in Kathmandu, Nepal, where she still lives. She was diagnosed with HIV eight years ago.

Most of the HIV positive women in Nepal are widowed and/or abandoned by their family. This means they have a lot of worry apart from their sexual and reproductive health.

Staying alive and keeping safe are their main concerns. In my case, two years after my diagnosis I married an HIV positive man. Even though I would like to have a child, I will not. Before, I was frightened that without access to Nevipirine to prevent mother-to-child transmission the baby would be infected. Even though Nevipirine has recently become available in Kathmandu, I am still afraid I would have an unsafe delivery because of my poor health. The other problem is that my husband and I could not afford a baby. It is already hard enough for the two of us to survive. In any case, I have become very weak and I've also developed an allergy to most of the food I can afford to buy.

The constant need to monitor and take care of one's health is impossible for most HIV positive women in Nepal, including me. Taking proper care of my health is far too costly.

My life changed forever the moment I was diagnosed with HIV. I don't have any great plans now, but as long as I am alive I want to do something to help other HIV positive women in Nepal.

**Susan** is 35 years old. She was born in London, England. She is twice divorced and currently cohabiting with her partner for three years. She has two children aged 10 and 12. She was diagnosed in January 1999.

I'm conscious of the fact that I'm very lucky. I live in a country where I have free access to treatment, unlike the majority of women living with HIV in other parts of the world. I was also diagnosed at a time when anti-retrovirals were available for treating HIV effectively, so I've never had to face the feeling that my diagnosis was an inevitable death sentence.

I imagine my dreams and desires regarding my reproductive and sexual health are very similar to women who are not living with HIV. I aspire to have lots of sex in the future, despite gravity and age beginning to have an alarming impact!

I hope that my HIV status does not affect any possible future sexual relationships, although ideally I plan to have a very long term relationship with my current partner.

I don't believe the fact that I living with HIV should be a barrier to having sexual relationships. I have never been rejected by a sexual partner because of my HIV status, but I was fearful about disclosing my status to my current partner when we first started seeing each other.

We always endeavor to use condoms when we have sex. I must confess that the one time we slipped up I became pregnant; so far the pregnancy has gone without incident. I didn't need to change my HIV medication and because I have an undetectable viral load the risk of transmitting HIV to my baby is less than one per cent. I don't intend to have any more children after I give birth. This has nothing to do with my HIV status, it purely concerns my age.

### **Taken from the English Workbook**

12<sup>th</sup> Grade

#### **While-reading activities**

1. Did Violeta know anything related to sex and sexuality when she was young?
2. How did Violeta acquire HIV virus?
3. What was her reaction after being raped?
4. What is her dream for the future?
5. What is the situation of most HIV positive women in Nepal?
6. What does it mean to them?
7. Does Asha have the same problem? Why?
8. Can Asha and her husband have a child? Why?

9. How is her health state?
10. What does she need to take care of her health?
11. Where is Susan from?
12. Why does Susan say she is very lucky?
13. How does she feel living with HIV?
14. What are her dreams and desires to the future?

**Post-reading activities:**

Write a small paragraph comparing Violeta's, Asha's and Susan's situation taking into account the country where they live, their way of life and their dreams and desires.

**ICT activities:**

The teacher will require his students to use their phones to send them a quiz to know and learn everything about sexual health.

## Conclusions

1. The theoretical references about the teaching-learning process of English as a foreign language and the process of reading comprehension of the present investigation are located in the communicative approach contextualized to the studies carried out in Cuba in the pedagogical environment.
2. The diagnostic process carried out in reading comprehension in the teaching-learning process of English as a foreign language with 4th year pedagogical students showed that though there were potentialities like those related to the introduction of different educative software in the different subsystems of education, to finish their English studies and manage the English language, there were still deficiencies in reading comprehension found in the decoding of the messages, lack of motivation and teaching aids and the implication that it has in the rest of the linguistic skills.
3. It was confirmed some limitations at Vladislav Volkov Pedagogical School about the development of reading comprehension skill in fourth year students who in different occasions feel frustrated in the English language learning process so professors have pedagogical challenges to be solved through sciences. The integration of the scientific and technological knowledge in the formation processes and in the teaching learning process acquires a full and dialectic relation nowadays having a didactic acting so students can transform the limitations or deficiencies they face in their practice.
4. The didactic activities provided are characterized by being creative, place the students close to real life situations, vary in complexity, can be applied on different moments of the learning process and have been done taking into account the levels of assimilation and the communicative approach as well as The Common European Framework of Reference. (CEFR). The activities can be used in other schools of the territory for their adaptability, flexibility, efficiency and enjoyability.

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## **Annexes**

### **Annex 1:**

Scientific observation guide.

**Objective:** to determine the main difficulties students from four grades have in the use of the reading comprehension skill.

Observation guide:

- Type of lesson.
- Correspondence between the lesson and the components of the process.
- Communicative functions used in the lesson.
- Difficulties students have in the use of the reading comprehension skill

### **Annex 2:**

Survey:

**Objective:** To determine the students' level of motivation regarding learning English as a foreign language and how they feel about the reading comprehension skill.

Questionnaire:

Estimado (a) estudiante, el objetivo de la encuesta que les aplicamos a continuación es evaluar el proceso de enseñanza-aprendizaje del Inglés como Lengua para de esa manera resolver las deficiencias que puedan ser encontradas. Extranjera. Le pedimos cooperación y sinceridad a la hora de responder las preguntas

Marca con una (x) la respuesta que consideres correcta:

1- Mientras recibes clases de la asignatura Inglés...

- Te sientes muy motivado y quieres participar

- Lo haces porque te lo exigen y no tienes interés por dominarlo

2- Aprendes Inglés con el objetivo de...

- Oportunidades de trabajo.
- Visitar países extranjeros.
- Entender música o filmes en el idioma

3-Con respecto a los objetivos que mostramos a continuación, enuméralos según tus preferencias:

- Escribir textos en inglés.
- Comprender textos escritos en inglés.
- Expresarte de manera oral.
- Comprender a otras personas mientras hablan este idioma.

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### **AVAL DE LA ESCUELA PEDAGÓGICA**

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Por medio de la presente le comunico que el trabajo de diploma titulado "Didactic Activities for Developing Reading Comprehension Skills in a Technological Environment" del estudiante Armando A. Morera Estrada de 5to año de licenciatura en educación. Inglés con segunda lengua, que realizó su práctica docente con alumnos del 4to año del técnico medio de profesores de inglés, ha sido analizado en el colectivo pedagógico de dicha especialidad y considerado factible y pertinente para ser aplicado con estudiantes de este año y especialidad. Su importancia radica en el uso de nuevas formas de trabajar con la habilidad de comprensión lectora para enriquecer el idioma inglés. Las actividades didácticas se caracterizan por ser creativas, y basadas en situaciones de la vida real, cuyas bases teóricas metodológicas son actuales - enfoque comunicativo y Marco Común Europeo de Referencia (MCER) - . Las actividades pueden ser utilizadas en otras escuelas del territorio por su adaptabilidad, flexibilidad, pertinencia y eficacia.

Por todo lo ante expuesto, le sugerimos aprobar el presente trabajo de diploma con la máxima calificación por todo lo antes expuesto.

Dado en Sancti Spíritus a los 13 días del mes de diciembre de 2021, "Año 63 de la Revolución"

*Narcia*  
**PROFESOR**



*[Signature]*  
**Manoel Bello Hernández**  
**Director**