

Teach reading is a book that is composed by six chapters. The first, is devoted for the definition of text and its taxonomy. It concludes with the requirements for choosing a didactic text. The second, is dedicated for the definition, analysis and classification of reading. The third is devoted to associated disorders related to the reading process. The fourth, contrasts the traditionalist reading instruction against dynamic-participatory didactic for the teaching-learning process of reading, where it is emphasized on reading participatory methods and techniques. The fifth, is attentive to the generalized reading skill, invariant skill and reading competence. Finally, the sixth is committed to dynamic-participatory didactic strategy for teaching reading,



Teach Reading

TEACH READING



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Contenido

Chapter 1. Text: definition and linguodidactic taxonomy	1
1.1. Didactic definition of text	1
1.2. Linguodidactic text taxonomy	2
1.3. Requirements for choosing a didactic text	5
Chapter 2. Reading: definition and reading operations	6
2.1. Analysis of the concept of reading	6
2.2. Didactic classification of reading	7
Chapter 3. Disorders associated with the reading process. Importance of reading hygiene	10
3.1. Dyslexia. Definition and taxonomy	10
3.2. Dysgraphia. Definition and classification	14
3.3. Dyslalia. Definition and influence on reading	16
3.4 Reading hygiene	17
Chapter 4. Reading and its teaching	21
4.1. Traditionalist reading instruction	21
4.2. Dynamic-participatory didactic for the teaching-learning process of reading	25
4.2.1. Participatory methods and techniques used in the dynamic and participatory didactic	30
4.2.1.1 Requirements for the selection and application of participatory methods and techniques	38
4.2.2. The evaluation process in the dynamic and participatory conception	42
4.2.3. The dynamic-participatory character of this didactic conception	43
Chapter V. About the generalized reading skill, invariant skill and reading competence ..	52
5.1. Theoretical and methodological support for structuring the generalized reading skill in English as a foreign language	52
5.2. The generalized reading skill: its internal structure	58
5.3. Theoretical-methodological foundations for structuring the reading invariant skill	72



5.4. Theoretical-methodological foundations for the structuring of reading competency 76

5.5. Requirements for achieving generalized reading skill, the invariant reading skill and reading competence 79

5.6. Test to evaluate generalized reading ability, reading invariant skill and reading competence 82

Chapter VI. Dynamic-participatory didactic strategy for teaching reading 90

6.1. Dynamic-participatory didactic strategy for teaching reading 90

6.1.1 Differentiated procedures for the teaching-learning of the reading of different types of texts 92

6.1.1.1 Procedures for teaching-learning the reading of techno-scientific texts 93

6.1.1.2. Differentiated procedures for teaching - learning how to read communicative texts 96

6.1.1.3. Differentiated procedures for teaching - learning how to read literary texts 97

6.2. Macro procedures of the dynamic-participatory didactic strategy for the teaching-learning process of reading 99

References 105



Chapter 1. Text: definition and linguodidactic taxonomy

1.1. Didactic definition of text

Since the 1970s, great advances have been made in the study of reading comprehension; research in the field of cognitive pedagogy, communication theory and linguistics have also contributed to these advances. All these influences, according to J. Falcon (1995:17), "(...) have caused a shift in the observation of the facts of language that highlighted the importance of semantic and pragmatic aspects, and focused attention on the text as a unit of communication". However, in spite of this shift, most of the exercises carried out with texts are atomistic and formally oriented since they focus their methods, techniques and procedures on the form and structure of the language. This has a linguistic basis in the sentence as the ultimate unit of meaning.

The divergent judgments of the concept text from linguistic perspectives leads to the precision of this term from a teaching point of view with the objective of providing it with a didactic utility that allows an educational approach; therefore, its definition, more than an exhaustive and critical study of the hundreds of definitions, is a sufficient and necessary theoretical approach to satisfy the proposed didactic objective. Hence, the need to specify the concept of instructional text in order to give it a didactic utility for educational purposes. It facilitates not only technical or professional training, but also contributes to the development of oral and written expression skills that allow an increasingly correct, cultured and expressive use of language.

Before defining the term instructional and non- instructional text, it is important to consider that words and phrases have meaning, sentences and supra-oratorial units have meaning, and texts have significance. *Emes* (phonemes, morphemes, lexemes) have meanings and paragraphs have meaning. From this it would be logical, and in order not to cause ambiguities, to conclude that texts have meaning in the understanding, comprehension and interpretation of the text in question. It is vital to understand this in order to be able to differentiate the generalized operations of understanding, comprehension and interpretation. It also serves to distinguish the categories meaning, sense and significance present in a text.

Therefore, the **non- instructional text** is a linguistic unit with a complete meaning or configuration (pictorial picture, signs, scores, images) that expresses a content with a semantic value. It is governed by certain principles of order, time and structuring. It expresses meanings, senses and significance that are concretized in the receiver's decoding or re-decoding processes. It can represent the two variants of language: oral and written, and has a semantic value. It has implicit or explicit techno-scientific, communicative, aesthetic and literary values.



In view of the above, an **instructional text** is defined as any printed or non-printed material that can represent both variants of language: oral and written. It constitutes a linguistic unit with complete meaning or configuration (pictorial picture, signs, scores, images) that expresses not only meanings, but also senses that are revealed in the content (micro, meso and macro - context) and its significance is materialized in the understanding, comprehension and interpretation offered by the receiver. It is governed by certain principles of order, time and structuring. It has pedagogical functions and purposes that provide gnoseological value to the individual. It has implicit or explicit techno-scientific, communicative, political, moral, economic, cultural, aesthetic and literary values that, when printed, require the generalized skill to read, reading competence or reading invariant skill for its decoding or re-decoding, and when not, it requires the skills involved in listening.

1.2. Linguodidactic text taxonomy

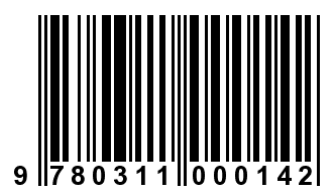
One aspect in which the establishment of accepted criteria by linguists has not yet been reached is that referred to the typology of texts, because, of course, the types of texts cannot be considered in the same way by those who consider textual linguistics as referring to the system, or to the discourse, or both. (I. Blanco, et al, 91). Various classifications contributed by scholars of the subject were taken into consideration, which led the author of this work to elucidate the particular one of the present studies. It is significant to point out that in order to apply any scientific theory in the field of education, it requires a process called "pedagogical arrangement". However, in school practice, it has been found that they are used indiscriminately. Therefore, a classification of texts from a linguodidactic perspective would be significantly useful for language teaching.

The classification shown below is the result of the theoretical and experimental studies carried out, which support it as a didactic condition when conceiving the language teaching-learning process. It is theoretically based on the one proposed by B. Almaguer (1998) and the functions of communication: cognitive, informative and affective. Subsequent, the essential characteristics that distinguish the proposed text typology are explained: technoscientific, communicative and literary.

Technoscientific texts

Man's life in society not only develops in him forms of adaptation to social needs, but also forms of active participation in social processes. Hence, the need for transmission and acquisition of knowledge.

When the individual has the need to express himself about an object, when the individual is interested in the dissemination of knowledge; when he hierarchizes the



content of the message and subordinates to it, the role of the codification process and the role of the receiver; when this happens, the result of the message or content is a text with characteristics of the written language, with an abundant presence of terms, with an almost total absence of stylistic devices and expressive means, with a tendency towards scientific language; where objectivity, rigor and precision are tributes of this textual typology.

Depending on the knowledge and skills of the sender with respect to the encoding process and the knowledge of the possible receiver, so will be the quality of the final product: the text. It expresses the cognitive function of communication, as the maximum expression; without denying, of course, the presence of aesthetic and communicative values. It is more precise with a logical sequence of sentences, statements, supra-phrasal units and tendency to impersonality in the form of expression.

In correspondence with the characteristics of this textual typology, by presenting characteristics of written language with a tendency towards scientific language, by lacking (not at all) stylistic resources and expressive means, by having the purpose of transmitting knowledge; emphasis should be made from the didactic perspective on the development of the generalized operation of understanding. Since it implies recognizing or identifying and merging the literal meanings of the lexical units of the text, and if in this typology the information is explicit, the most logical thing would be to understand it.

Communicative texts

The interaction of individuals, by nature, is an active situation that allows them to satisfy their spiritual and material needs. It also allows the formation of psychological contents that are not only formed through the individual-object relationship, but also through the individual-individual relationship. Moreover, the subject of communication is the personality, hence it is expressed in the communication process.

When that man (sender) needs to relate to an individual and condition the encoding process and the message to the leading role of the receiver; when this happens, the result of the message or content is a text with characteristics of oral language: use of contractions, violations of grammatical rules, typical colloquial and intensifying words and phrases. This type of text lacks, almost in its entirety, stylistic devices or resources and also few expressive means. Therefore, the language tends to be neutral, influenced, as is logical, by the cultural level, socio-linguistic development, psycholinguistic, and others, of the communicators.

This text expresses one of the main functions of communication: informative, while still having the presence of noetic value and aesthetic value as complementary elements of communication. It is a fluid text.



If this text is shaped with characteristics of the oral language, if it lacks (almost totally) terms, stylistic resources and expressive means, if the language tends to be natural, if its essential function is to establish communication; then from the didactic perspective, we must work on the achievement of the generalized operation of comprehension. As it implies grasping the meaning, sense and complementary content of the text and if this type of text is characterized by presenting in the communication process a series of motives, emotions, feelings, needs, convictions and valuations coming from the internal world of the individuals. So, understanding is not enough to cope with the accurate decoding of the message.

Literary texts

Reading is an effective means not only for the acquisition of knowledge, but also in the transmission of socio-cultural and aesthetic elements that allow the recreation of images and thus the unity between affection and cognition. In this sense, when an individual has the need to express himself and conditions the message and gives the receiver the leading role in the codification process, he produces a text with characteristics where he seeks a balance between oral and written language; between the subject and the object and between the form and the content of that language.

This type of text will have the presence of abundant stylistic devices and expressive means. This text recreates images. It expresses one of the main functions of communication: affection.

If a literary text is configured from the combination of oral and written language, if there is the presence of abundant stylistic devices and expressive means; if it expresses the internal and subjective world of the sender, if its purpose is to express the plasticity of language, if its function is affection; then from the didactic perspective, we must work for the achievement of the generalized operation of interpreting. Since it implies locating oneself between parts of the text and moving socio-culturally through it. It is significant to note that understanding and comprehending are insufficient to decode and re-decode the significance of this text

However, instructional and non-instructional texts, according to their level of complexity, could be classified as: simple, moderately complex and complex texts. The following are the most general characteristics.

A **simple text** is one in which the sender needs to relate to an individual and conditions the encoding process (the message) to the leading role of the receiver; when this happens, the result of the message in its form and content is equivalent to the linguistic and sociocultural experience of the receiver.



A **moderately complex text** is one in which the sender needs to relate to an individual, but does not completely condition the encoding process (the message) to the leading role of the receiver; when this happens, the result of the message by its form and content is superior to the linguistic and sociocultural experience of the receiver.

The **complex text** is that when the individual has the need to express himself about an object, when he is interested, to that individual, in cognitive diffusion and spirituality; when he hierarchizes the content of the message and subordinates to it, the role of the encoding process and the role of the receiver; when this happens, the result of the message by its form, content and style is highly superior to the linguistic and sociocultural experience of the receiver.

1.3. Requirements for choosing a didactic text

Reading is one of the most important activities in the cultural formation of the human being. Its effects include the intellectual, educational and psychological activity of the individual. The choice of texts should therefore be careful, and comply with the following requirements or principles:

- be accessible: if the learner/reader cannot understand vital information without looking up words or being given extra information, then the activity may improve his/her vocabulary and general knowledge, but will be less useful as a means of improving his/her reading skills;
- be motivating. It should not only carry, from the perspective of teaching up-to-date, scientific information, with a high didactic level, but also respond to the social needs of the reader;
- most of the vocabulary must be known by the reader and the words that are not, must allow its decoding or can simply be ignored. These conditions make it possible to decode the text;
- to take into account more the content of the texts than the form, since within the dialectic unit of form and content, the latter has a determining role (although it does not exclude the former);
- to portray elements of cognition and affection since they help to prepare pupils for life;
- relate the language level of the text to the zone of current development and the content to the zone of proximal development of the reading individual. This allows the reader to move within the text itself and decode it as required: to understand, to comprehend, to interpret and to incorporate the elements that appear in it into his or her store of knowledge (the notions developed by Vigotsky of zone of current development and zone of proximal development refer to the distance between the inter-psychological [of social relations] and intra-psychological [subjective] phases,



between what the student can do on his or her own and what he or she can do with some help);

- be natural and not arbitrary; since each text, according to its didactic classification, is directed to the development of a generalized skill and therefore, these aspects must be taken into account for the development of it. Always awakening the reader's interest to the activity, so that his or her disposition is positive before, during and after the reading process;
- occupying a fixed and exactly determined place in relation to the other types of texts;
- to take into account that every text has implicit or explicit communicative, techno-scientific, and aesthetic or literary values;
- be based on the intention, motivation or social interest of the sender and not on the usefulness that other individual may give to the text; and
- interest the learners, but not overexcite them.

Chapter 2. Reading: definition and reading operations

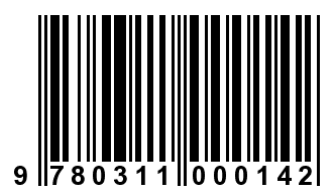
2.1. Analysis of the concept of reading

Reading is an effective means to achieve the intellectual, social, spiritual and moral development of man. Therefore, reading is highly significant and constitutes an essential element in the integral formation of the new generations. In the intellectual sphere, this verbal activity helps to foster patterns of reasoning. It is a stimulus for the development of thought and serves as a model for intellectual activity.

In the educational sphere, reading is one of the most effective means of learning. It not only facilitates the student's technical or professional training, but the systematic use of different texts fosters in the reader habits of independent study that will serve to expand more and more the accumulation of knowledge. From the point of view of content, the aforementioned verbal activity puts the reader in contact with the knowledge of human culture in all its breadth and depth. Likewise, it contributes to the development of oral and written expression skills, which allow for an increasingly correct, cultured and expressive use of language.

From the psychological point of view, reading is a valuable activity, through which not only moments of recreation are achieved, but also helps to expand the limits of experience. Reading incites to analyze human behavior, to evaluate positive or negative attitudes; it contributes to create higher patterns of behavior and with it the formation of necessary convictions.

However, reading tends to be an ambiguous term, since it is generally associated with text, or with the action of reading, or even with the method used in language teaching. This makes it necessary to clarify this concept. As a verbal activity, it can be considered



as a method or as a goal, that is, an ability in itself, for the decoding or re-decoding of meanings. However, it would not be logical to confuse it with the term text, as is often the case today.

In the same sense, this term is sometimes used to refer to analysis, sometimes when approaching the interpretation of a given text, sometimes when referring to selections of readings, instead of being expressed as a selection of texts or fragments thereof.

For all of the above, **to read** is defined as that individual psychological formation that takes place through an internal process of a dynamic-participatory character. Such a formation allows the cognizing individual to understand, to comprehend and/or to interpret a written text in a common linguistic system between the sender and the receiver. This psychological formation leads the reader to restructure or form new schemes from the transit of information from an inter-psychological phase to an intra-psychological one. While reading is the verbal activity resulting from this action.

2.2. Didactic classification of reading

Reading is the basis, it is one of the primordial steps through which the human being has access to a wide dimension of culture, it facilitates the learning of a certain level of knowledge, it contributes to the formation of values. Therefore, this is the fundamental way for the reader to be able to appropriate all that is useful and profitable that human knowledge has poured into printed texts.

The teaching of this verbal activity constitutes one of the main ways for the assimilation of the experience accumulated by humanity. It contributes to the intellectual and affective development of the student, especially in the field of foreign languages, where it not only facilitates access to foreign scientific and cultural knowledge, but also facilitates the learning of the target language.

It is significant to note that the reader reads motivated by a variety of purposes and, accordingly, in a variety of different ways. However, with the ambiguity of the term reading comes an ambiguous taxonomy. Nevertheless, as defined later in this book, it depends on which perspective the classification is made up and with which principles; what is important is the adequate use of the types of reading or the procedures they require depending on the practical demands and the proposed objectives.

In order to develop the skills involved in the process of decoding or re-decoding texts or reading competence, it is necessary to systematize the operations involved in the action of reading. Therefore, a synthesized didactic classification would be of significant utility in directing the teaching-learning process of reading. This classification should allow the



teacher to know the most direct route between point **X** (where the learner is) and point **Y**, which is where the teacher wants the learner to go.

So, valuing analytical or intensive readings as methods for developing reading skills is fair and meaningful. However, it would not be the most appropriate way to promote the systematization of the operations involved in the action of reading.

The didactic classification of reading (shown in Figure 1.1) should be based on the didactic objective of the reading activity or the pupil's reading objective. For this reason, it can be classified from this perspective as follows:

Scanning reading: it is that which the reader performs in order to search for any specific information. Example. Reading in a telephone directory.

Critical reading (Revision or work reading): is the one performed by the reader to determine the characteristics, ideas, intentions and other elements that can range from a simple revision to determine if he/she reads a text with greater rigor to the critical analysis readings performed by a literary critic.

Skimming reading: is that which is carried out with the aim of obtaining the semantic key. It is usually developed when one is pressed for time. It is carried out by reading the first and last paragraphs in short texts; in long texts, the first and last sentences of the middle paragraphs must also be read.

Cognitive or study reading: it is done by the reader with the objective of deepening the knowledge of the objective reality and, finally, it is not only read for the purpose of knowledge, to establish working relationships, but also for the pleasure of reading. Reading stories, poems, comic novels; constitutes a great liberator of tensions, hence the Recreative or leisure reading.

Silent reading: it contributes notably to the development of the intellectual capacities of the individual, it constitutes the ideal means in the acquisition of a high percentage of knowledge.

Oral reading: it differs from silent reading in the way it is expressed.

Expressive reading: the practice of this contributes to the improvement of the diction and intonation of the students.

Dramatized reading: it contributes to the integral formation of the pupils, through it, the skills achieved in oral and expressive reading are shown. Each reader must represent the characters through the voice.



Choral reading: has common objectives to those of dramatized reading, but it is also essential to achieve the appropriate rhythm and a vocal harmony similar to that of sung choruses.

Creative reading: helps students learn how to write. Through this, the students make the work their own, they live it, they assimilate it.

In figure 1. Didactic classification of reading

Activity	Perspective	Form	Didactic objective	Reading operations	Final goal
Reading	Skill Invariant Skill Competence	Silently	Understand Comprehend Interpret	Scanning Skimming Re-creative Critical Cognitive	Reading Skill Invariant Reading Skill Reading competence
Reading	Method	Orally	Express Know Communicate	Extensive Intensive Analytical Expressive Creative Dramatized	Communicative and discourse competence

In figure 1. Didactic classification of reading

The learner/reader should be given practice in how to select how to approach a text and how to use judiciously the different operations: scanning, skimming, re-creative, critical, cognitive, study and leisure, considered by some authors as types of reading. The choice of the referred operations will depend on factors such as the nature of the text and the purpose for reading, as well as on purely pedagogical factors (for example, what skills the teacher wants the students/readers to develop in a particular class).



Chapter 3. Disorders associated with the reading process. Importance of reading hygiene

3.1. Dyslexia. Definition and taxonomy

The first study related to dyslexia dates back to 1877. It was Kussmaul (1877) who published the case of a patient who had lost his reading ability despite retaining vision, intelligence and language. He named this disorder "verbal blindness".

Beginning in 1900, Hinshelwood became interested in the study of infants who could not learn how to read. In his research he found that some remained totally disabled and others only managed to improve and acquire certain reading skills, with limitations. For the latter, he coined the term "congenital dyslexia", while the term "verbal blindness" should be reserved for very severe cases, with no possibility of improvement.

It is significant to note that this reading difficulty was systematically reconceptualized, for example: Orton in 1928 proposed the name "strephosymbolia" and in 1937 changed this name to "developmental alexia". In 1950 Hallgren called it "constitutional dyslexia".

In the 60's of the XIX century, the anti-psychiatric current and active pedagogy stood out in the study of dyslexia, which minimized the biological aspects in the process of graphic decoding of language. Likewise, the psychoanalytic current considered it as an equivalent of a neurotic or psychotic symptom, related to oedipal conflicts; the main cause of reading difficulty according to this conception lies in emotional problems.

However, it was not until 1975 that the World Federation of Neurology first used the term "Developmental Dyslexia". The definition of the concept at that time was: "(...) a disorder manifested by difficulty in learning how to read despite conventional education, adequate intelligence and sociocultural opportunities". It depends fundamentally on cognitive alterations whose origin is frequently constitutional. It is worth noting that this conceptualization prevails today.

Contrary to the previous position, Rosenberger (1992) emphasizes that dyslexia cannot be considered as a clearly determined entity. Rosenberger and his followers consider that in a medical office, patients with more or less significant reading difficulties are seen, which may give the false impression that there are dyslexic individuals in the population as opposed to non-dyslexic ones. However, when studies have been conducted in school populations, it has been found that the distribution pattern of dyslexia fits a continuity curve between the dyslexic and non-dyslexic population.

Another position related to dyslexia is that which considers it as a non-pathological entity. It tends to attribute its causes to pedagogical problems and argues that when it



affects children with affective or immature problems, it generates a severe difficulty in learning how to read.

It is significant to note that sometimes dyslexia may be associated with dyslalia or dysgraphia, or both. Therefore, in sections 2.4.1 and 2.4.2 we will deal with both of these difficulties.

Dyslexia etymologically indicates; **dis-** of *difficulty* and **-lexia** of *reading*, of letter; therefore, it means difficulty in the decoding or re-decoding of letters, words, that is to say, in reading. It is considered by many a disease. It is associated with disorders or functional anomalies of the brain, which implies that it really must have a clinical follow-up. However, it is the educator who, with love, patience and the necessary knowledge, can solve and convert this problematic situation into a positive result.

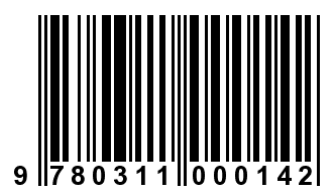
In correspondence with the dynamics of the present text, dyslexia is considered that disorder in individuals whose intelligence quotient is normal and is given by the inability to recognize and decode the graphic symbols in a common linguistic system between the sender and receiver.

Therefore, dyslexia constitutes a problem of high significance mainly for schoolchildren who do not have competent teachers in the sense of providing dosage help to correct or even understand the problem. Hence, the inclusion of this topic in this text responds to the need to know that dyslexia can manifest itself and then with proper treatment can disappear. The other reason why it has been included is that many students are not clearly dyslexic, but have slight manifestations of neurophysiological abnormalities that need to be treated or at least taken into account during the teaching-learning process.

Therefore, this is not a problem exclusive to Special Education, since a student can manifest slight irregularities that consider him/her a mild dyslexic or it is frequent that this is confused with other difficulties of school adaptation of mental character or apathy towards study. Therefore, it is necessary to explore into the causes that generate their lack of school performance.

Hence, in the teaching of reading in the first levels, there is a need to make a psychological diagnosis to all students who present school maladjustment in order to determine the different causes that originate their situation in their performance during the learning of literacy or literate-morality.

All dyslexic students have difficulties in learning how to read, including in writing. These students should be given the same opportunities as non-dyslexic students to learn how to read, receiving the necessary dosage help so that with their individual effort and the appropriate motivational level they can achieve success.



It is significant to note that all students learn how to read and write in basically the same way, but some overcome the difficulties of learning how to read and write more easily than others. The conflicts between dyslexic and non-dyslexic students would therefore be quantitative.

There is, however, another possibility; the differences between dyslexic and non-dyslexic learners may be qualitative rather than quantitative. It is possible that the former encounter difficulties in learning how to read and write, that they have to deal with obstacles that do not normally affect other students in learning how to read and write.

It is worth noting that dyslexia is not always a determining factor in reading achievement. Low or high performance may be linked on the one hand to social conditions and, consequently, to the psychological conditions of the learners, and on the other hand to the ability of teachers to help students overcome this obstacle.

In this sense, there are four sources of information on quantitative versus qualitative differences. These manifests themselves between students with learning difficulties and those without learning difficulties, as follows:

- clinical evidence, which basically reports on the situation of dyslexic students;
- comparisons between the nature of the intellectual abilities of dyslexic schoolchildren and those who read as expected, according to their age and intellectual level;
- evidence on the differences between dyslexic learners and those with dyslexia; and
- analysis of the stages in the development of reading processes and their comparison with the stages observed among dyslexic students.

Dyslexia is seen by many researchers as a disease, although not contagious. The dyslexic learner has no perceptual anticipation and only perceives in an isolated or segmented way the exercises. Hence, he/she does not have the necessary fluency for efficient reading, which affects decoding and the definition of understanding, comprehension and interpretation of the text. The opposite happens when the reader is non-dyslexic, his visual displacements on screens anticipate the pronunciation of the words, which, when they are uncovered, enable him to perceive the whole linguistic unit.

Those who have suffered from dyslexia do not have to acquire reading competence. The school should encourage them to choose their vocational and reading interests. However, what the institution should not ignore is that all students reach and achieve the generalized skill to read, since this is the basis for other learning and development activities.

Many teachers feel difficulties in teaching reading and writing to dyslexic students, because they do not know the adequate means to deal with this deficiency and then



discriminate against them, which causes a greater disturbance, culminating in school evasion or other behavioral disorders.

It is worth noting that not all dyslexia requires the same treatment. Hence, the need to classify it in order to give it a didactic, practical-functional utility with emphasis on the teaching of the mother tongue, lingua franca or foreign language. In the specialized literature there is no unanimous criterion as to the typology of dyslexia, precisely because of the multicausal nature of the phenomenon analyzed.

From a general perspective by clinical patterns, it can be taxonomized into acquired dyslexia and developmental dyslexia. The former has as a substrate an acquired brain lesion located in an area of the cortex to which the function that has been altered is attributed (the acquired function is lost). The latter is the most common, those that have not developed. They can be subclassified as follows:

- acoustic or sensory dyslexia: it is the one that is produced by a deficient development of phonemic hearing, manifesting itself by substitutions of sounds or similar spellings from the acoustic point of view. It is frequent that the child with this type of difficulty incurs in the following changes: r x l, c x g, s x ch/sh. Ex: brass x mouse; cat x cato; wool x frog;
- optical-spatial dyslexia: are the difficulties that occur in reading that are based on the confusion of letters by their graphic similarity. Thus, it is possible to change p x q, b x d, g x q, l x ll and others. In some children, perseverations and line jumps are observed. Ex: bate x date, pork x quart; and
- motor dyslexia: it is the least frequent and the difficulties are caused by the confusion of sounds due to their articulatory proximity. There are changes of t x d, r x l, s x ch/sh. Ex: touch x dodge, same x shame.

In addition to these difficulties that have their own denomination based on the specific manifestations, there are others in reading that are not framed in these categories such as excessive slowness in reading, difficulties in decoding texts, omissions, fragmentation in writing, errors in strokes and links, among others.

So far, a brief reference of the classifications of dyslexia, which rather than the exhaustive critical study of the various taxonomies, is a sufficient and necessary approach to meet the proposed objective. Independently of the type of dyslexia in studies already carried out verify and in other cases prove that the same one is a curable disease and if the student were appropriately conducted by the school, many cases of the already mentioned disease could be 'cured' or corrected. The student should be treated as a learner and not apart from the socio-cultural contexts.



This new didactics emphasizes the advantages of being able to help dyslexics, it is not teaching them to read aloud, it is teaching them to read, and above all, it is based on the principle that not all of us assume the same position before the same text.

3.2. Dysgraphia. Definition and classification

Dysgraphia etymologically indicates; **dys-** of *difficulty* and **-graphy** of *writing*, of letter; therefore, it means difficulty in the written codification, words, that is to say, in writing. It is considered by many as a disease. It is associated with disorders or functional anomalies of the brain, which implies that it really must have a clinical follow-up. However, it is the educator who with love, patience and necessary knowledge can solve and turn this problematic situation into a positive result.

It is recognized as the first case of dysgraphia was reported by Morgan in 1896 in which a 14 years old adolescent, who despite being intelligent and not having suffered any injury, had an almost absolute inability to handle the written language. One of his teachers stated that if he had received his education exclusively by word of mouth, he would have been one of the brightest pupils in the school.

Subsequently, several authors have devoted themselves to the study of these written language disorders, for example: J. Ajuariaguerra (1972) distinguishes three stages: pre-calligraphic, post-calligraphic and infantile calligraphic. J. Defontaine (1979), for his part, proposes psychomotor requirements involved in writing.

Dysgraphia is considered as that disorder in individuals whose intelligence quotient is normal and is given by the inability to extrapolate verbal to visual coding in graphic symbols in a common linguistic system between the sender and receiver and is expressed in the confusion, omission, fusion or inversion of syllables or letters or both in an inadequate way.

It is characterized by the fact that the individual's reading, writing and spelling skills are well below the level expected according to his/her intelligence and age. It is a cognitive problem, which affects those linguistic skills associated with the written modality (difficulties in the correct tracing of letters, in the parallelism of lines, in the size of letters, in the pressure of writing and in dysorthography [difficulties in the correct use of spelling rules, from those called natural spelling to those of a more complex level]), short-term memory, perception of order and sequencing.

Hence, the following criteria should be taken into account in order to make a diagnosis:

- normal intellectual capacity;
- absence of severe brain damage, such as motor trauma;



- adequate cultural and pedagogical stimulation; and
- absence of severe neurological disorders, such as brain lesions.

Dysgraphia has been classified into: Central and peripheral dysgraphia. The first is given when the lesion occurs in the lexical components and within it are distinguished: superficial dysgraphia, where the damage is in the lexical route (there is difficulty in writing irregular words, spelling errors, good writing of pseudowords), phonological dysgraphia, where the damage is in the phonological route (difficulty in writing pseudowords, derivational errors, lexicalizations), dysgraphia of semantic access, when there is lesion in the semantic system or in the access to it, but the orthographic lexicon is intact (can write irregular words and pseudowords, does not understand the meaning of the words he/she writes), and profound dysphasia, which occurs when both lexical and phonological routes are damaged (inability to write pseudowords, semantic errors in writing, derivational errors, greater difficulty in writing functional words than content words, greater difficulty in writing abstract words than concrete words).

The second is given when the disorders are of motor type and it is taxomized according to the affected stage of the process; this is manifested from the graphemic store to writing on paper; for example: dysgraphia due to alteration of allographs, the disorder is at the level of allographs: patients have difficulties with different fonts (cursive, etc) and formats (capital letters, etc) so they can mix these fonts. In apraxic dysgraphia, the lesion produces loss of the motor programs that control letter formation (e.g., very deformed letters). In afferent dysgraphia the difficulties are perceptual, hence patients may have difficulty keeping letters in a horizontal line, or a tendency to omit or duplicate features and letters.

However, according to the involvement of the psychological structure, dysgraphia is classified as optical, acoustic-sensory and motor. The first involves those difficulties that occur in writing that are based on the confusion of letters due to their graphic similarity. Thus, it is possible to change p x q, b x d, g x q, l x ll and others. In some infants, perseverations and line breaks are observed. E.g.: bate x date.

The second implies those difficulties that are produced by a deficient development of phonemic hearing, manifested by substitutions of sounds or similar spellings from the acoustic point of view. It is frequent that the child with this type of difficulty incurs in the following changes: r x l, c x g, s x ch. In addition to transpositions that may occur. The third is the least frequent and involves those difficulties that have as their origin the confusion of sounds and spellings due to their articulatory proximity. There are changes of t x d, r x l, s x ch, sh x ch.

Likewise, according to etiological criteria, S. M. Navarro and S. A. Galdós (2006) classify it into: developmental dysgraphia and school dysgraphia.



According to these authors, the former corresponds to internal conditions and are characterized by:

- deficits in psychological processes;
- anatomo-functional alterations of the nervous system;
- the second ones, on the other hand, are due to external conditions and are characterized by: -Inadequate environment:
 - inadequate environment;
 - emotional maladjustments;
 - incorrect school methods; and
 - poor organization in their school environment.

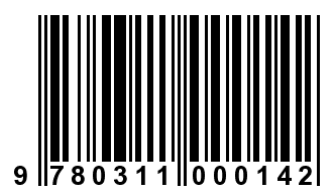
In this sense L. I. Bruecknen and Guy L. Bond (1975) affirm that the school is the main trigger of dyslexia and dysgraphia, because it is there, where the child must read and write systematically and because certain educational errors together with an inappropriate teaching generate these difficulties and state among the possible causal factors:

- rigid and inflexible introduction, the same for all students, without adjustment to individual differences;
- neglect of students' diagnosis;
- too rapid instructions at the stage of learning how to read and write;
- inadequate guidance in the process of acquiring motor skills and reading skills;
- establishment of standards and objectives that are too ambitious and unsuitable for the students' possibilities;
- deficient distribution of the periods of graphic exercise;
- deficient postural position for reading and writing;
- use of inadequate teaching means, methods and materials; and
- absenteeism and intermittency in class attendance.

3.3. Dyslalia. Definition and influence on reading

Dyslalia does not constitute the essence of the present text, so we will only mention some elements due to its influence in dyslexia. Dyslalia etymologically indicates; **dys-** of difficulty and **-lalia** of pronunciation, so it means difficulty in pronunciation. It is considered by many as a disease. It is associated with disorders or functional anomalies of the brain, which implies that it really must have a clinical follow-up. However, it is the educator that with love, patience and necessary knowledge can solve and turn this problematic situation into a positive result.

Dyslalia is considered as that disorder in individuals whose auditory canal is normal. It is given by the inability to speak correctly and is expressed in the inadequate



pronunciation, rhythm and intonation of syllables; as well as omission, distortion, substitution and inconsistency of words and phrases.

Therefore, if dyslalia is manifested in the difficulty in speech, pronunciation, rhythm, intonation, distortion or substitution of words and phrases, it directly influences the reading process, especially in the oral form and its reading operations: choral, dramatized, creative, extensive, intensive, expressive and analytical. Hence, it is recommended in these cases to promote silent reading for the decoding and re-decoding of the written text.

3.4 Reading hygiene

The teaching of reading occupies a preponderant place within the curricula for being the base of the rest of the subjects. Therefore, it deserves special attention within the school activity and also in society. Hence, it is important that countries develop national programs or projects to increase this important communicative skill, both silently and aloud.

Reading aloud facilitates the visual and non-visual perception of learners in the initial period of education. However, it causes three times more energy losses than reading silently. Therefore, it should be limited since in first grade students it can lead to functional alterations of the Central Nervous System if it is done uninterruptedly for more than seven minutes. Therefore, it should only be used to teach phoneme-grapheme correspondences or reading-writing and not to develop the generalized skill to read, the invariant reading skill or the reading competence.

The optimal conditions that favor the assimilation of printed text, whether on paper, electro-magnetic support or other material that favors prolonged reading without causing exhaustion, represent the task of reading hygiene. This includes the solution of four essential aspects, among many others that may exist, for example:

- lighting during reading;
- the position of the text;
- the presentation of the text; and
- the semantic, pragmatic, stylistic and grammatical complexity of the text.

In the first case, both excessive and insufficient light causes a decrease in visual acuity. Reading in these extremes can cause mental fatigue. In addition, the affectionation that it generates in the eyesight. In the case of reading on computers, televisions, cellular phones, it is convenient that the referred media have the appropriate screen protector; to which the brightness, contrast and intensity should be adjusted. It is important to point out that a backlight should be provided to facilitate vision. Likewise, the reading of



printed materials on paper support, there should be approximately 300 lux surface illumination.

In the second aspect, on the position or situation of the text, with respect to the reader, it is recommended to place it at about 25-35 cms depending on the reader's age and visual capabilities. This should be close to 45 degrees horizontally with respect to the body.

In the presentation of the printed text should be taken into account the oculographic studies that suggest that reading is done with eye movement trying to cover the largest amount of graphic information and that very long lines involve accommodation of various distances. This makes the organs of sight have to work more and causes fatigue or unwanted rejection.

Another element to value in the presentation is the type and size of the letter: arial or times new roman 12 is recommended for its legibility. Although, in early ages for the teaching of literacy and reading as a medium in general, the size should be 14 or 16.

Finally, semantic, pragmatic, stylistic and grammatical complexity must be taken into account. Therefore, the understanding, comprehension or interpretation of what is read, as the main and final objective, is indissolubly interrelated to the stage of perception, visual or non-visual, of the signs. It is significant to point out the importance of the reader's content scheme in the process of decoding and re-decoding meanings, since if the theme and the aim of text do not respond to the learner's cultural experience, it can affect him/her psychically.

The meaning portrayed in a text can be conceptual or factual. The former is that which is revealed in the notions, ideas or concepts. This type of signification is not confined to the pure impartation of intelligence - facts (real or imagined), descriptions, events, procedures, theories, etc. - it is much more complex and involves culture. It is much more complex - it involves culture on the part of the reader to decode meaning at the surface level of the text.

At this level, meaning can be taxomized into two categories: denotative meaning and connotative one. The first, is the meaning of the word provided by the dictionary and is integral to the essential functioning of language. The second, is the communicative value of an expression by virtue of what it refers to. It reflects the actual experience from which one associates an expression.

The second is that contained in the facts of style, in the deep structure of the text. In the deep structure, meaning can also be taxonomized into two categories: contextual meaning and pragmatic meaning. The former is subdivided into: literal, complementary,



and inferential meaning; unlike the surface meaning of a word, contextual meaning takes place in the text in its context. This type of meaning is not determined by the word, but by the text in its context as the ultimate linguistic unit of complete meaning (signification).

Pragmatic meaning is expressed in the feelings and attitudes of the writer. In the reading process, the understanding of this type of meaning is of conspicuous importance, since it is found outside the organization of language. It cannot be deduced from the linguistic system alone; it takes place at the functional level. Both contextualized and pragmatic meaning require cognitive and socio-cultural skills on the part of the reader. Therefore, the distinction between surface and deep structures of meaning is given in that the former is literal and the latter complementary or inferential.

The integrative strength of the text has a cyclopean influence on the meaning of sentences, depriving them of their independence. The same can be observed in the sentence, where words to a greater or lesser degree lose their independence and are subject to some imperceptible semantic modification. The meaning of the text is revealed in the content and context; and this modifies the sense of the sentences and the meaning of the words and phrases. Therefore, it can be concluded that the text possesses independence; while sentences, supra-phrasal units, words and phrases do not.

Hence, reading as a complex process involves other processes. Therefore, it is hygienic that the exercises with a text are limited to the teaching objectives; since the reader's perception is activated and undergoes the following processes: lexical, syntactic, stylistic and semantic.

In the lexical process the perceptual information is recognized with the action of signs and reality. This can be done through three ways: visual, phonetic and tactile. The first one transits from the observation of signs to signification. The second identifies the graphematic, then the phonematic and concludes with the determination of meaning. The third is carried out through the sense of touch.

In the syntactic process, the reader goes through the lexical process by means of which the reader knows the lexemes, words, and then he/she will relate the positions of the words (grammatical structures). These relations respond to the rules and principles of syntax. Here the reader assigns a grammatical role to each word. It is a mental and automated operation.

The stylistic process aims at seeking additional information carried out by the ingenious use of stylistic devices and expressive means: lexical, phonetic and syntactic; as well as the precision of the norm, language variants, etc.



It is important to emphasize that attention should be focused on how the form of the language influences on the content of it and with it the determination of the meaning of the text. To value formal and informal aspects of language, as long as the language allows it. These activities should respond, fundamentally, to the development of socio-linguistic and discursive competences.

The semantic process is holistically implicit in the previous processes and assigns a meaning to what is encoded, taking into account its content scheme. At that moment, the type of text that is read plays a fundamental role so that the reader, depending on the objective, determines whether he/she needs to understand, comprehend or interpret it. If there is no didactic orientation, the reader's own needs are subliminally assumed and the non-conscious will guide the reader's reaction or reactions. This last aspect is of capital importance, since the semantic content of a text can affect the psychic behavior of the student.

The different processes, lexical, syntactic and semantic, form an interrelationship within the reading process, which are related in a serial, successive and linear way from the perceptual information. Nevertheless, these processes are autonomous, which means that didactically speaking, separate exercises can be carried out to develop these processes, without neglecting the holistic principle of the reading process with respect to these linguistic processes.

That is why, at each level or subsystem of education the generalized reading skill of that stage must be defined and specified. However, the invariant skill and competence should only be defined when there is an object of profession.

It is worth noting that another aspect that has been taken into account in various national and international studies is reading speed. Regardless, the fact that it is something relative, it has been possible to verify and in some cases demonstrate that the higher the speed, the higher the level of determination of textual meaning. However, the relative aspect is based on the fact that the truth in this particular could be in several factors that should be those that define the speed with which reading should be done so that it does not constitute or contribute to an alteration in the human system. It will depend to a great extent on the reader's neurofunctional capacity:

- neurofunctional capacity of the reader;
- textual typology;
- semantic complexity of the text;
- text support;
- illumination and position of the text; and
- and other elements such as style, needs, mastery of the code, etc.



It is significant to note that reading speed is not the same in different languages. It depends on morpho-syntactic, phonetic and stylistic aspects. However, the average reading speed, given hygienic conditions, ranges between 210-510 words per minute and when the volitional forces are activated, i.e., when the reader really needs or wants to read faster, it is between 410-730 words per minute.

Oral reading or reading aloud is done at an average of 110-210 words per minute, when done on paper. However, when performed on screen (electronic support) the average speed is 100-190. These data are the result of several measurements carried out in the first decade of the 21st century.

It is noteworthy to highlight that when it comes to developing the generalized skill to read, age is not an element of concern, but rather the abilities, skills and general operations and simple operations are basic to achieve the proposed objective. This information is relevant, especially in the first years of life.

Therefore, if the teacher imposes the reading of a text and does not take into account the diversity of the individuals (students), he may be psychically affecting some of them, without noticing it or being aware of it by simple ocular observation. Hence, it is of conspicuous importance to know the psychological, sociological and linguistic characteristics of each of the students in order to be able to define first of all which text to assign and then, the exercises according to the teaching objectives and the content.

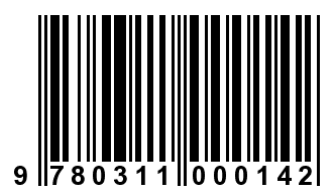
Chapter 4. Reading and its teaching

4.1. Traditionalist reading instruction

In the different levels of educations, teachers impart reading classes by means of the basic book that is designated for each grade or year. They also choose other texts according to their conditions and interests, apply different ideas about its teaching, taken from national and international sources belonging to different tendencies. However, the result of the analysis of the different procedures used for the teaching-learning process of the mentioned communicative skill, leads to the conclusion that in the referred educations it is taught independently of the type of text, as follows:

M. Eligio (et al) (1990:4) proposes the following procedures for dialogical texts: "listening, verification of comprehension, repetition, imitative reading, individual reading, dramatization and transposition". Later (1990:6), for prose written texts he establishes the following: "listening to the text without looking at it, listening to the text by following it with sight, oral reading of the text, and written work".

As can be seen, there is no differentiated treatment of the text, since a dialogic text can be literary, techno-scientific or communicative; the same can happen with those of prose



written. In addition, because of the actions to be followed during the procedures proposed, reading is carried out as a means for the treatment of listening and speaking skills and not for the consequent development of the skills involved in the action of reading. Evidently, this occurs within the structuralist conceptions (traditional approach) in language teaching.

On the other hand, G. Terroux and H. Woods (1991:17) in the text "Teaching English in a World at Peace" propose the following: "motivation, presentation, controlled practice, creative practice, evaluation and consolidation".

In the procedures provided by the referred authors, the typology of texts is not taken into consideration. These are aimed at language development - evidently based on the communicative approach.

D. Byrne (et al.) Teaching Oral English (1989:25) proposes the following procedures for dialogic texts: "presentation of the topic, presentation of the text, language practice, reading tasks, silent reading, expressive reading, clarification of doubts, silent reading and commentary". Later (1989:30) for texts written in prose, he suggests as follows: "setting the stage, semantic analysis, auditory task assignment, listening purpose, listening verification, silent reading, repetition, doubt clarification, and dialogue practice".

This author distinguishes text by the form and not by its the content. A text written in prose passage can be communicative, literary or techno-scientific; the same can happen with a text in a dialogue form. Its arrangement does not define it as such - but its content does. In addition, the procedures (being based on the communicative and action-based approach that is executed) are more consistent with the use of reading as a means to develop listening and speaking skills and not to increase reading skills.

In the teaching of foreign languages, it is common to carry out a true or false exercise to determine a first level of "comprehension". From there, the text is broken down into sentences and analyzed grammatically, then the words and phrases are explained, later the learners practice these structures, and finally, general questions are asked about the text to determine a "second level of comprehension".

Similar is the case in the teaching of the mother tongue, except that true or false exercises are not used very often to determine the first level of comprehension. Nevertheless, the study is introduced by imposing the teacher's predetermined conceptions. In primary education, emphasis is placed on the search for the meanings of words and, later, of certain sentences.

The approach followed in the teaching of reading tends to be atomistic, formally oriented, since the methodology used focuses its methods, techniques and procedures



on the form and structure of language. The idea that has sustained this approach is that the grammatical analysis of sentences, the explanation and practice of words and phrases would naturally lead to a better and deeper understanding of the text. This idea is based on B.F. Skinner's behaviorist conceptions of language teaching.

B.F. Skinner (1957) considers utterances or sentences as learned responses to stimuli. However, N. Chomsky (1959) in "Review of Skinner" ridiculed this conception.

The result of this approach, which still predominates in teaching, leads students to read not to perceive and transform or actively interact with the content of a text, but to learn new words, phrases and sentence patterns.

Schoolchildren tend to read word for word and a few sentences. They answer questions without being able, in most cases, to determine micro, meso and macro - context; they come to understand some types of texts (the most studied ones), but it is difficult for them to comprehend or interpret them.

The following is an evaluation of the aforementioned approach, its techniques, procedures and exercises, as well as a demonstration of where this traditional methodology of teaching reading as a verbal activity is leading to.

Let's look at the following example:

Reading

*John is donnlgly straug. He lkoned tardldy in the yard. He is gpdn wrhrl in the fhakhg.
John nebbr alks latt because he is cont abunthg dhaes wrhkh.*

I. Say true or false according to the text.

- A) _____ John donnlgly straug.*
- b) _____ John tardldy in the ghrand*
- c) _____ He nebbr alks latt.*

I. Match the elements of column A with their related ones in column B.

- | <u>A</u> | <u>B</u> |
|----------------|----------------------------------------------------------------------------------------------------------|
| <i>a) John</i> | <i>- lkoned wktply</i>
<i>- lponed tardldy</i>
<i>- lkoned tarhldy</i>
<i>- donnlgly spkaug</i> |
| <i>b) He</i> | <i>- donnlgly straug</i>
<i>- donnlggly straugh</i>
<i>- nebbr alks latt</i> |
| <i>c) John</i> | <i>- sottms alks latt</i>
<i>- alwysh alks latt</i> |

II. Answer the following questions from the reading.

- a) Who is donnlgly straug?*
- b) Where is John?*
- c) Why John nebbr alks latt?*



III. Choose the main idea from the ones given, based on the portion of the information presented in each group of lines.

• Lines 1 and 2 mainly refers to:

- a) John donnlgly straug.
- b) John donnlgly nebb.
- c) He gpdns tardldy.

If we analyze the form and content of each of the exercises where the methodology is materialized, we will understand that there are no differentiated procedures for each type of text; fundamentally, because the text is approached as the result of a set of sentences, valuing the sentence as the maximum linguistic unit of complete meaning.

These types of exercises are applied in the different educations and "surprising" results are obtained, since it is "significant" to highlight how almost all of the interviewed answered and then some even asked about the meaning of certain "words". The answers were "correct", however, what did they understand, does this methodology lead to the adequate development of knowledge, skills and reading habits? Of course, it does not.

As is evident, this methodology has its genesis in Skinner's behaviorist conceptions where the stimulus-response model and the principle of reinforcement as a scheme to explain behavior are assumed as a theoretical assumption. Hence, the student assumes a passive position and is a simple "stimulus responder". All these factors influence on the development of reading as a means, that is, the use of this verbal activity as a method or technique in language teaching and not as a way to develop the generalized skill to read, the invariant skill or reading competence.

As can be seen, on the one hand, the traditional approach to teaching reading emphasizes on the object-individual relationship, where the exercises allow the mastery or greater influence of the text on the student; which implies that the role of the latter is reduced to a "simple respondent of stimuli" as a passive, weak and obedient individual.

On the other hand, with the application of the communicative approach, great advances are made in the study of text decoding. However, a systematic relationship between the object - individual is established. Independently, reading is used more as a means for the development of communicative competence than as a skill in itself.

Consequently, a conception is required for the teaching of reading that makes possible the consistent development of the skill to READ; it should be based on the differentiated treatment of the different types of texts and should highlight the individual-individual relationship. Where the methodological work with the text is approached bearing in mind the role of the issuer.



Therefore, traditional reading classes as an unacceptable form of teaching (for being a pretext for teaching and learning grammar or simply reading for the sake of reading, to locate a concept, answer forms, decode words), which do not lead to any positive result, should be replaced by dynamic, lively, participatory classes, that contribute to the preparation of the pupil for life, allowing the enrichment of language, increasing the ability to reason, to solve problems, to discover new meanings, to analyze facts, even seeking pleasure and thereby eliminate the stress that is generated, given the accumulation of daily tensions, consequences of everyday life.

4.2. Dynamic-participatory didactic for the teaching-learning process of reading

If we assume that reading is a dynamic-participatory process in which the individual understands, comprehends or interprets a written text. Then, what the sender encoded is as important as what the receiver is capable of incorporating from his or her current zone of development.

If the result of the aforementioned approach, which still predominates in teaching, drags many students to a transit through school with ineffective results in their understanding, comprehension and interpretation of teaching and non-instructional texts. Therefore, a didactic conception is required that transforms the receptive attitude to information (of the student) into an active position during the reading process, in which what is expressed in the text is considered as important as what the reader can express according to his current zone of development.

It is also important that students are able to argue and discuss their points of view, generate assumptions, elaborate and solve problems, apply knowledge, assess, plan, control and evaluate their task, act independently, decode instructional texts and prepare themselves for life.

The study of scientific advances, together with the experience accumulated in school practice, were starting points for the creation of the dynamic-participatory didactic for the teaching-learning process of reading, which is aimed at developing the generalized skill to read, the invariant reading skill and reading competence. Consequently, to prepare the student for life and to transform the process of teaching reading, so that it favors the development of skills and target competence, and eliminates the negative features of traditional teaching, in which the individual has a passive, obedient, weak position with few possibilities of applying knowledge, with few independent work skills, poorly linked to life, mechanicism in the development of activities, among other significant features.

The theoretical requirements set forth in the previous chapter should be reflected in the conception and direction of the teaching-learning process of reading and be concreted in the didactic-dynamic and participatory conception of reading which it aimed not only at



the development of the general skill of reading, but also to the invariant, and to the reading competence, object of study, but also to prepare students for life.

This new conception is theoretically supported by the methodology proposed by R. González which allows the determination of general skills. From this methodology only the procedures for the determination of generalized skills were assumed from it.

The conception of the invariant skill elaborated by H. Fuentes and collaborators is also assumed. Its structure and some methodological aspects for the elaboration of the reading invariant skill are assumed from this theory. The A. M. Fernandez (et al) and H. Fuentes criteria are assumed for proficiency. The matrix of the former and the taxonomy of the latter are adopted.

The dynamic-participatory didactic for the teaching-learning process of reading is that system of ideas to guide in a dynamic-participatory way the process of decoding and graphic re-decoding (understanding, comprehending and/or interpreting) a written text in a common linguistic system between the doer and receiver at a given teaching level, in which the student/reader is assigned the leading role, where what is expressed in the text is as important as what he is able to incorporate; while the teacher is part of the teaching-learning process and manifests himself as an educator.

Didactic, according to H. Fuentes, has two components: curricular design and dynamics. This didactic focuses on the dynamics of the process. Therefore, it assumes the components established in the syllabus of the discipline or subject, which has among its goals the development of reading skills. Independently, reference is made to the objective whose purpose for primary, basic secondary and pre-university education should be to achieve the generalized skill of each educational subsystem, while for university education it should be directed to the development of the invariant reading skill or towards reading competence. The method is also alluded to (the participatory method is used in the teaching-learning process of reading).

This didactic establishes as structural units of the content the generalized skill and the invariant skill as appropriate. In order to evaluate the development achieved by the students, the test of generalized reading skill and invariant is proposed, and for reading competence, its dimensions and indicators. Hence, the referred conception is made up of the following elements:

- the definition of the term instructional text;
- the linguodidactic classification of text;
- the requirements for choosing instructional text;
- the requirements for choosing skill to read;
- the structuring of the invariant skill;



- the reading proficiency matrix;
- the requirements for achieving reading proficiency;
- the test to evaluate the generalized reading skill, invariant skill and dimensions and indicators of reading competence.

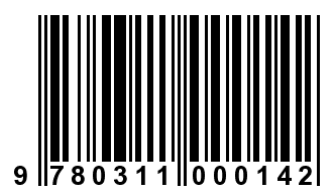
From the analysis of the particularities of the referred didactic conception, for its application it requires a *dynamic-participatory strategy which is constituted by that system of ideas sustained in the scientific activity conceived to direct a determined process in a social dimension, in which its members play a leading, active and conscious role without distinction of position, race and creed, where they are so important: the indications offered to them, the preconceived conceptions, as well as the ideas that each member is capable of contributing; those who must execute a system of actions and operations that allow them to reach their objective; while the one who directs is part of this process and manifests himself as an educator; all of which allows transforming reality and transforming himself.*

It is essential to ensure attention to individual differences, so as to stimulate the development of those who do not reach the level of achievement of the majority, as well as the attention demanded by those who show superior performance. In both cases, different types and levels of assistance must be applied. This is why teamwork is used.

Attention to individual differences in knowledge requires knowing the student/reader, knowing what he/she knows how to do without help and where he/she needs it. It means understanding that offering help does not mean substituting the student's action, but ensuring that he/she receives the minimum necessary support so that with his/her individual effort he/she achieves success.

It is necessary that in the process of developing the tasks, the student analyzes what he/she did, how he/she did it, where he/she made mistakes, how mistakes can be eliminated, how to defend his/her criteria in the group, reaffirm or modify them, thus enriching his/her knowledge and strengthening his/her zone of proximal development, at the same time that he/she self-controls, evaluates his/her results, possibilities and behavior and regulates it, all of which would be more effective if the results of the group work and the socialization process are also evaluated.

By socialization we mean, as defined by A. Amador (1999), *socialization is a set of sociological, pedagogical and psychological processes by which in the assimilation of social experience, is incorporated into different activities, participates with others, is involved in its stable execution and relationships and communicates all in accordance with the expectations and representations that as a member of the group in question is developing, of the knowledge, feelings, attitudes that are formed in him in this respect, with which he reproduces, modifies or creates new expectations that in turn give rise to*



his practice in an increasingly reflective and self-directed dimension as heir or representative of the conquests of humanity, as a individual that develops.

In this particular case, this strategy also includes

- the differentiated procedures for the teaching-learning process of reading in correspondence with the type of text; and.
- the dynamic-participatory strategy for the teaching-learning process of reading.

It should be noted that due to the characteristics of this work, the strategy will be atomized and the elements mentioned above will be analyzed in chapter VI. Therefore, the characteristics of the proposed didactics will be discussed in greater depth below.

Before delving into the intrinsic characteristics of this didactic, it is important to define the non-personal components of the teaching-learning process that it directly transforms. Therefore, those in which there is no transformation will not be mentioned. In the next, only the following will be defined: objective, content, method, competence and evaluation:

As objective we assume the definition of C. Alvarez (1999:53) "(...) they are the pedagogical model of the social task, they are the purposes and aspirations that during the teaching-educational process are being shaped in the way of thinking, feeling and acting of the students".

The structuring of the objectives of this didactic is in correspondence with the objectives of each syllabus. It is worth noting that the classification of formative objectives is preferred, and not the atomization of educational and instructive. Regardless of the taxonomy used in the syllabus, what is significant is that the goal to be achieved is the generalized skill, the invariant skill or reading competence.

As content we assume the definition of G. Labrere and G. Valdivia (2001:87) "(...) is the volume of knowledge coming from the different sciences and technology, the ideological, political and cultural component, the skills, habits and work methods that make possible the multilateral formation of the students' personality".

The contents will be determined based on the practice of language teaching in the different educations, the needs of each particular student, as well as the incorporation of new elements derived from the application of this didactic. These should respond to the objectives determined for each reading class. Starting from the criterion that objectives determine the content, and this in turn emanates from the objective.

In the exercises assigned to the students, those where the protagonists are the students/readers and not the text, as in the current methodological approach, should



predominate. Exercises of an individual nature should be applied, in which the student interacts independently with the text, which is indispensable for his or her apprehension and for his or her mental processes to take place independently. It also requires collective exercises in which the realization of a common task with other individuals, where they have to explain, support, argue, discuss and act; which contributes to the socialization process and the enhancement of the zone of proximal development.

When reading is used as a means, familiar and unfamiliar morphosyntactic aspects are worked on. The semantic analysis and subsequent systematization should be developed from the influences of the co-text and context. Therefore, the lexicon will continue being developed both with passive and active vocabulary through the various techniques of decoding and re-decoding meanings.

In general, the content should be reflected in the basic book designated for each grade or year, in the texts selected by the teacher according to his/her didactic interests, the individual and collective cognitive needs of the students, and in the dynamic-participatory didactic.

The system of skills to be developed will be those that are integrated in the nucleus of the generalized skill of reading and the invariant of skill; which will be alluded to in epigraphs 5.2 and 5.3 of this text. Their development demands exercises of individual and collective character, in which the student/reader assumes a leading role.

Competence constitutes another didactic component that arises from the dynamics between objective-content-method. The systematization of these components allows competence to emerge as the resulting quality. Therefore, if we are consistent with the definition of *competence as a psychological configuration, which implies knowing, knowing how to do and knowing how to be, we will then understand that it cannot be reduced to the category of content and that it belongs to Particular Didactics of Higher Education.*

It is significant to note that in general didactic it has not yet been coined as a didactic component. However, in the didactic of language teaching, the concept appears in 1957, although from a reductionist perspective, from the studies of N. Chomsky with "competence and performance".

In 1972, D. Hymes, on the basis of Chomsky's limitations, proposed communicative competence, which is today the goal in the teaching of mother tongues, lingua franca and foreign languages. Subsequently, M. Canale and M. Swain (1980) redefined communicative competence and identified four competencies that integrate it: sociolinguistic, discursive, strategic, and linguistic or grammatical. And so on, other competencies have been added and extrapolated to other contexts.



It is significant to note that linguistics and grammar constitute two sciences with different objects of study, which implies a re-examination of the aforementioned concepts and the respective determination of their internal structure, depending on the object of the profession and the type of competence: professional, basic or general. The competence that constitutes the essence of this didactic was analyzed in section 5.4, which deals with the theoretical-methodological foundations for the structuring of reading competence, and the structure is proposed as a general competence.

As method we assume the definition of C. Alvarez (1999:28) "(...) it is the internal organization of the teaching-educational process, it is the organization of the processes of activity and communication that are developed in the teaching-educational process to achieve the objective".

In the present didactic conception, due to its dynamic-participatory character, participatory methods and techniques should be applied. The following are some participatory methods and techniques that will be very useful for the implementation of the Dynamic-Participatory Didactic Conception, it is not intended to exhaust all the participatory methods and techniques, it is only an example of the most widespread ones.

4.2.1. Participatory methods and techniques used in the dynamic and participatory didactic

Reading frame. In order to carry out the organization and development of the reading process in a way that stimulates the active participation and responsibility of the students in their own learning, it is recommended to start the course with a special activity that allows establishing commitments between the teacher and the students about the way of working and the contents to be approached and the role that corresponds to each one of them.

This initial moment is of utmost importance in the implementation of a progressive conception of teaching, since it allows the students to know at the beginning of the course everything related to its organization, what is expected of them, to give their opinion about it and to commit themselves to the achievement of the planned objectives, which they begin to feel as their own.

The reading frame is the explanation of the roles and functions that each one must perform in order to achieve the generalized reading skill, invariant reading skill or reading competence.

Although it may seem that the time spent in the reading frame is "wasted time", in reality it is not so, since it benefits the course and the participants' awareness of what they objectively have to do to achieve the target skills or competence, since it allows them to



understand from the beginning that the development of their reading skills or competence is not only a matter for the teacher and that, therefore, it is not reduced to the teacher's task, Therefore, it is not reduced to the passive acceptance of the information provided by the teacher, but rather they must assume responsibility for their training, actively seek knowledge, and comply with the requirements to be able to develop them from their position as students, through their activity and interaction in the group, where they are involved and their criteria are taken into account from the beginning of the course.

In order to carry out the reading frame, it is necessary that the teacher accepts this possibility and presents to the students not a finished program of the course, but a clear and flexible proposal, so that the students can ask questions, clarify doubts and suggest certain changes, inclusions, etc.

The way to carry out the reading framing may vary; a variant may be the following, the same consists of the following procedures:

1. The teacher explains what the reading frame consists of and the importance of the requirements that they must fulfill as readers for the development of their skills and competence. Emphasizes the requirements that he/she must meet as a teacher to teach them to read and become readers.
2. He presents his proposal, emphasizing the possibility of changes or enrichment based on the needs and interests of the participants.
3. The group is subdivided into several teams that will analyze and discuss the proposal. A recorder will take note of the doubts and questions of those issues not contemplated in the program and that they would like to add, of what is not of interest to them.
4. Each team presents its work in the plenary; the teacher makes the pertinent clarifications and a group discussion is held to determine how the course and its contents will be organized.

Once the form of work is agreed upon and accepted by all, it becomes a commitment to be fulfilled by all participants, which should not change unless it is decided in a new framework.

My fears in reading. This technique is highly significant when the following objectives are to be achieved:

- Determine the concerns, worries, doubts, fears that students may present during the reading process.



- Determine which of the risks, fears, doubts can be overcome and the reading strategies to achieve it.

It can be used at the beginning of the class, that is, during the presentation of the text or work with the title. The group is divided into subgroups of 5 or 6 participants, who choose a leader, who will be in charge of making the presentation later in the plenary. It is suggested that each subgroup should present all the fears, concerns, worries and doubts they have about the text they are going to read. This activity can take 10 to 15 minutes.

Then, in plenary, each subgroup makes a presentation and their considerations are written on the blackboard or on placards.

Again, they work in teams for 10 to 15 minutes to analyze the text and determine which of these fears or concerns can be overcome and which reading strategy is the most appropriate. The same person who was selected at the beginning works as the leader.

The considerations of each team are then taken to the plenary. The teacher or coordinator should cross out or erase from the blackboard those that are considered to be surmountable, but the proposed solutions and who is responsible for them should be specified. It is possible that it depends on the participants.

Generally, there are some fears that remain as not surmountable, if so, the teacher offers reading strategies in correspondence with the difficulties and fears that still persist. It is common to find among the fears of students during the reading process what to do with unfamiliar words in the text.

Hence, the teacher must assess the vocabulary or terminology that can seriously affect the processes of decoding and re-decoding the text. Therefore, the teacher must be clear about which words can be skipped (they do not need to know their meaning in order to understand it), which ones can be inferred from the context and which ones must be given a semantic analysis. Hence, it is not necessary to present all unfamiliar words. Students can infer the meaning of many words from context (an essential skill in reading is inferring the meaning of unfamiliar words). Only those that make understanding, comprehension or interpretation very difficult, as the case may be, require semantic analysis. This process can be carried out through context, synonymy, antonymy, by association of ideas or logical relationship between words, or any other contextual procedure. It is important to argue as much as possible how to overcome the risks, which strategies to follow.

Reformulation of the reading process. This technique is used with the purpose of training the participants in group work during the reading process of different types of



texts, since it requires communication with others, expressing their opinions without fear, knowing how to listen, understand, respect criteria; in this way the group, besides being active, guarantees the learning of the contents being worked on.

It is fundamentally based on the expression of the ideas of each of the members and the reformulation of that expression by the others from the processes of decoding and re-decoding of meanings.

The teacher should prepare a group of textual fragments according to the number of participants (two students should receive the same textual fragment, but they should not know it), to allow each one to express the ideas he/she decoded.

Readers are given a few minutes to read the textual fragments, the teacher asks a participant to voluntarily express to the group what he/she decoded, for three minutes. The teacher then asks another student (the one who has the same textual fragment) to reformulate what the other student expressed, and to make the necessary corrections. The objective of this moment is to see everything that the second student heard about the first student's expression and decoded by himself/herself from the text.

It is common that what was said is not totally rephrased and that, in addition, questions are expressed that are their own interpretations. At this moment, everyone listens without interference from the one who expressed himself/herself initially. The teacher should work on interpersonal relationships and the delimitation of the ideas to which he/she gave more importance. To do so, he/she should insist on the way he/she refers to the person who expressed himself/herself first, it usually happens that he/she refers to him/her by saying: "the partner said", "here he/she expressed himself/herself", the correct thing to do is to rectify them and address him/her by saying: "you said" or mentioning his/her name, adding another expression that communicates them directly, eliminating the impersonal in his/her reformulation.

The rest of the group can make contributions on aspects that were not reformulated until the decoded ideas are as close as possible to the reality of the text.

The group is then subdivided into teams of 6 to 8 participants, and the teacher will hand out 3 texts (one of each typology) for the team to choose which one to work with. In each team a leader or coordinator will be appointed to direct the execution of the activity and a timekeeper. The teacher will indicate that each team member must express the semantic key of the text.

The presenter has a maximum of two minutes and a minimum of one minute to express himself/herself. Then another member of the team can reformulate the text in 1 or 2



minutes, which can be complemented by the rest of the team. The first speaker must express his/her agreement or not, assessing whether he/she was heard.

Each of the team members will express himself/herself about the text he/she has chosen and each one will reformulate it, trying that, except for the coordinator and the timekeeper, the rest of the team will play both roles. The duration of this part of the activity will be approximately 30 minutes.

The leader or coordinator should be very attentive to all the expressions and reformulations, so that he/she can analyze the team's capacity for expression and listening, based on indicators such as:

- If the presenter thought he/she expressed some idea that he/she never said and that was found in the text.
- If the reformulator expressed his own ideas not expressed by the first speaker, nor contained in the text.

The members of the team will express their criteria to reach a general evaluation; all this team work may take approximately 30-35 minutes. Afterwards, the teacher will guide them to remain in teams to evaluate the work done. It is suggested that they answer the following questions:

- What did they learn in this exercise?
- What applications can it have in their interpersonal relationships?
- What did the sender encode in the text?
- What strategies to follow when the meaning of some words is unknown?

The activity culminates with a plenary session in which the team leaders present and the group's experiences are concluded. The teacher should identify the main shortcomings during the reading process and offer ways to overcome them.

Reading fan. The purpose of this technique is to make the group of students/readers aware of the different types of reading they can use according to the type of text and their reading objective.

For its application, the teacher invites the students to read a text and asks them to look for specific information. After this initial reading moment, students will write on the blackboard the information requested and the way they used to get it. Then, the teacher asks them to read the text again and determine the semantic key, and so on to identify possible errors and ways of improvement.



The students will again write on the board the information requested and the way they used to achieve it. After this initial part, the group will divide into small teams to analyze the following aspects:

- What are the types of reading?
- What type of reading is the most appropriate for the type of text?
- What is the relationship between the types of reading and the reading purpose?

The conclusions reached by each team will be presented in plenary session.

The teacher, from the observation of the work of the teams, will try to elaborate questions, by way of conclusion, that will lead the group to clarify their doubts, concerns, to clarify and question their concepts.

Reading interactivity. This technique aims at contributing to the mutual knowledge of the participants and the specific characteristics of the text they are facing, which will facilitate their integration and development as a group, as well as the processes of decoding and re-decoding of meanings, senses and significance. It should be used in the procedure: team work, and when there is already some knowledge of the team members, which may be incomplete or partial. The use of this technique will contribute to overcome this bias as well as the presence of stereotypes, prejudices and barriers that interfere in the reading process.

The procedures of the method are as follows:

1. Small groups of 3 or 4 members are formed, according to the participants' criteria. Once the groups are formed, they will proceed to the reading and analysis of the text.
2. After reading the text, each of the participants formulates two questions in writing to each of the other members of the opposing team: one personal and the other about the content of the text, as well as the answer that he/she believes they will give to the questions.
3. Work continues in small groups. Once all the members of the groups have formulated their questions and answers to the others in writing, each participant will read aloud his or her own, so that the person being questioned can say whether he or she wishes to answer them or not. If he/she agrees, he/she will answer the questions asked, analyzing what feelings they provoke in him/her and what idea the author of the text has conveyed. The student who asked the questions then reads the answers he imagined his partner would give and explains the reasons on which he based his assumptions. The answers given directly by the individuals are contrasted with the imagined ones and the successes, errors, as well as their causes, are analyzed.



4. When all the small groups have concluded their work, the plenary discusses the new aspects they have learned about their peers, as well as the overcoming of bias, stereotypes and prejudices in the perception of others and of the text read, and the causes that motivated them.

Some possible questions about personal qualities are the following:

- What are your best qualities?
- What do you think of me?
- What has been your biggest concern today?
- What bothers you the most about other people?
- What irritates you most about yourself?
- What are your goals as a professional?
- What are your goals in your private life?
- Are you a good or bad student?

About the questions on the text, it is necessary to keep in mind that the text in its context suggests what kind of exercise is the most appropriate. It is suggested thenm, to consult the text *Didactics of Reading* by the same author; in which exercises are offered for techno-scientific, communicative and literary texts.

The questions to be asked can be decided by the plenary, before starting the reading activity, or suggested by the teacher or group coordinator, depending on those aspects that are considered more valuable in the mutual knowledge and the essentiality of the text.

Reading discussion. It is characterized by the collective analysis of problematic situations in which an exchange of ideas, opinions and experiences is promoted, based on the theoretical knowledge that students have about the reading process and its strategies in correspondence with its objective and characteristics of the text. An integral vision of the reading problem, its collective solution, the critical assimilation of knowledge and the clarification of one's own position and of the different approaches to the problem should be achieved.

Depending on the objectives pursued and the way in which it is developed, different techniques can be distinguished, among them are:

a) **Reading plenary.** The teacher promotes the discussion of the reading problem with the participation of all students.



Its use is recommended when it is desired that the students express their criteria and be heard by all; however, participation is limited, since there are so many students, they can only do it a reduced number of times.

b) **Ernan's-04**. This technique is a variant of the small group discussion, even though it involves the whole group and aims at obtaining in a short time, the ideas of a group of participants on a given text, seeking the participation of all. The following roles are played: audience, opponent, speaker. All students read the same text regardless of the role they play. Once the text has been read in small groups, it is discussed. Those who act as speakers will present the main ideas contained in the text and the necessary evaluations. While they present, the audience pays attention to the most significant elements alluded to by the speakers and the opponents pay attention to the insufficiencies. The necessary debate takes place and roles are exchanged, so that all are speakers, opponents and audience.

c) **Reading-recurrence**. This type of discussion provides the possibility for more activity on the part of the students.

A given text is discussed in small subgroups (6-8 students), which are assigned 10-20 minutes depending on the complexity of the task.

The moderator or facilitator of the group should involve all students.

This activity continues with a plenary session, in which the results of the small group work are reported. When new problems or unclarified issues arise, small group discussions are repeated as many times as necessary. These repeated discussions are previously prepared by the teacher, who concludes with a summary of the aspects discussed, or proposes a member of the group to draw conclusions.

d) **Lecture**. In each subgroup different aspects (parts of the text) are discussed, which were foreseen in a logical order by the teacher. Subsequently, when each one presents their conclusions, they must remain in the foreseen order, thus guaranteeing the logical sequence of the content.

This variety of discussion allows the text to be worked with the criteria and experiences of all, without a unilateral exposition by the teacher.

e) **Reading confrontation**. It is used to debate opposing positions on the significance of the same text.

Two groups are formed with the objective of seeking as many arguments as possible to justify and reinforce the idea they defend, regardless of whether it is their position or not.



Subsequently, each group expresses the elements available to them and they debate among themselves. The teacher or a student acting as group leader leads the discussion, ensuring the defense of the positions, concluding the activity at the appropriate time and emphasizing the positive idea as well as the appropriate treatment of the text in its context.

Brainstorming. Also known as "brainstorming" or "brain attack", it is similar to the nominal group technique and, like it, is recommended for working with the title and in the presentation of the text, which require a creative group approach to facilitate the reading process.

The P.N.I. Positive, Negative, Interesting Aspects technique: Allows considering ideas from different points of view and making value judgments relevant to them. It broadens the approach to any situation, since without this technique, participants would express only their emotional reaction to the issue in question, narrowing the approach to it. Therefore, it is recommended for the general discussion procedure.

The Positive aspects (P) are the good aspects that we like about an idea; Negative (N) those that we do not like about an idea and the Interesting (I) are those that arouse a question about what is original or out of the ordinary.

For its execution, the teacher or group leader can work with the whole group or initially divide it into three small teams and have each one work with the different ideas. Three boards can be placed (or three columns can be established on the blackboard) on which the recorder (there can be two so that no idea is lost) will compile all the ideas contributed by the students about the situation presented.

Subsequently, the most relevant ideas in each case will be specified by the teacher or group leader and presented to the group. This technique can be used to evaluate the decoding and re-decoding process, and it is suggested to apply it in the general discussion procedure, at the end of the reading class.

Despite this great flexibility of participatory methods and techniques, their use require compliance with certain requirements, which are discussed below:

4.2.1.1 Requirements for the selection and application of participatory methods and techniques

The visible advantages of the use of these methods in teaching has created in some educators the illusion that they are "all-powerful" instruments that, by themselves, guarantee the success of the teaching process. It is good to insist on the unjustified nature of this idea, since they are only a means, whose use will be effective only if they are adjusted to the objectives set, to the contents to be addressed, to the characteristics



of the group of students, and depending on the teacher's ability to apply them and the specific conditions of their use.

Participatory methods and techniques are not "recipes" that can be applied mechanically in different conditions and circumstances. Their use requires reflection, imagination and creativity on the part of the teacher to select them, modify them or even create his or her own techniques if required.

The correct selection and use of participatory methods and techniques requires a theoretical and methodological conception of education that favors a change in the traditional roles of teacher and student, and of the teaching-learning process itself. The teacher is an educator who fulfills different roles, from that of coordinator of the work group and exercises a regulating and stimulating function of group learning, to educating the student's personality.

In addition to the mastery of his or her subject, which will be tested by the active participation of students in the teaching process, the teacher needs to know the specific characteristics, advantages and limitations of the methods to be used. This knowledge is much richer when the educator has personally experimented with the method, as a participant or directing its application.

A detailed analysis of the procedures to be followed before applying the selected method will help the teacher to adequately prepare for any difficulties that may arise during the class.

The successful use of participatory methods and techniques requires that the teacher and students know and observe the rules of group work. These rules are easy to explain and understand, although their observance may weaken during the course of the activity, since they do not yet constitute a work habit for those present. In this sense, it is not enough to make them known at the initial moment, during the framing of the task, but it is also necessary to control their compliance throughout the teaching process. To this end, they can be written on the blackboard or on placards so that they are present at all times.

The rules of group work are as follows:

- Creation of a relaxed atmosphere, of a pleasant working climate, conducive to free expression and exchange of opinions, criteria and experiences of all participants.
- The work objective is known, understood and accepted by all members. The distribution of tasks and contents is clear and accepted by all.



- All contributions are received with respect, it is necessary that each participant learns to listen to others, not to interrupt the interlocutor. Opinions are discussed without preferring or discarding any. Discussions are about certain issues and not about people.
- Ask questions whenever necessary, do not be afraid to ask questions.
- Decisions are made communally, by consensus.

In the organizational stage of most participatory methods, the work involves the assignment of certain roles, which enable the group to function better in fulfilling the assigned tasks: four members should be selected to act as: facilitator, recorder, group leader and observer. It is important that these roles are played by the students, because of the implications for their development. However, the teacher can assume some of them if he/she considers it pertinent. When the members of the group know how these roles are executed and know each other, the proposal is carried out by the students themselves.

These roles are characterized below:

The facilitator. This is the person who acts as moderator in the group meeting; he/she collaborates with the group leader so that the activity runs normally; he/she must adjust the requirements that arise at each moment, will not allow one participant to take control of the situation for a long time, must ensure an open and balanced flow of communication, protecting the ideas that arise from the attack of other participants. On the other hand, he/she must remain neutral, so he/she will not evaluate ideas, nor contribute his/her own, unless the group authorizes him/her to do so.

The recorder. The recorder is the person who collects the main ideas of the participants in writing on a flip chart or blackboard, constituting what is called the "memory of the group". He/she maintains a neutral position and does not make evaluations either, he/she must be able to summarize the essential points of each approach and write legibly based on his/her understanding of what has been discussed.

The "group memory" is very useful for the following reasons:

- It is an instant record of the group's ideas and conclusions.
- It reminds the participants of the ideas so that they do not have to appeal to memory.
- It avoids repetition.
- One person's ideas are transferred to the whole group.
- Facilitates updating of latecomers.
- Information is kept "visible" for as long as it is needed.



The group leader. He/she directs the meeting, should use the facilitator and allow him/her to develop his/her functions, although he/she must control that the facilitator does not move on to another individual until the previous one has been exhausted. He/she should not pressure the participants with his/her power. He/she must know how to listen and encourage the participation and contributions of others. He/she will control that the recorder adequately specifies in the "memory" the conclusions reached.

The observer. One or several observers may be selected, depending on the method used and the complexity of the task.

The observer plays an important role within the group, constituting a fundamental way for the evaluation and feedback of the activity.

The observer must be attentive to the fulfillment of the central aspects of the activity, for which he/she will previously have an observation guide that is generally elaborated and oriented by the teacher.

The observation guide will include aspects related to both the specific content and the functioning of the group (compliance with group rules, role performance, degree of interaction, assumption of tasks, etc.).

At the conclusion of the activity, the observer will inform the group about his/her work and his/her assessment of what was observed, which will be completed with the criteria of the rest of the students and the teacher.

The rest of the students constitute the **members of the group**. They are active participants in the meeting where they present their ideas, are concerned about the use of methods and techniques to solve the task and demand the correct fulfillment of their functions from the recorder, facilitator and group leader.

It is recommended that students rotate through the different group roles. The fact that the groups are constituted in each occasion with diverse members, and with the assignment of rotating roles among its members, contributes to raise the level of relationships, of communication among all, providing a freer expression of their potentialities: all this increases the knowledge of the others and of oneself and contributes to develop different aspects of social behavior in groups with diverse composition and number of members, achieving important educational effects through the own organization and development of the teaching resources.

The techniques and procedures to be used in this didactic will always be of a participatory nature; therefore, the educator and the students discuss, argue their points of view, value, defend their criteria, support their positions. It is significant to note that priority should be given to decoding and re-decoding techniques of meanings, such as:



inference from co-text and context, analogy, word formation, use of synonyms and antonyms, association of ideas or logical relationship between words and word search in the dictionary. As well as reading operations: search, study, revision, exploration and recreation.

4.2.2. The evaluation process in the dynamic and participatory conception

As learning assessment, we assume the definition of O. Castro (1999: 48) "(...) consists of qualitatively analyzing the changes that have been systematically made in students in relation to academic performance and the level of personality development throughout a teaching cycle".

In order to carry out the evaluation of learning, the test of generalized reading skill is suggested, in the case of evaluating the referred skill. However, for the reading invariant skill, the invariant skill test is suggested, and for the reading competence, the dimensions and indicators of the mentioned competence are proposed. All this combined with the different types of evaluation: self-evaluation, co-evaluation, hetero-evaluation, meta-evaluation and para-evaluation.

Self-evaluation "(...) a more qualitative stage that occurs through personal or participative reflection to describe or evaluate one's own or institutional reality. It can be done through self-evaluation questionnaires, self-reports, materials for self-study". (E. Porrás, quoted by D. Quiñones, 2007).

Co-evaluation "Disposition in which students consider the quantity, level, value, quality or success of the learning results of their peers, with the use of differentiated scales of values. It is a way to socialize what has been learned, to learn to value how far he and his partner have come, and to offer the necessary help at the appropriate moment". (G. Jiménez, quoted by D. Quiñones, 2007).

Meta-evaluation: looking at the process, not the result. It avoids what generally happens: that only the execution is rewarded, without taking into account the reflection. (A. Bertoni et al., cited by H. Feria, 2004).

Para-evaluation: evaluation of the evaluation and its instruments. (A. Bertoni et al., cited by H. Feria, 2004).

In this didactic conception, traditional tests are replaced by the test to evaluate generalized reading skill and invariant skill. The former is not efficient to evaluate reading nor to evaluate this communicative skill, since it must be kept in mind that reading is not a process of identification, but a dynamic-participatory process.



Hence, the referred test is specified in the following formula: TGRS/ TIRS= Text (3) + Questionnaire + Survey + Interview + Observation. The acronym TGRS refers to the test to evaluate generalized reading skill. The acronym TIRS refers to the test to evaluate the invariant reading skill. The differences in each of them lie in the level of complexity being assessed. Text (3) indicates that three texts are used (one of each typology). The questionnaire is applied to each text. It also includes a survey and an individual interview (to each student) and the observation that is present during the application of this test.

These elements, to which a scale with a maximum of 100 or 5 scores (depending on the teaching level) is added. This formula was applied due to the complexity of reading as an internal process where knowledge, habits and skills are manifested. This test will be analyzed in section 5.6.

After specifying the non-personal components that this didactic directly influences and transforms, it is necessary to reveal the dynamic-participatory character of the aforementioned didactic. The concepts of dynamism and participation may cause noise and may even be thought to be redundant since both imply movement. This may be so, but it constitutes a reductionist vision of the axioms referred to above.

4.2.3. The dynamic-participatory character of this didactic conception

In the study of dynamism and participation, the understanding of its functional relationship is a task of the first order. If one analyzes the results of the investigations that have had as their object of study the referred categories, one will understand that those investigations are between these alternatives: identification or fusion of dynamism and participation, on the one hand; and on the other, the equally absolute and almost metaphysical disjunction or segregation. Whether they decide for one of these extremes in their pure form, or combine them, that is, choose an intermediate position, but always somewhere along the axis between the two poles, the various theories of dynamism and participation remain within the limits of this circle.

Research so far has considered dynamism and participation as independent and studied them separately, thus, perforce, viewing the relationship between them as simply mechanical, as an external connection between two distinct processes. The analysis of verbal thought in two separate, basically different elements preclude any study of the intrinsic relations between dynamism and participation.

The separate analysis of elements can be compared to the chemical analysis of water which decomposes it into hydrogen and oxygen, neither of which has the properties of the whole and each of which possesses qualities that are not present in the whole. If this atomistic conception were applied to seek the explanation of why water extinguishes



fire, it would be discovered that hydrogen ignites it and oxygen maintains it. As will be understood, these discoveries would not help him to solve entropy.

Therefore, the separate analysis would not be adequate for the understanding of this phenomenon and the analysis by units, method proposed by LS, would be appropriate. Vigotsky (1982:13). The unit refers to a product of the analysis that, contrary to that of the elements, preserves all the basic properties of the total and cannot be divided without losing them. The key to understanding the qualities of water is not in its chemical composition, but in the interconnection of its molecules.

Returning to the subject at hand, dynamism and participation are found in the unity of verbal thought, which in turn is found in the meaning of the word. Both terms constitute such a close amalgam of dynamism and participation that it is difficult to elucidate whether it is a phenomenon of dynamism or of participation. A word without meaning is an empty sound, meaning is, therefore, a criterion of the "word" and its indispensable component; that from the psychological point of view LS. Vigotsky (1989: 119), "The meaning of each word is a generalization or a concept. Therefore, if generalizations and concepts constitute acts of thought, meaning can be considered as a phenomenon inherent to thought, as long as it is materialized in language, and a phenomenon of speech only as long as it is related to thought and illuminated by it."

Therefore, the relationship between dynamism and participation is not a fact, but a process, a continuous coming and going from dynamism to participation and from participation to dynamism, and in it, the relationship between dynamism and participation undergoes changes that can be considered as development in the functional sense. Dynamism does not simply express itself in participation, but exists through it. All dynamism tends to connect one thing to another, to establish relationships, it moves, it grows and develops, it performs a function, it solves a problem. This flowing takes place as an inner movement through two planes: internal, significant and semantic, and external, phonetic; although they form a true unity, they have their own laws of movement.

The dynamics in the teaching-learning process of reading is given in the need to solve a problem, through the interaction objective-content-method interaction with the remaining components of the aforementioned process. In this didactic, it is manifested as follows: the objective is reflected in the reader's problem, the content is expressed in the text, and the method is the reader himself, who, from his content scheme and his form scheme, externalizes it in reading operations.

The initial objective and the content of the text determine which methods or methodological strategies must be followed to achieve the end; hence its participatory character. The initial objective is transformed to the extent that the reader makes contact



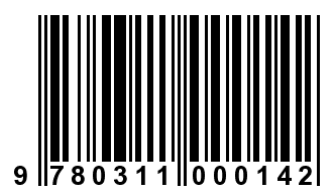
with the content of the text and receives the influence of the issuer consciously or subconsciously; hence, its dynamic character.

This participatory character is manifested when the reader becomes the protagonist of the process of construction of the text content and when he/she develops his/her own methodological strategies in confronting changing, contradictory situations that allow the reader to set new objectives. Therefore, it can be affirmed that the dialectic of didactics occurs in the essential contradiction between the objective that the student sets for himself and the method that he develops depending on the type of text. For example, the reader needs to look for a specific piece of information and therefore develops a search reading. When he finds it, he is interested in it and wishes to obtain more information, so he develops a study reading, and so on, the reader's interrelation with the content of the text takes place. In this process, the objective is modified and the reader uses different methods in correspondence with his objective and the characteristics of the content.

The student makes of their own the methods provided by the teacher or chooses the ones he considers more feasible to achieve the goal, and adapts his personal characteristics, allowing him to construct and transform the content of the text, thus manifesting the dynamic-participatory character of the reading process and the particularity of this didactic of promoting the zone of proximal development; when summarizing it in terms of learning, in which the limits of learning are characterized in terms of inter-psychological and intra-psychological phases as phases of consciousness and subjectivity.

The dynamic-participatory character is also manifested in the differentiated procedures for the teaching-learning process of reading in the different types of texts; specifically, in the general debate where the student must demonstrate what he knows, what he knows how to do with what he knows, how he does it, how he behaves, what goals he has, how he thinks, how he self-regulates. All this favors the application of the different types of learning assessment and the application of the suggested tests to evaluate the level of development of the target skills. Always provoking interaction between the teacher and the students, as well as among students.

The reader has a dynamic-participatory participation insofar as he grasps not only the explicitly expressed contents, but also the range of suggestions implicit in the text, which are revealed to him by making contact with his inner world using different procedures according to his objectives and characteristics of the text that allow him to construct the text from his current zone of development and the content of the text. Reading itself constitutes a dynamic process in that the information received by the reader is not retained in the brain without undergoing variations.



This conception is also participatory, because the teacher participates jointly with the learner in the decoding process, offering help dosed according to the needs of each learner.

Following the ideas of C. Alvarez (1999:15) who considers that: "The teaching-educational process is organized in time, in a certain interval of time, in correspondence with the content to be assimilated and the objective to be achieved; likewise, a certain relationship is established between the students and the pedagogue, which is given for example by the number of students who will be in the classroom with the educator at a given time". Therefore, it can be stated that this didactic is dynamic-participatory due to the way the process is organized from the teacher-student relationship.

It is significant to note that the reader's mission must be to decode the message, bearing in mind that the content of the text is a semantic complex formed by what is explicitly expressed, what is known by the reader and what is inferred. In addition, it must take into account the influence of the co-text and context - necessary for the determination of literal, complementary and inferential meaning.

Following E. Baxter's ideas on the need to develop values in the students, this didactic not only enables them to acquire greater knowledge, skills and reading habits, but it also makes it possible to go further and form values in them and thus necessary convictions. For example, in the differentiated procedures suggested for working with each type of text, the last procedure, General Debate, allows the empowerment of values, for which the discussion of the text should be carried out on the basis of its context and taking advantage of its potential (it should not be forgotten that the text in its context suggests the type of exercise to be applied with it). In such a way that the discussion allows the reflection, evaluation, argumentation of the position they assume, emits criteria, values the text, communicates, prepares for life, can act, conduct themselves, and displaces its socializing dimension.

The new didactics highlights the social and cultural role played by texts in the formation and development of the personality from the context, based on certain values. Therefore, it has its linguistic foundations in the text in its context as the maximum unit of meaning. Therefore, the psychological function of the reader's development appears in two planes: a first inter-psychological plane and a second intra-psychological plane.

The inter-psychological and intra-psychological planes are part of the Fundamental Genetic Law of Development, which led Vigotsky to the notion of the zone of proximal development. The inter-psychological plane is a plane of social relations, of communication. On the other hand, the intra-psychological is a subjective phase that shows the development reached by the cognizing individual.



In the field of learning, the zone of proximal development is summarized in the thesis about the social-historical origin and the mediating structure of higher psychic processes. It characterizes the limits of learning in terms of inter- and intra-psychological planes, as planes of consciousness and subjectivity respectively. The zone of proximal development allows us to conceive education in the teaching-learning process as a process of modeling, of interaction that takes place between the child and his parents, and between the child and adults, etc. These interactions produce development, knowledge, lead to the development of the subjective plane. One can have almost identical students from the statistical point of view, but they are not identical from the point of view of the dynamics of their zone of proximal development.

The zone of proximal development can be summarized from the analogy in mother-child educational relationships. The development of each child begins by an interaction of the child with the adult the child is educated by the mother or the teacher and what the child can do today with the help of the mother or the teacher will be fought in the result of the child's own future activity. Today the child is given help, some methods of thinking are provided, and the child is able to solve problems only by using methods given to him. Tomorrow, these methods will be applied by the child himself and the methods acquired by the child will become essential factors of his mental processes. Hence, we sometimes think that something is spontaneous in the child's mind - being the result of an interaction of the child with the adult. In short, the zone of proximal development is defined as the distance between these two planes, between what the child can do with help and what he can do on his own.

Hence, it is necessary to know and assess what the new content is being studied for, its social utility, and how it can be used in particular by the learner. Therefore, finding a meaning for it becomes an unavoidable necessity in the dynamic-participatory didactic for the teaching-learning process of reading.

Therefore, detailed dynamic-participatory didactic emphasizes on the individual-individual relationship. Therefore, it approaches the methodological work with the text bearing in mind the role of the sender in the process of encoding the textual meaning and the role of the receiver in its decoding. This relationship is not limited to the decoding of information; rather, on this basis he establishes his criteria, opinions, evaluations, acts in correspondence with certain situations, modifies his behavior, and socializes with others. From the influence he receives from the sender, he transforms his objectives, equips himself with the information of the text and in this hermeneutic turn modifies his actions in the community, with the family, at school, in general in society.

In this didactic approach, the student is conceived as an active, unrepeatable, social individual, a product of the social relationships in which he is involved, with a unique personality, a research individual who constructs his knowledge based on the help and



guidance offered by the pedagogue. Therefore, he must be aware of the leading role he is playing, and how his learning takes place, his progress, his mistakes, how to orient himself in the face of difficulties in order to continue his progress, how to value himself and others, how to behave, how to act, how to communicate, how everything he receives serves him as a social being; in other words, how this contributes to prepare him for life.

However, the above would be insufficient if the focus is only on the learner finding knowledge, the search must respond to certain requirements. In which it must be considered that learning is that which precedes development and maintains a dialectical relationship with it. Therefore, the teacher teaches in interactive situations, promoting the zone of proximal development; encouraging the pupils to develop a dynamic-participatory reading. In other words, they should not only limit themselves to the execution of the activities they have traditionally been doing, but should apply the full exercise of their intellectual capacities.

The challenge is that in such a didactic the student should reach the generalized reading skill, the invariant reading skill or reading competence, according to the level of teaching. Therefore, the student should not be trained to read a certain type of text, but to acquire the necessary skills to be able to deal with any type of text in a common linguistic system between the sender and the receiver.

In this conception, the development of understanding, comprehension and interpretation is very useful in the student's activity. This will allow them to read in order to perceive and transform the content of the text, to value their attitudes, and contribute to create higher patterns of behavior. They also serve not only to expand the accumulation of knowledge, but also for their multilateral formation from the knowledge of human culture in all its breadth and depth, which allows the creation of subjective units of development that promote the vocational orientation of each student.

The dynamic-participatory didactic allows the students to be creative in the reading process, since it is as important what the sender codified as what the receiver is capable of supplying. In addition, it allows tolerance for failures, since it is based on the principle that a mistake is not always a mistake but a way to learn. It avoids the use of premature aids, and in substitution of these, it uses dosed aids. It requires the creation of a work environment devoid of formalism and is based on the principle that each student is an individual entity and therefore offers different interpretations of the same phenomena, objects and processes being studied.

Therefore, when the student faces the reading of a certain type of text, he/she must choose the strategy to follow, among the variants proposed by the educator, or other alternatives that the student considers more feasible for the achievement of his/her



objectives. The student himself in his interaction with the text expresses what he considers that the sender codified, why and for what he did it (depending on the type of text); where he analyzes, observes, discusses, generalizes, concretizes, in such a way that he learns independently and is able to apply what he has learned to new situations, contribute his points of view, argue, express assumptions, generate hypotheses, according to the demands of each text and the interests of the student and the teacher.

Hence, as the pupil interacts with the content of the text, its initial objective undergoes certain variations. Therefore, there is an influence of the sender on the receiver, through the explicit or implicit information that appears in the text. In this sense, in the new didactics, the receiver is much more conscious, since he participates in the construction-transformation of the text content (not the construction of the text); not so, in the current approach where the leading role is played by the object (text) and not the individual (reader) as it should be.

Since the reader is the protagonist in this didactic and the exercises are not imposed on the text, it allows the individual to actively express his personality in the face of the contradictions and changing situations of life, making decisions and configuring projects on his personality, which in turn develops in this living exchange with reality. Therefore, the student must transform his receptive attitude to information into an active position where it is necessary to achieve the unity of the affective and the cognitive, in which the different reading operations for the search of information in order to achieve the generalized reading skill/ the invariant reading skill or reading competence.

A way to transform their receptive attitude to information can be through the differentiated procedures for the teaching-learning of this verbal activity that make possible the displacement of the zone of proximal development; as well as the didactic requirements for the selection of texts and exercises, as well as those established for the development of the skills involved in the reading process. Therefore, the didactic elements referred to above must provide the student with the necessary development to be able to perceive the information that appears in the text and transform his behavior, act and communicate as a text constructor-transformer, being able to understand, comprehend and/or interpret teaching and non-instructional texts.

Throughout history, the teacher has been given different roles such as: facilitator, guide, consultant, among others. In this didactic, the role of the teacher is not circumscribed to one of these roles, as this would be a reductionist position. Hence, the teacher is not a consultant, although he consults; he is not an orientor, although he orients; he is not a guide, although he guides; he is not a leader of the process, although he directs; he is not a facilitator, although he facilitates learning; and he is neither a consultant, nor an orientor, nor a guide, nor a leader, nor a facilitator; because he is that and much more, he is an educator.



The educator should not be inside the teaching-learning process, but should be part of the process since he/she promotes the integral development of the personality of his/her students, since in each subject and in each teacher, there are potentials for the moral, vocational and integral development of their personality. In addition, it allows the configuration of subjective units of development on the basis of the relationships with them and with the group of individuals, which develop the student in a general way.

The mentor in this didactic should stimulate the individual participation of the students in an active way through their doubts, contradictions and reflections that allow them to reach their own conclusions. Consequently, the educational influences are linked to their needs, which makes it possible to state that the teacher is part of the teaching-learning process. Moreover, because the professor conceives the teaching tasks, orients, controls, and offers measured aids, but each student works independently in the realization of the tasks conceived and proposed by the professor. These tasks should promote the search, use and evaluation of knowledge, according to a given objective.

The present didactics adopts the levels of help enunciated by Vigotsky, who considers four (4) levels: a first level (very elementary) and a fourth level (final demonstrative) and intermediate levels. Independently, the following procedural basis is suggested as a way to offer levels of help:

1. ask again,
2. ask to repeat a word,
3. approving and encouraging actions (e.g., It's OK, you can continue),
4. asking the individual why he/she has done so,
5. critical objection (e.g., No, it's wrong),
6. suggestive questions (e.g., What if...),
7. advice to act differently (e.g., What would you think if...),
8. demonstrate how it is done,
9. assigning the individual an analogous activity.

The aids should be applied starting with the most insignificant ones, such as asking them to listen again or to read the order, until gradually arriving, in necessary cases, to highlight the essential or teach them how to find it. These levels depend on the individual needs of each learner, on the possibilities of the teacher to offer them and on the content being worked on.

There are some conceptions in the field of education that state that if you help the student, what you are evaluating is not the child's ability, but rather your ability to help him/her. This may be the case, but only up to a certain limit. The problem is to determine to what extent the learner uses this help and how much we can improve his performance with the help we give him.

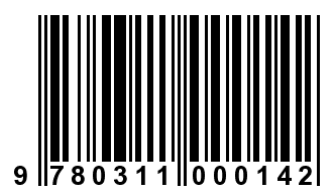


Therefore, with the dosed aids (from the simplest to the most complex) and with the methods that the educator provides (individually), and with the group work that allows inter-students help, the particularity of this didactic is manifested in these factors of enhancing the zone of proximal development, where the student makes these methods his own and applies them to current and future situations; as well as in interactions that occur with other learners at school, in the family, in the community, in society; which implies the particularity of shifting its socializing dimension.

For the application of this didactic, it is required:

- To know the definition of the concept of instructional text in order to differentiate this term from that of reading, as well as fragments of it. To give it a practical-functional didactic utility in the teaching-learning process of reading;
- To know the requirements for the choice of texts to include those that allow not only the cognitive development, but also the affective one, taking into account the values a society forms in its members;
- to know the definition of the concept of generalized skill, invariant skill and reading competence in order to know the goal to be achieved, as far as the cognitive sphere is concerned, in this didactic;
- to know the structure of the referred skills and competence in order to be able to develop it;
- to know the requirements to achieve the generalized reading skill, invariant of reading ability and competence both from the perspective of the student and from the perspective of the teacher in order to channel the development of the same;
- to know the didactic taxonomy of text in order to classify them from this perspective;
- know the differentiated procedures of each textual typology and apply them according to the didactic classification to which the text belongs;
- to take into account the requirements for the selection of exercises in order to be able to select those suggested in this research and apply them according to the textual typology;
- to know the difference between reading as a means and as a skill and to use the way to perform it, the methodological objective and the reading operations in correspondence with the second taxonomy;
- apply the generalized reading skill test or invariant skill to evaluate the development achieved by the students in the target skills, as appropriate.

In the instrumentation of this didactic conception, it is necessary to keep in mind that when it comes to independent activity, the student should clearly receive the orientations he/she needs for the development of the different tasks. Likewise, according to their



progress, they should be allowed to define by themselves the appropriate orientation and proceed to the decoding of the text.

It is necessary that during the execution of the tasks the student analyzes what he/she did, how he/she did it, where he/she made mistakes, how mistakes can be eliminated, how to defend his/her criteria in the group, reaffirm or modify them, thus enriching his/her knowledge and strengthening his/her zone of proximal development. This process should also make possible the advancement of self-control, evaluations of their results and possibilities, all of which would be more effective if the results of collective work and socialization are also evaluated.

It is essential to ensure attention to individual differences, so that the development of those learners who do not reach the level of achievement of the majority can be stimulated, as well as the attention demanded by those who show superior performance. In both cases, different types and levels of assistance must be applied. This is why it is necessary to use teamwork.

Attention to individual differences in knowledge requires knowing the learner, knowing what he/she can do without help and where he/she needs it. It means understanding that offering help does not mean substituting the student's action, but ensuring that he/she receives the minimum support necessary to achieve success with his/her individual effort.

Chapter V. About the generalized reading skill, invariant skill and reading competence

5.1. Theoretical and methodological support for structuring the generalized reading skill in English as a foreign language

Theoretical-methodological foundations for structuring the generalized reading skill in English as a foreign language in pre-university education. The cognitive activity of the student is not limited to the acquisition of knowledge, but also to the development of skills, all of which presupposes a great variety of criteria and foundations at the moment of defining it.

These authors coincide in one way or another in considering that skills are developed in activity and that it implies the mastery of cognitive, practical and evaluative forms of activity. Therefore, in correspondence with the dynamics of the present text, it is considered that skill is an individual psychological formation that thanks to activity and communication in a process of socialization, the cognitive individual expresses a knowledge in praxis; such knowledge is concretized in a system of actions and operations mastered by the individual that allow him to reach an objective.



In works by S.L. Rubinstein, A.N. Leontiev and H. Brito (which will be analyzed below), aimed at the development of thought and its relation to skills, it is implicitly or explicitly stated that the psychic processes of man develop from three important moments, which are summarized as follows:

- The appropriation of knowledge.
- The dynamics of his practical activity, and
- Verbal communication.

Thus, for example, S.L. Rubinstein (1965:358) pointed out, "Two are the forms in which the regulatory role of the reflection of reality by the individual manifests itself, in the form of: inductive regulation and executive regulation".

By means of the first of these forms it is possible to respond to the what, why and for what, of the individual's actions. In other words, it is the one that determines what is performed and all the psychic phenomena that mobilize, lead and sustain the individual's actions belong predominantly to this form of regulation, of which the following are expressions: motivations, affective experiences and will.

By means of the executive regulation it is possible to respond to the how of the individual's action; it is the one that determines that what is carried out is fulfilled according to the conditions in which it is developed. To this form of regulation belong, predominantly, all psychic phenomena that make it possible to take into consideration the conditions in which the individual's actions take place: cognition, habits, skills, abilities, capacities.

The theory of AN. Leontiev (1980:81) states that: "(...) the activity is formed by actions and the latter in turn by different operations in whose domain lies the success of the realization of any activity" This conception makes it clear that the structural units are: Activity, action and operation. Further on (1980:83) he defines: "We call action the process that is subordinated to the representation of that result to be achieved, that is, the process subordinated to a conscious objective".

The referred author (1980:83) proposes that: "In the same way that the concept of motive is related to the concept of activity, so also the concept of objective is related to the concept of action". In relation to the third link of his theory, later (1980:87), he stated: "The action performed by the individual responds to a task: the objective, given under certain conditions. Therefore, the action presents its own quality, its "generating", peculiar component, which is precisely the forms and methods through which it is carried out. The forms of realization of action I call operations".



The link between S.L. Rubinstein and A.N. Leontiev, according to H. Brito (1990:4), lies in the fact that: "(...) human activity and its structure in its regulatory determination, presents in unity the two functional forms of regulation: inducing and executing, in this way each structural unit: activity, action and operation is characterized by aspects of this double determination".

In this conception proposed by H. Brito, skills are inserted from the distinctive recognition of the executing regulatory determination in its corresponding structural unit: action. Likewise, since skills have to do with the individual's mastery of execution, this implies the degree of systematization of execution, which implies that the individual can execute independently. An aspect of extraordinary importance in order to guarantee the mastery of skills is to take into account the qualitative and quantitative requirements for their systematization.

According to R. Bermúdez, (1996:8) the quantitative requirements: "...can be defined according to the frequency of execution, given by the number of times the action is performed, and the periodicity of execution, which consists of the temporal distribution of the performance of the action". This same author considers that the qualitative requirements (1996:8) "(...) are evidenced in the complexity of execution, given by the degree of difficulty of the knowledge and the context of action with which the action functions, and the flexibility of execution, expressed in the degree of variability of the knowledge and the context of action with which the action functions".

In the pedagogical process, these requirements must work as a system to achieve adequate systematization; thus, for example, if the number of times the action is repeated is adequate, but its temporal distribution is not, then the necessary effectiveness is not achieved. If the opposite happens, there may be too much concentration of actions in a short interval of time that causes wear or fatigue in the person and the desired result is not produced either, therefore, it is essential to structure coherently the quantitative requirements from the concrete result of each group of learners without losing sight of the individualities.

To the same extent that the quantitative requirements are harmonized, the qualitative ones must be working. In other words, it is important to gradually increase the demands of the tasks posed to the learners, taking into account the principles of ascension from the simple to the complex and from the concrete to the abstract. Moreover, that these demands are maintained when they operate with a skill in various fields of knowledge of science, language, therefore, in the teaching-learning process should be emphasized the universal character of the operations corresponding to a particular skill (as a form of logical organization of human thought) and its application. Hence, it has to be trained for its efficient achievement.



On the basis of the fulfillment of these requirements, lasting knowledge and skills are formed, which is an indispensable premise for the integral formation of the student. Therefore, the success of the activity depends to a great extent on the way in which the actions are oriented. Precisely, the action is the fundamental link of the theory of I.R. Galperin, N. Talízina (1988:58) "the image of the action and that of the environment where the action takes place, are united in a unique structural element on the basis of which the direction of the action takes place, which is called the orienting base of the action".

The referred orienting base is, in essence, the system of conditions on which man relies to carry out the action. In this sense, N. Talízina (1988:59) states: "(...) the action by the functions that are fulfilled can be divided into three parts: (...) orienting, execution and control".

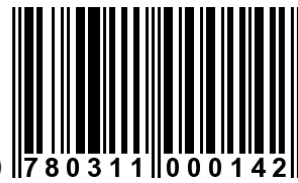
The integral operations of a skill must be only those necessary, essential and indispensable (called "functional invariants" of the execution) which, if systematized, reach the level of mastery that allows identifying the formation of the skill.

H. Fuentes (1990:93) from a critical analysis of the curricular theory of C. Alvarez and taking into account the structural units of the theory of the Activity of A.N. Leontiev, states that "(...) a correspondence can be established between the systematicity of the skills in the didactic, psychological and methodological plane".

This correspondence is established through the following table:

Didactic phase	Psychological phase	Methodological phase
Invariant skill	Activity	Performance
Skill	Action	Method
Task	Operation	Procedure

A study will be made of this conception, which focuses its attention on the modes of action of the Technical Sciences professional, due to its methodological value. However, it is necessary to take into account the characteristics of the teaching level where the research is framed, which being a graduate of general education where the elements of interest are not precisely the modes of action of a professional (which is that didactic element that corresponds to the skill invariant, as stated by its author); the dimension of generalized skills will be studied in depth.



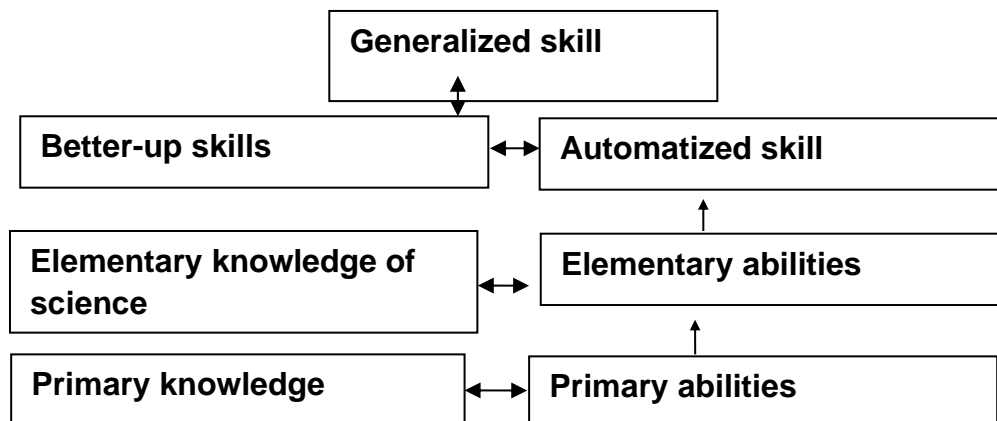
The conception of the invariant skill, developed by H. Fuentes, emerged as an extension of the curricular model from the perspective of conscious processes, developed by C. Alvarez.

The conception of the invariant skill makes it possible to structure the skills in the form of a system; therefore, the taxonomy given by R. González (2002:32) is assumed, which is an adaptation of the one made by N.F. Talízina (1987) and C. Álvarez (1999), in accordance with the characteristics of the middle school:

- 1). Specific skills, specific to the science being studied. These skills are taken to the individuals and are concretized in the work methods that must appear as content of the program.
- 2). Logical or intellectual skills, which contribute to the assimilation of the content of the individuals and support logical thinking, both in learning and in life.
- 3). Communication skills, which are essential for the development of the teaching process.

In this regard, H. Fuentes (1990:36) expressed that: "(...) in all the classifications reviewed, a common element is observed, related to the fact that the skills are developed through the teaching process itself, in two directions, which are:

- 1). Through the conscious process of the skill that allows fulfilling theoretical and practical actions of greater complexity which occurs in the confrontation of more complex tasks with problems of greater richness, which allows the improvement of skills in a conscious manner.
- 2). From the skills in a process of exercise, where problems of equal degree of complexity are faced, so that the skills become automatic, the individual being less and less conscious of his actions, forming an automated skill or habit". These two directions of skill formation are shown in the following structuring scheme.



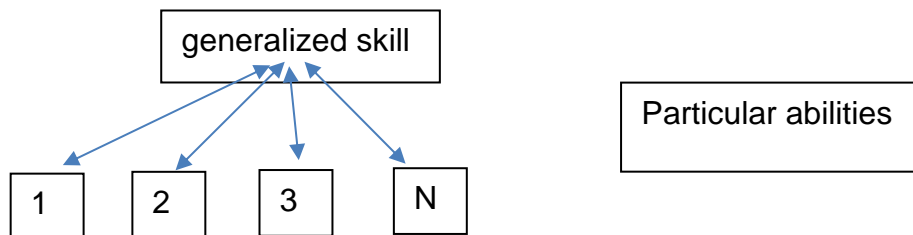


The first direction of the increase of knowledge that in certain objectives reaches a high degree of improvement, which is accompanied by a process of abstraction and generalization that allows to reach the formation of generalized skills. Therefore, through the first way the ability is developed consciously allowing the increase of the volumes of knowledge of the students before new objects at the same time that it is assimilated it comes to enrich, deepen, with which it is developed more and more methods that allow you to reach the essence of the object that is the path to the refinement and generalization of the contents. The described process is reiterated since the perfected skill in turn can be automated or perfected in successive processes.

With the systematization of actions, a greater degree of perfection of skills is reached, which in turn is accompanied by a process of abstraction and generalization that allows the formation of generalized skills.

It is important to note that generalized skills should not be confused with particular skills, or any other type of skill. However, N. F. Talízina identifies generalized skill as an invariant skill and considers that from a deductive teaching-learning process the student, if he appropriates these generalized abilities, will be able to act in particular situations.

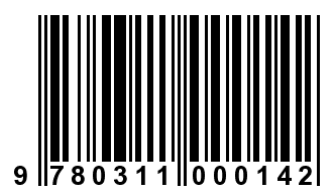
The deductive scheme leads to productive and efficient learning. However, it never becomes creative, since the learner only assimilates a generalized schema and applies it.



Generalized skills are required to be formed inductively so that the student appropriates the skill, in order to generalize these skills, which leads to a creative process.

An inductive-deductive path is required in which the skills are developed in the students to face new situations when they do not have the necessary contents.

According to H. Fuentes (1997:44) "(...) a generalized skill is one that is built on a system of simpler skills, and with its appropriation by the student, he/she can solve multiple particular problems".



From this definition it can be inferred that generalized skills cannot be identified with particular skills and that they are constituted by other skills of a lower level of systematicity.

The generalized skill category is based on the theory of the invariant skill developed by H. Fuentes. It will be the object of study in the following section 4.3, which deals with the invariant of reading ability. However, as in this context there is no object of profession, it is only taken as a methodological foundation. Therefore, it is not an extrapolation of the same to the level object of research, but its use in the referred plane to organize and structure the system of reading skills, therefore only some of its concepts and foundations that do not enter in contradiction with this level of teaching are taken.

In accordance with the above, the present text focuses on perfecting the system of reading skills by integrating it into a generalized skill in order to achieve an adequate systematization of this system. Hence, the methodology established by R. González (2002:41) for the determination of generalized skills is assumed.

The aforementioned methodology establishes as the highest level of systematicity the generalized skill, whose structure is assumed from the conception of the invariant. This conception clearly establishes that since we are not dealing with the training of professionals, there is no object of the profession; therefore, the modes of action of the professional are not taken into account; therefore, no skill invariants are developed, but rather generalized skills.

5.2. The generalized reading skill: its internal structure

Before delving into the skills involved in the reading process, it is necessary to specify that reading can be valued from two perspectives: as a means and as an end. As the former, it is the use of this verbal activity as a method or technique in language teaching or for other purposes; while as the latter, it is nothing more than the generalized reading skill, which will be the object of study in this section.

There is a regularity in the scientific community of the linguistic area of assuming one of the models of how the reading process occurs. These models, called by some specialists approaches to the study of reading, classify this verbal activity (independently of the divergent taxonomies) in three fundamental groups:

Those who explain the reading process as the execution of a set of steps that begin with the perception of the visual stimuli that appear on the page and culminate with the reconstruction in the reader's mind of the meaning that the author of the text intends to convey. (Ascending models).



Those who explain it as the execution of a series of steps that begin with the formulation of the hypothesis made by the reader about the meaning of the text and then, confirming or rejecting the information as a result of the successive inspections made to the information provided in the text. (Top-down models).

Those who assume an eclectic position, stating that the reading process is accomplished through the analytical and dynamic interaction of the information that the reader has about the language and the content of the text, with the information provided by the text itself. (Interactive models).

In this regard, I. Solé (1997a): 26) considers that reading cannot be considered as a process from "top to bottom" nor absolutely from "bottom to top". If it were only from "top to bottom", it would be almost impossible for two people to reach the same conclusion about a read text; likewise, if reading were exclusively from "bottom to top", there would be no disagreement about the meaning of a text. Nor would personal interpretations based on differences in age or experience be possible.

On the other hand, this same author (1997b): 22) considers that it is demonstrable that an active reader processes information in various ways, contributing his knowledge and experience, his hypotheses and his capacity for inference, a reader who remains alert throughout the process, constructing an interpretation and who, if he is objective, will be capable of compiling, summarizing, expanding the information obtained and transferring it to new learning situations.

Hence, reading is a dynamic-participatory process in which the individual/reader understands, comprehends and interprets a written text in correspondence with the dynamics of the text itself in its context.

It is then explained how these "models" are present in the reading process and do not constitute, as it is thought, different positions on the same object, but all these "models" are present depending on the type of text and above all, within the action performed by the decoder of the text, which is determined as a generalized skill. Therefore, depending on the objective of the decoding individual or reader, the attitude he assumes and the type of text, this reader will adopt the different reading operations that will allow him to achieve his objective, which will be reflected in the understanding, comprehension or interpretation of the text read.

To achieve the generalized reading skill, one must work on the development of general or generalized operations: understanding, comprehension and interpretation, which in turn are developed by operations. Perhaps, due to the diversity of text definitions and their divergent classifications, there are no unanimous criteria regarding two skills that are present in the decoding process: understanding and comprehending, which



constitute generalized operations of the generalized reading skill. These operations constitute, in the scientific community of the linguistic area, an object of controversy because many specialists consider them to be synonyms. In the present text, the aim is to delimit the conceptual frameworks and dimensions of each one.

On the one hand, **understanding** is considered to mean recognizing or identifying the literal meanings of the lexical units of the text. It also implies the fusion of the meaning of the words into senses and ideas, that is, the associations that the reading arouses and that are based on which to reconstruct the ideas that the sender encoded in the message.

This requires the ability to read with reasonable speed and to group words into semantic groups. Next, the reader must not only attribute literal meanings to words and phrases, the literal sense to sentences, supra-oral units and paragraphs, but must also grasp the literal content of the text.

In the process of understanding, there is the execution of a set of procedures that begin with the perception of the visual stimuli that appear on the page and culminate with the reconstruction, in the reader's mind, of the meaning that the author of the text intends to convey; which from the didactic perspective implies that the student/reader, among other things, is able to answer the question: What did the sender encode? (Bottom-up models).

On the other hand, the concept of **comprehension** is considered to be a complex psychological process that includes not only linguistic factors, such as phonological, morphological, syntactic and semantic factors, but also motivational and cognitive factors. This includes the use of conscious strategies that lead first to decoding the text; then, it presupposes that the reader grasps not only the literal meaning of the words and phrases, or the literal sense of the sentences, of the supra-phrasal units or of the paragraph, or of the literal content of the text; but must grasp the meaning, sense and complementary content, which means, among other things, dynamic processing by the receiver/reader, who develops it by establishing coherent connections between his knowledge and the new information provided by the text.

A. Morles (1994) elucidates that the way in which this processing is carried out during reading is explained by technicians, researchers and teachers in many different ways. These elucidations have resulted in a wide range of approaches.

The reading process is given in this case as a series of steps that begin with the formulation of the reader's conjecture about the meaning of the text, which is then confirmed or rejected as a result of successive inspections of the information provided in the text; which from the didactic perspective is achieved when, among other things, the



student/reader answers, essentially Why would this text be encoded? (top-down models).

Once the generalized reading operations have been defined: understanding and comprehending, it is necessary to specify the generalized operation interpreting according to the logic of the present didactics.

It is considered then that **interpreting** means locating oneself between parts of a text, it is a more complex activity than understanding or comprehending. It requires the reader to modify his or her location in a sociocultural space, since he or she will have to enter, imaginatively, into the scope of the text and move culturally within it, in addition to choosing the parts or components of the text and hierarchizing what he or she considers, depending on his or her interests, motives or objectives defined by him or her. It also implies being able to form an opinion, extract central ideas, deduce conclusions, predict results, extrapolate to other contexts where it can be applied, which from a didactic point of view means that the student/reader is able to answer the question: Why was the text codified?

In this case, the reading process is accomplished through the analytical and dynamic interaction of the information that the reader has about the language and the content of the text, with the information provided by the text itself, where the reader must communicate the decoded and re-decoded information; which enables him to transform his personal characteristics, express his subjective world and as a consequence of this interaction move his socializing dimension. (Interactive models).

Once the generalized operations of understanding, comprehending and interpreting have been defined and specified, it is necessary to go deeper into the methodology established by R. González (2002:41) for the determination of a generalized skill. It is significant to note that this methodology not only allows the identification of one generalized skill per individual, as the author states, but that the determination of the number of generalized skills depends on the dynamics of the individual and the characteristics of the content. Thus, for example, in the subject English, four generalized skills are considered: speaking, writing, listening and reading. In this work, the generalized skill of reading, its generalized operations and operations for pre-university education, which is shown in Figure 2, is specified.

This theory is based on the conception of skill invariant, the referred conception is taken because:

- it allows structuring the skills in the form of a system;
- it is a didactic model for the improvement of skill formation and development;



- it makes possible the determination of generalized skills and therefore it is possible to apply them in a context other than the university context.

In the theory proposed by R. González (2002:41) he alludes, among others, to the following procedures for determining generalized skills:

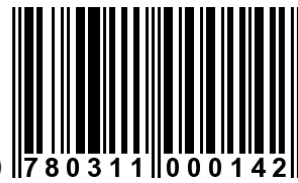
- the logic of the science to which the subject is related is analyzed;
- the objectives of the level and grades are analyzed;
- The logic of science is analyzed in the teaching-learning process of the subject;
- based on the logic of the subject, the generalized skill is specified.

When analyzing the logic of the science to which the discipline is related and how, according to the conception with the invariant skill, the relation problem - object - objective of teaching is reiterated at the level of discipline and subject, the general objectives and those of each grade are analyzed. From the analysis of the objectives of the level and of each grade and of the methodological orientations, the logic of the discipline is specified (in this case, both the objectives of the level and of each grade are in function of the development of reading skills). With the foundation of the logic of the process, an assessment is made of which of the skills has the greatest correspondence with it, which constitutes the skill with the highest level of generalization and must also have the characteristic of integrating within itself the system of skills that the discipline contributes to developing in the students.

Logic leads to:

- determining the literal meaning of the text;
- determine the meaning expressed in meanings and ideas;
- locate the micro-context;
- determine the complementary meaning;
- determine the sender's purpose;
- to locate the meso-context;
- determine the inferential meaning;
- infer the socio-cultural space of the text;
- determine the meaning expressed in ideas or images;
- locate the macro-context.

As the logic is taken to the teaching-learning process, the objectives of the subject at the level are analyzed, establishing an analogy between the English of the entire pre-university level. Pre-university English is assumed as disciplines and, as they constitute a subject in each grade, the parallelism is established according to the curricular conception assumed.



The logic of the teaching-learning process of English in pre-university education allows assuring that one of the generalized skills of the disciplines is reading, which has the characteristic of integrating the system of skills that English contributes to develop in the students of this education.

The appropriation of general skills leads to the formation of theoretical thinking (V. Danilov, 1986), that is, to be able to operate with theoretical generalizations, concepts, laws, general principles, with the essence of knowledge. If only specific skills are developed, the type of thinking that is formed is empirical, on the contrary, the mastery of general skills, oriented to the essence, establishing links and relationships and applying knowledge to new situations.

According to the definition of the concept of generalized skill, the generalized reading skill is constituted by systematized knowledge; as well as the abilities that allow the individual/reader to understand, comprehend and interpret any moderately complex teaching and non-instructional text - codified in a common linguistic system between the sender and the receiver, the structure of the ability to read is shown below.

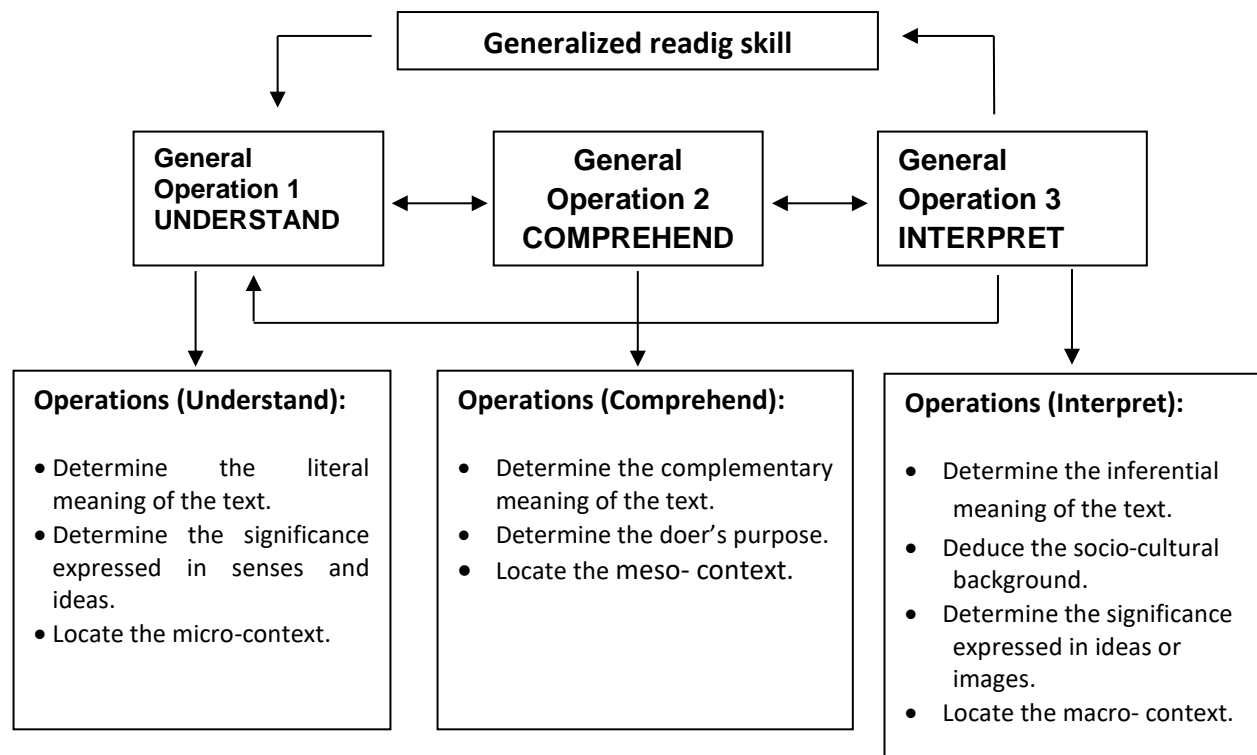


Figure 2. Structure of the generalized reading skill, E. Santieteban (2004:78).

In order to be able to carry out an objective evaluation of the aforementioned skill, the following is a definition of the operations that make up the aforesaid skill.



1. Determination of the literal meaning of a text

Very high (5): the determination of the literal meaning of the text is very high when the reader, among other things, masters the literal meanings of the lexical units; being able to merge the meaning of the words into senses. In addition, he/she determines the main ideas of the text and externalizes them with fluency and competence.

High (4): the determination of the literal meaning of the text is high when the reader, among other things, knows the literal meanings of the lexical units. He/she is able to merge the meaning of words into senses and determines the main ideas of the text.

Medium (3): the determination of the literal meaning of the text is medium when the reader, among other things, knows the literal meanings of the main lexical units, which enable him/her to fuse the meaning of words into senses. It determines some of the ideas of the text.

Low (2): the determination of the literal meaning of the text is low when the reader, among other things, knows the literal meaning of some lexical units; however, he/she is not able to fuse the meaning of the words into senses. Hence, he/she does not determine the ideas of the text and does not achieve the meaning of the text; he/she only expresses isolated and incoherent words.

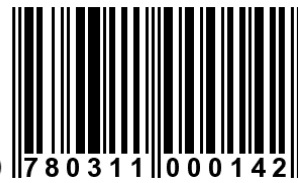
Very Low (1): the determination of the literal meaning of the text is very low when the reader does not respond.

2. Determining the meaning expressed in senses and ideas.

Very high (5): the determination of the meaning expressed in senses and ideas is very high when the reader, among other things, merges the meaning of words into senses and ideas, determines the senses of the text, shows its significance. Demonstrates competence in performing the activities.

High (4): the determination of meaning expressed in senses and ideas is high when the reader, among other things, determines the senses of the text, merges the meaning of words into senses and ideas, and shows their significance.

Medium (3): the determination of meaning expressed in senses and ideas is medium when the reader, among other things, determines some of the main senses, emphasizes secondary senses, merges the meaning of words into senses and ideas, and shows their significance.



Low (2): the determination of meaning expressed in senses and ideas is average when the reader does not determine any meaning of the text. It expresses textual and incoherent words.

Very Low (1): the determination of the meaning expressed in senses and ideas is very low when the reader does not respond.

3. Determining the micro-context

Very high (5): the determination of the micro-context is very high when the reader, among other things, determines the essence of the text, locates the semantic key, answers the what of the text. Shows competence in the externalization of the decoding of the text. Demonstrates logical sequential correspondence of the cotext with the context.

High (4): the determination of the micro-context is high when the reader, among other things, determines the essence of the text, locates the semantic key, answers the what of the text. However, it adds secondary elements.

Medium (3): the determination of the micro-context is medium when the reader, among other things, offers the partialized essence and details secondary elements. It tends to answer the what of the text by reproducing textual elements.

Low (2): the determination of the micro-context is low when the reader, among other things, only provides some secondary elements and none of the main ones, is not able to locate the semantic key or answer the what of the text and does it reproductively from the text.

Very Low (1): the determination of the micro-context is very low when the reader does not respond.

4. Determining complementary meaning

Very high (5): the determination of complementary meaning is very high when the reader, among other things, is able to grasp the implicit meaning, sense, and significance that complements what is explicitly expressed; that is, when the reader is able to decode the full range of information implicit in the text, demonstrating competence and fluency.

High (4): the determination of complementary meaning is high when the reader, among other things, determines the implicit meaning and significance that complements what is explicitly expressed. Decodes the range of information implicit in the text.



Medium (3): the determination of complementary meaning is medium when the reader decodes some of the main senses that complement what is explicitly expressed, with greater emphasis on secondary elements.

Low (2): the determination of complementary meaning is low when the reader, among other things, expresses only some implicit secondary elements and places greater emphasis on explicit elements; it manifests itself reproductively.

Very Low (1): the determination of complementary meaning is very low when the reader does not respond.

5. Determining the sender's purpose

Very high (5): the determination of the sender's purpose is very high when the reader, among other things, is able to determine not only what the sender encoded; but also why of the text and externalizes it competently and fluently; where he/she links it with the knowledge he/she has of the topic.

High (4) the determination of the sender's purpose is high when the reader, among other things, is able to determine not only what the sender encoded; but also why the sender encoded it. To do so, he/she considers the elements that emerge from the text and the knowledge he/she has of the subject.

Medium (3): the determination of the sender's purpose is medium when the reader, among other things, is able to determine not only what the sender encoded, but also why he encoded it. The second aspect is performed without sufficient elements to prove it. It tends to reproduce from the text.

Low (2): the determination of the sender's purpose is low when the reader, among other things, is able to determine what the sender encoded; however, he/she cannot determine why he/she encoded it. Provides explicit elements in the text.

Very Low (1): determination of the sender's purpose is low when the reader does not respond.

6. Determining the meso-context

Very high (5): the determination of the meso-context is very high when the reader, among other things, is able to determine the most significant senses, defines the meaning of the text, of the supra-oratorial units, the paragraph, the sentences, the lexical units, achieves the meaning of the text, and externalizes it with fluency and competence.



High (4): the determination of the meso-context is high when the reader, among other things, is able to determine the most significant senses of the text, defines the meaning of the text, of the supra-oratorial units, of the paragraph, of the sentences, of the lexical units, and achieves the meaning of the text.

Medium (3): the determination of the meso-context is medium when the reader, among other things, is able to determine some of the senses of the text, answers with substantial elements the reason of the text. It tends to reproduce textually some of these senses. Partially achieves the meaning of the text.

Low (2): the determination of the meso-context is low when the reader, among other things, is able to express some meaning of the text, but cannot explain the reason for it. He/she uses textual phrases and words.

Very Low (1): the context-setting is low when the reader does not respond.

7. Determining inferential significance

Very high (5): the determination of inferential meaning is very high when the reader, among other things, is able to deduce from the senses of the text the range of suggestions implicit in it; externalizing it with fluency and competence. He/she shows a high affective and creative link with the text.

High (4): the determination of inferential meaning is high when the reader, among other things, is able from the senses of the text to deduce the range of suggestions implicit in the text. It shows a high affective and creative attachment to the text.

Medium (3): the determination of inferential meaning is medium when the reader, among other things, partially infers the range of implicit suggestions. He/she emphasizes explicit meanings and is affectively manifested with the text.

Low (2): inferential meaning determination is low when the reader, referring only to explicit issues in the text, does not address implicit elements.

Very Low (1): inferential meaning determination is very low when the reader does not respond.

8. Inferring the socio-cultural space of the text.

Very high (5): the determination of the socio-cultural space of the text is very high when the reader, among other things, is able to determine the scope of the text. He/she places him/herself in the historical, social, cultural framework, which allows him/her to situate



him/herself in time and space; and consequently, acts accordingly; demonstrating competence and a high level of creativity.

High (4): the determination of the socio-cultural space of the text is high when the reader, among other things, is able to determine the scope of the text. He/she places him/herself in the historical, social, cultural, etc. framework that allows him/her to situate him/herself in time and space; and consequently, he/she acts accordingly. Expresses his/her performance with a high level of creativity.

Medium (3): the determination of the socio-cultural space of the text is medium when the reader, among other things, partially determines the scope of the text. Hence, more emphasis is placed on the form than on the content.

Low (2): the determination of the socio-cultural space of the text is low when the reader, among other things, is not able to locate him/herself in the scope of the text. Their responses are reproductive.

Very Low (1): the determination of the socio-cultural space of the text is very low when the reader does not respond.

9. Determining the meaning expressed in ideas or images.

Very high (5): the determination of the significance expressed in ideas or images is very high when the reader, among other things, is able to visualize what he reads by making mental pictures. In the imagination he sees the actors and the scenery, hears the sounds and voices, smells the smells, tastes the food and drinks, participates in the happiness or pain of the situation. Places him/herself within the scene being described. Expresses a high level of creativity and imagination in the externalization of ideas and expresses him/herself fluently.

High (4): the determination of significance expressed in ideas or images is high when the reader, among other things, is able to visualize what he reads by making mental pictures. In the imagination he sees the actors and the setting, hears the sounds and voices, smells the smells, tastes the food and drinks, participates in the happiness or pain of the situation. He places himself within the scene being described.

Medium (3): the determination of significance expressed in ideas or images is medium when the reader, among other things, is able to visualize what he/she reads. It expresses a medium level of creativity and imagination in the externalization of ideas. It places more emphasis on the secondary issues than on the main issues of the text.

Low (2): the determination of the significance expressed in ideas or images is low when the reader manifests a low level of imagination and expresses some secondary ideas.



Very Low (1): the determination of the meaning expressed in ideas or images is very low when the reader does not respond.

10. Determining the macro-context

Very high (5): the determination of the macro-context is very high when the reader, among other things, is able to make a complete decoding of the text and expresses his/her points of view enriching the work. He performs this activity with competence. In his externalization, he emphasizes the purpose of the text. Is able to extrapolate to other contexts, i.e., extrapolate.

High (4): the determination of the macro-context is high when the reader, among other things, is able to carry out a complete decoding of the text. It refers to the purpose of the text. He/she is able to extrapolate.

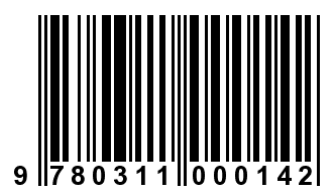
Medium (3): the determination of the macro-context is medium when the reader, among other things, focuses on secondary meanings of the text. However, it provides some general criteria. It refers to the purpose of the text.

Low (2): the determination of the macro-context is low when the reader reproduces textually some secondary meaning. It is not able to refer to the purpose of the text.

Very Low (1): the determination of the macro-context is very low when the reader does not respond.

The generalized operations (understanding, comprehending and interpreting), unlike the generalized reading skill, are more mutable, since depending on the reader's knowledge and experience with respect to the content or form of the text, so will be the degree of understanding, comprehension or interpretation of the text. This skill tends to be stable over a relatively long period of time. It should be structured in each subsystem or educational level.

In the scientific community of the linguistic area there has been a regularity in assuming the process of decoding texts as levels of comprehension. Thus, for example, E. Grass and N. Fonseca (1986:28) consider three levels: literal, interpretative and applicative. On the other hand, JC. Paradiso (1998:57) considers six levels: word recognition, word meaning, reconstruction of ideas, thematic progression, identification of the macrostructure and representation of the superstructure. On the other hand, A. Roméu (2001:19) in the text "Taller de la Palabra" considers three levels: translation, interpretation and extrapolation.



These skills are not levels, even though at the beginning they may manifest themselves as such, their development is achieved with differentiated systems of exercises that presuppose the procedures suggested in this book.

An example is presented below for a better understanding of the same. It is significant to point out that the three generalized operations can be developed with a text, as a system manifested in the analysis of any text. The relationship established between generalized operations and textual topology is to highlight which of them has the greatest impact on the process of decoding the text, taking into account the intrinsic characteristics of each textual typology.

Let us imagine that the following segment is found in three different texts: one technological, one communicative and one literary.

Text:

A man, his horse and his dog were going along a road. When they passed near a huge tree lightning struck and all three were struck dead, but the man did not realize that he had already left this world, and continued on his way with his two animals (...).

The road was very long and uphill. The sun was very intense, and they were sweaty and thirsty. At a bend in the road, they saw a magnificent marble gate, leading to a square paved with golden cobblestones.

The wayfarer went to the man who guarded the entrance and entered into the following dialogue with him:

_ Good morning.

Good morning," replied the guardian.

What is the name of this beautiful place?

This is heaven.

How good it is that we have reached heaven, for we are thirsty!

You can come in and drink as much water as you like. And the guardian pointed to the fountain.

But my horse and my dog are thirsty, too....

I'm very sorry _ said the guardian _ but animals are not allowed in here.

The man got up in great disgust, for he was very thirsty, but he did not intend to drink alone. He thanked the guardian and moved on.

After walking uphill for a while, the three of them exhausted, they arrived at another place, the entrance to which was marked by an old gate leading to a dirt road surrounded by trees. In the shade of one of the trees lay a man, his head covered by a hat. Possibly he was sleeping.

Good morning _ said the walking man.

The man replied with a nod of his head.

We are very thirsty, me, my horse and my dog.



There is a spring among those rocks _ said the man, indicating the place. You can drink as much water as you want. The man, the horse and the dog went to the spring and quenched their thirst.

The wanderer went back to thank the man.

You can come back whenever you want," the man replied.

By the way, what is the name of this place?

Heaven.

Heaven? Yes? But the guardian of the marble gate told me that this was heaven.

That was not heaven, it was hell," answered the guardian. The wayfarer was perplexed.

You should forbid them to use your name! This false information must cause great confusion!

No way! In fact, they are doing us a great favor, because there remain those who are capable of abandoning their best friends.

If the referred text were techno-scientific, the logical thing is that it should be understood, so in its literal sense it should be understood as the conception of a male being traveling with two animals: a horse and a dog. In this trajectory the three of them are killed by a lightning bolt. The man did not realize that he had left this world and continued on his way with his two friends; exhausted and thirsty, they arrived at a very beautiful place and asked the man who was guarding it to let them quench their thirst and to tell them the name of this conspicuous place.

The guardian told them it was heaven and that the man could pass through and drink as much water as he wanted, but that the animals could not enter. The man thanked the guardian and continued on his way with the two animals, somewhat upset because he was very thirsty. Later they arrived at another (humble) place where they were able to quench their thirst. At the kind gesture of the guardian of that place, the man thanked him and asked him what the place was called. He replied that it was heaven - the man was perplexed by the antinomy.

Co-text and context could make it possible to define whether the man was an old man or a young man, whether he was black or white, whether the horse was small, medium, or large, whether it was a pony or another breed. If the dog was brave or tame; and so on.

In a techno-scientific text, the elementary, the essential is to understand. The intrinsic characteristics of this textual typology presuppose this action. This does not mean that you cannot "interpret" or "understand" this type of text, but it is logical that it be understood.

If, imaginatively, such a text was communicative, then logic presupposes that this text must be understood. Hence, it is a matter of determining the complementary meaning of the text. In this case, regardless of the influences of context and context, it will be necessary to infer why the man did not drink water in the first place where they arrived, why that place was so well decorated, why they used false names and finally, and why in the second place, being so humble, they were allowed to quench their thirst. The



notion to be represented fluctuates fundamentally who he is, and then from there, well it could be that the ideas to be understood could be:

- All that glitters is not gold.
- Appearances are often deceitful.
- Friends are to help each other and not abandon each other in difficult times.

However, the text is literary, obviously, it must be interpreted, which implies not a conception or a notion, but an image, which regardless of the context and the context should reflect the reader's culture and creativity, to make this element their own. This text could be interpreted as never abandon your friends even if this causes you a personal inconvenience. To make a friend is a Grace, to have a friend is a Gift; to keep a friend is a Virtue - to be a friend is an Honor.

The previous example serves in this case to explain how the relationship between the purpose (objective) of the reading, the type of text (content) with the final way of assimilating it or facing it depends on the preceding ones, and from there it must be understood, comprehended and/or interpreted.

5.3. Theoretical-methodological foundations for structuring the reading invariant skill

The mode of action is the generalization of the methods to be developed by professionals. This, as a general method, becomes independent of the object, and characterizes the sphere of action (in which their activity is developed) and the fields of action in which they act. In this sense, graduates perform a set of tasks that allow them to solve dissimilar particular problems that arise in the exercise of the profession, for which they use various methods that have such generalization that they come to form modes of action independent of the particular objectives.

The modes of performance respond to a logic that can be achieved independently of the objects and procedures applied. These modes have an implicit logic in the content and professional performance expressed in the skill invariant. This is reflected in the following table, according to H. Fuentes, U. Mestre and F. Repilado.



Psychology	Didactic	Methodology
Activity	Invariant skill	Performance
Actions	Skill	Method
Operations	Operations	Techniques Procedures

H. Fuentes (1997:47) in defining the Invariant skill states "(...) it is the logical content of the professional's mode of action, it is an essential generalization of the skills that has its concreteness in each discipline".

From this definition, it is inferred that the Invariant skill also includes generalized contents that are concretized in each discipline and, in their close relationship with generalized skills, lead to the mastery of the content of the science under study that is taken to the teaching-learning process.

U. Mestre (1996:71) "The process of integration of skills starts at the highest level (Invariant), and goes through generalized skills, specific and elementary skills until reaching the primary ones. Invariant skills are made up of generalized skills, which are integrated by generalized operations whose basis underlies the primary abilities".

This is the structure of the invariant skill, in which, as can be seen, other concepts appear that underlie its levels of systematicity, such as primary and elementary abilities, which will be defined below:

U. Mestre (1996:61) "The first level of ability that can be identified in a science is the elementary ability, which is based on knowledge of that science and on primary abilities, which act as operations of the elementary ability".

U. Mestre (1996:61) "As primary ability we understand the capacity of a subject to act in new situations on the exclusive basis of knowledge acquired in the process of assimilation of this knowledge".

In the detailed theory of the invariant skill, a fissure is created in that it speaks of generalized operations, which are not defined. Hence the need for precision and definition of the referred concept. *Generalized operation is understood as those fundamental skills that integrate the generalized skill and in turn are composed of others of a lower level of systematicity that are called elementary or primary abilities.*



The invariant skill expresses in the didactic plane the mode of action of the professional, which also includes those generalized knowledge and skills that are specified in each discipline, the logic of the profession, the logic with which the professional acts. Therefore, each discipline must contribute to the formation of professional skill invariants, through the generalized skills that are specific to each science, technology or art; those that allow facing multiple problems of the discipline.

The invariant skill contributes to the formation of the personality as a professional, through the values and motivations proper to the profession. It entails a logic in which generalized skills are based on logical abilities that underlie as primary abilities, leading to the formation of cognitive abilities. Therefore, the invariant allows the creation of motivations and values that contribute to the formation of the personality as a professional in a transcendent way.

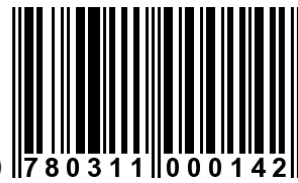
The invariant skill leads to the appropriation of the generalized skills associated with them, which leads to the mastery of the content object of science brought to the teaching-learning process. When the object of the discipline is identified with the object of the profession, the generalized skills are identified with the professional skills.

It is significant to note that not all disciplines, regardless of whether they act on the object of the profession or not, can contribute to the formation of an invariant. Sometimes they only contribute to the formation of a skill, which within the invariant constitutes an operation. However, what is essential is that every discipline or subject must contribute in some way to the formation of the professional skill invariant.

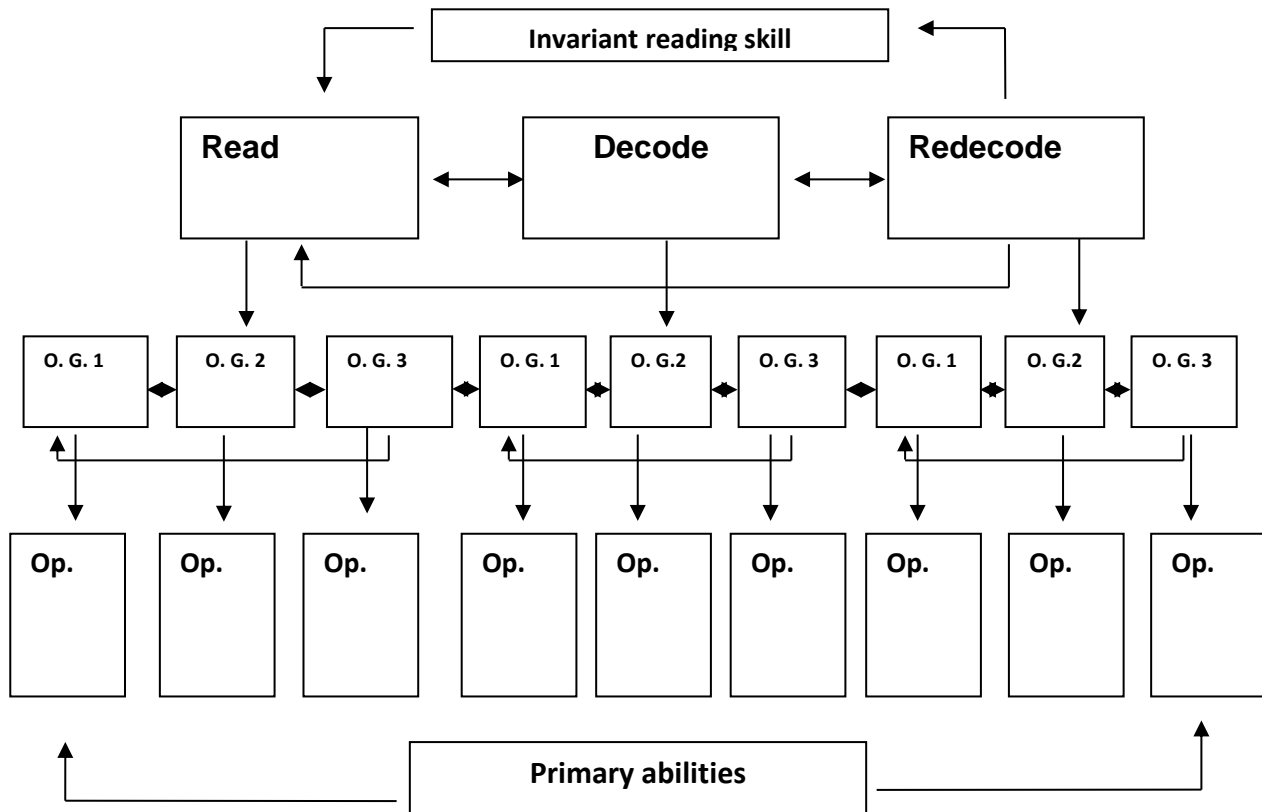
The professional invariant skill has its concreteness in the generalized skills of each discipline, differentiating itself at the discipline or subject level as a professional skill invariant. The latter is the content of the actions performed by the professional when interacting with the objects of the profession. The starting point is the professional skills that, according to the curricular design model applied, leads to the professional model.

The professional model is obtained as a response to professional problems and professional skills. From it are derived the disciplines, through which the student acts on the object of the profession. In the disciplines of the profession, generalized skills are identified with professional skills and the invariant of skill is identified with the invariant of professional skill. Skills can be formed in any spontaneous learning process (in an unorganized manner), but their formation is not efficient. Even in the schooling process (teaching-educational process), if it is not adequately organized with an adequate and systemic conception, it can also be inefficient.

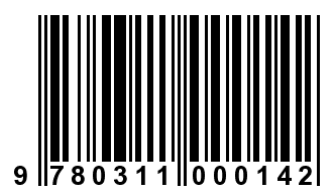
Therefore, the following skill invariants, among others, are identified in the bachelor's degree in education in the specialty of English: reading, writing, listening, speaking, and



methodological. In the present book only the invariant reading skill will be mentioned. The invariant reading skill is understood as systematized knowledge and skills that allow the subject/reader to read, decode and re-decode any complex professional text - encoded in a common linguistic system between the sender and the receiver. The structure of the aforementioned ability is summarized below.



Due to the complexity of this skill, its structural components will be referred to. The structure of the generalized skill of reading has already been analyzed above. The generalized skill decoding involves the processes and skills involved in the action of reading aloud and the complete decoding of the text. Therefore, its internal structure contemplates generalized operations such as: rhythm, intonation, pronunciation, synalephasia, speed, fluency. The generalized skill of re-decoding involves the processes and skills involved in the action of decoding meanings, senses and significance and their contextualization in new communicative situations.



5.4. Theoretical-methodological foundations for the structuring of reading competency

The term competence was documented for the first time at the end of the 16th century, it has its origin in the Latin "competere", which in English means "to be adequate", "to belong", "to concern". It is associated with the Greek word Agón, which gives origin to "agonístes", a person who competed in the Olympic games in order to win.

In the teaching-learning process, reading competence has been considered as capacity, knowledge, skill and possibility. It is noteworthy to highlight that the referred definitions assume a reductionist position before science by reducing competence to one of the dynamic states that integrate it. Furthermore, they are conceived in an atomized way, as they do not recognize the existing integration between knowledge, skills and possibilities of use.

The divergent definitions of reading proficiency led to the need to define this concept, with the objective of providing it with a didactic-functional utility with emphasis on the teaching-learning process of the mother tongue, lingua franca, second or foreign language.

Competence has been studied from different perspectives. In non-Marxist philosophy, it is used to support competitiveness in marketing, specifically in the economic sphere. However, nowadays, it is related to "knowing", "knowing how to do" and "knowing how to be".

From sociology, A. Blanco (2001: 37) refers to the importance given by: "(...) western theorists to competence, a category which, together with activity and communication, constitute necessary aspects in the development of personality and society". For this author, competence constitutes an objective factor in socialization, which reinforces the understanding of the complex and contradictory nature of this process, which allows the subject to demonstrate his multiple personal capacities that are manifested in the efficient fulfillment of the social role.

The concept of competence has also been studied in psychology. In the 1950s, this term was associated with the conception developed by Constructivist Psychology. Therefore, it was considered as an innate capacity of the subject, without considering the social-historical aspect. However, from Marxist psychology, specifically in Cuban psychology, the formation and development of competencies are conceived from the historical-social element.

According to A. M. Fernández (et al) (2003: 25): "Competence is a psychological configuration that integrates various cognitive, metacognitive, motivational components and personality qualities in close functional unity, self-regulating real and efficient



performance in a specific sphere of activity, attending to the socially constructed desirable performance model in a specific historical context".

The aforementioned author coins competence as a psychological configuration based on the four components (cognitive, metacognitive, motivational and personality qualities) and recognizes the external aspect: efficient performance based on a social model, as well as its specific historical character.

In the field of linguistics, it was N. Chomsky (1957) who incorporated the term competence and defined it as: "(...) capacities and dispositions for interpretation and performance" (p. 16). This author conceives the idea of a subject capable of producing an infinite number of sentences from a given number of rules. He also considers that men possess an innate faculty of language that enables them to interpret and produce sentences in their mother tongue. This conception denies the influence of the social environment in the development of language; it also reduces communication to the linguistic dimension, without recognizing other elements that complement speech acts.

Hence, at the end of the 1960s, pragmatic conceptions opposed the concept proposed by N. Chomsky and, based on its limitations, D. Hymes (1972) offered the concept of communicative competence. This author includes linguistic, sociolinguistic, discursive and strategic aspects, considers verbal processes and the pragmatic aspect. However, he does not recognize the process of meaning production.

Based on this limitation, M. Canale and M. Swain (1980) redefined communicative competence and determined four competencies that integrate it: sociolinguistic, discursive, strategic, and linguistic or grammatical. And so, it is being extrapolated to other contexts, so that in this didactic one of its components is *reading competence*. *This is considered as a psychological configuration that allows the reader to perform efficiently in the decoding and re-decoding of teaching and non-instructional texts of different levels of complexity and in different functional styles of language in a common linguistic system between the sender and receiver. All of which implies knowing how to read, reading and being a reader.*

According to F. González (1997: 92) the psychological configuration is "(...) the interrelation between diverse and contradictory dynamic states, which is produced in the course of the subject's activities and social relations through different emotions produced in such activities".

This implies, as the author referred to below (93-99), that the configurations: "(...) express the quality of the different activities and social relations developed by the subject"; "(...) constitute a functional unit of the affective and the cognitive" and "(...) are



true self-regulated systems, with infinite possibilities of change and restructuring over time, as well as of integration and disintegration within other configurations (...).

Therefore, assuming reading competence as a configuration implies the efficient performance of the student in different contexts, the integration of diverse emotions associated with dynamic states. That is, joy, satisfaction for the assimilation of knowledge, skills, intellectual capacities, will, motivation and independence. It also presupposes that the reading competence is restructured and integrated with the communicative competence, which favors the personological development of the cognitive subject and the regulation of his performance in accordance with the different situations in which he interacts.

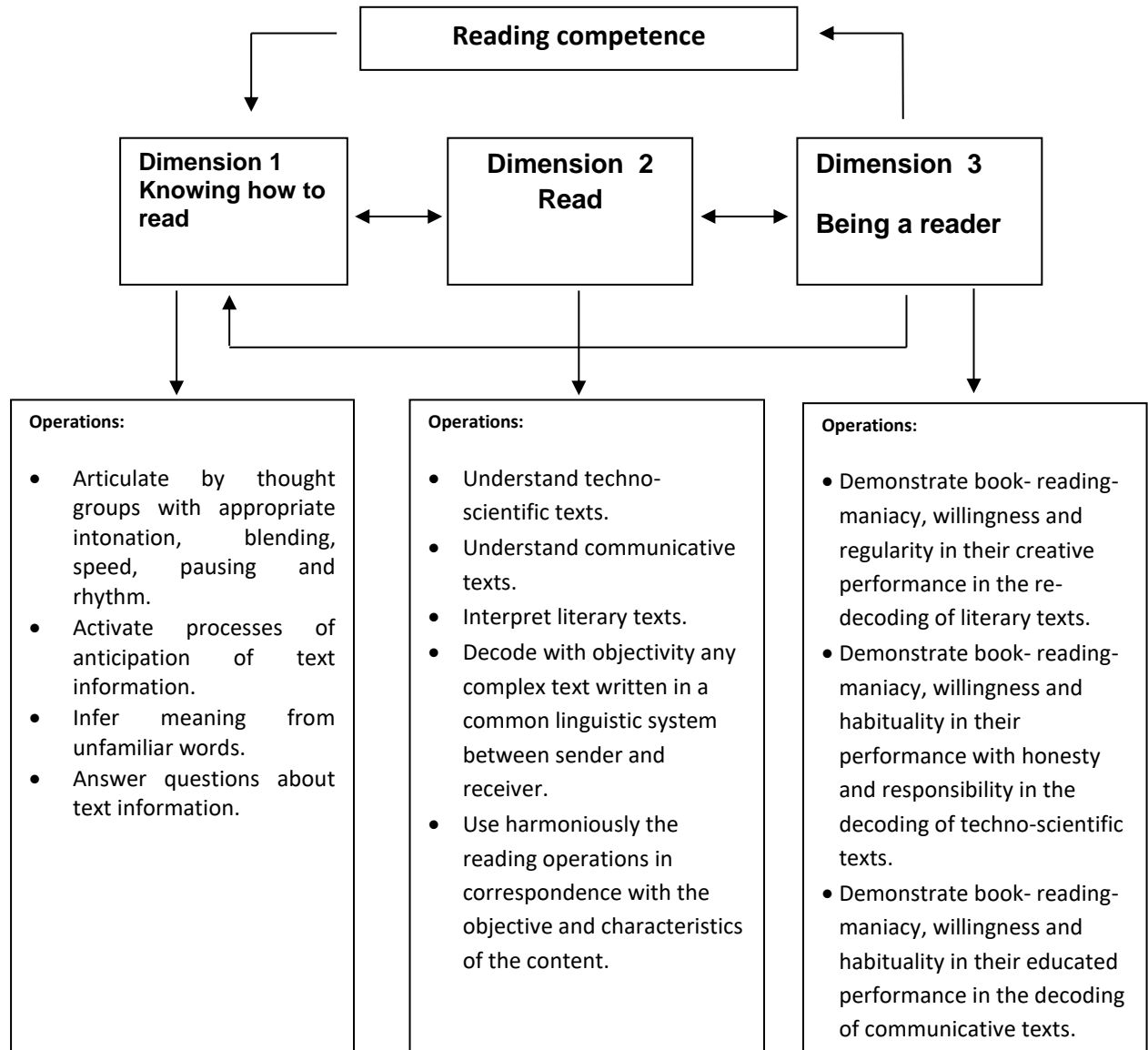
Before defining the internal structure of reading competence, it is significant to allude to the classifications of competence, according to H. Fuentes (1997. 28) the referred category is taxomized in: professional, basic and general.

"*Professional competencies* are those didactic expressions of the qualities of the subject, in which the being, knowing and doing of the professional are synthesized, as well as the development of his capacities and aptitudes, when performing in the professional processes.

The *basic competences* are those didactic expressions of the qualities of the subject, in which the being, knowing and doing are synthesized, as well as the development of the capacities and aptitudes of the university professional and which support the development of the professional competences, being these competences common to various professionals.

The *general competences* are those didactic expressions in which the being, knowing and doing are synthesized, as well as the development of the capacities and aptitudes of the professional when performing as such, in the social, cultural and professional field, being of a social, humanistic and investigative nature".

This book offers the structure of *reading competence* as a *general competence*. It is significant to note that in order to develop the aforementioned competence, it is necessary to develop, among other structural components, the invariant of reading ability. The internal structure of reading competence is shown below.



5.5. Requirements for achieving generalized reading skill, the invariant reading skill and reading competence

The acquisition of the generalized reading skill, the invariant reading skill and reading competence is a prolonged process that is not developed in one class, unit or in a few months. Therefore, it is necessary to systematically read different texts that allow the development of the generalized operations and thus the achievement of the target skill.

Systematic reading of different types of texts not only contributes, but constitutes the ideal model, the ideal exercise, which culminates in the achievement of the detailed reading skills and proficiency.



If the student/reader performs frequent readings, adequately dosed, of different types of text, this will lead to the achievement of the referred skills and competence. By reading different types of text, the learner/reader will become sensitive to semantic variations experienced by the words and thus will be favorably positioned in the active secret of etymology: to what extent it enslaves, but also to what extent it liberates, the language, the cultural universe, the level of knowledge, allowing the subject to understand, comprehend and interpret any written text in a common linguistic system between the sender and the receiver.

There are some requirements that allow to improve the reading process and with it the possible achievement of the generalized reading skill, a sample of this are the following:

- "Use the content to determine the meaning of unknown words". M. Parott, (1996: 155.).
- "Predict the content of the text". M. Parott, (1996: 154.).
- "Start with the content of the text; that is, the general and not the particular". B. Almaguer Luaiza (1998).

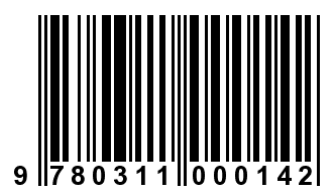
The requirements provided by these authors are substantial. However, they are not enough for the development of reading in students; as well as for the channeling from the teacher's perspective, in order to favor the increase of the generalized operations that lead to the achievement of the generalized reading skill, invariant of reading ability and competence. Hence, the need for other requirements that increase them both from the perspective of the student and the teacher; which complement the dynamic-participatory didactic and together with the differentiated procedures will lead to the achievement of the referred skills and competence. They are the result of theoretical and experimental studies that have corroborated their effectiveness as didactic conditions when conceiving reading as a dynamic-participatory process of inter-subject communication.

Requirements to achieve the generalized reading skill, the invariant reading skill and competence from the reader's perspective:

- establish a personal reading schedule: if specific days, or certain evenings, are not set aside as reading periods, the efforts are likely to be too haphazard to be successful;
- provide sufficient time as well as the means to encourage meditation on the material being examined;
- embrace the material-it should never be the goal-unless it is recreational reading. The general point of view should be obtained, namely: textual significance;



- read phonic groups rather than each word by itself. This allows reading more quickly and helps to grasp ideas instead of struggling to decode words;
- reading in silence, not pronouncing the words or moving the lips while reading. This allows the subject/reader to concentrate on the activity at hand. The goal of reading is to decode the message not to convey it to an audience. In addition, when reading for one's own benefit one reads silently;
- slow down on complicated material to be sure to grasp the right idea; fundamentally, it should be used in those texts, the content of which is not in relation to the reader's current zone of development;
- thinking, reflecting and comparing the information with the data already known during the reading process (mainly in communicative texts). These reflections allow the empowerment of the zone of proximal development in such a way that the content of the message becomes part of the intra-psychological plane of the reader;
- visualize what he/she reads (especially in literary texts), making mental pictures as a way to locate himself/herself between parts of the text. In the imagination, see the actors and the stage, hear the sounds and voices, smell the smells, taste the food and drink, participate in the happiness or pain of the situation. Try to put yourself into the scene being described;
- consider with another person the points you have covered, doing so while they are fresh in your mind (primarily in the study reading). When expressing it, it deepens the assimilation of the same (this "expression" should not be literal, but meaningful, that is, from what he understood, understood and interpreted using his own lexicon), causing the information to be part of the intra-psychological plane;
- distinguishing the essential from the accessory, consists in the acquisition of the information in a substantial way (the semantically essential) and its incorporation into the cognitive structure. The information is related to previous knowledge. This allows going to the essential ideas of the text;
- predict the content of the text on the basis of the title, statements, plates and introductory sentences. In this type of text, the title reflects the textual essence because, as Brown & Yule (1983) have shown, what the sender puts first will influence the understanding of everything that follows;
- choosing the appropriate operation(s) (search, review, study, exploration, and leisure) in relation to the nature of the text and its purpose.



Requirements for channeling the generalized reading skill, the invariant reading skill and competence from the teacher's perspective

The teacher, in his role as educator, using dosed aids according to the demands of each student and focused on achieving the unity of the external aspects with those of internal character, should:

- prepare the subject/reader for the demands of reading; starting from the diagnosis, introducing theoretical and practical elements based on his/her zone of current development and enhancing his/her zone of proximal development;
- structure the exercises to be carried out during the reading process in such a way that the reader uses different operations according to the text and its objective;
- intrinsically motivate the reader towards this process and maintain his constancy. Encourage the need to develop the generalized reading skill, the invariant of reading skill and competence, and train them in how to achieve them;
- attend to individual differences in the development achieved by readers, in the expectation of a generalized operation to one of greater complexity;
- do not abuse criticism and combine it with praise;
- emphasize efforts, not just results;
- encourage and support readers when they fail: do not use premature aids and instead use measured aids;
- do not make comparisons between readers, nor encourage comparisons between readers;
- create an environment (before, during, and after the reading process) that is calm and devoid of formalism;
- involve the learners in establishing the goals or objectives to be achieved. They should be aware of the need to acquire and develop the generalized reading skill, the invariant reading skill or competence. Therefore, discussions and reflection are required about their role as readers and the role of the teacher in the process of teaching this important communicative activity.

5.6. Test to evaluate generalized reading ability, reading invariant skill and reading competence

Assessment of reading skills

Reading, unlike writing and oral expression, being an internal process makes precise or exact measurement difficult. To this we must also add that as the generalized reading skill and the invariant reading skill has several generalized operations and operations which are perfected according to H. Fuentes, J. Ugalde and U. Mestre (1996) in two different directions; during the learning process: first, one towards the conscious process that allows fulfilling theoretical and practical actions of greater complexity. Second,



towards an exercise process, where problems of the same degree of complexity are faced, so that skills are automated, the subject being less and less conscious of his actions, fostering a habit. That is why reading, both for teaching and learning, is complex.

The skill, as a mode of interaction of the subject with the object, is the content of the actions that the subject performs, integrated by a set of operations, which have an objective and are assimilated in the process itself. Therefore, in order to evaluate reading skills, it is necessary to specify or take into account the subject (reader) who performs the action of reading; the object (text) who receives the subject's action; the objective, which will be the conscious aspiration of the subject; the system of operations, as the technical structure of skill and finally, the image of the skill, which is the structure shown in the learning process.

If, according to H. Fuentes, J. Ugalde and U. Mestre (1996), the skill, as the mode of interaction of the subject with the object, is the content of the actions that the subject performs, integrated by a set of operations, which have an objective and are assimilated in the process itself. Therefore, in order to evaluate reading skills, it is necessary to specify or take into account the subject/reader who performs the action of reading; the object (text) who receives the individual's action; the objective, which will be the conscious aspiration of the individual; the system of operations, as the technical structure of the skill; and finally, the image of the skill, which is the structure shown in the learning process.

If the generalized reading skill and the invariant reading skill presuppose the knowledge of actions and operations for understanding, comprehension and interpretation of teaching and non-instructional texts. Then, in order to evaluate whether a individual has achieved the referred ability, a test should be made where qualitative and quantitative indicators are present; in addition to a dynamic - participative attitude on the part of the individual.

According to A. Hughes (1989) the fundamental task that should be assigned to the student when performing the act of reading is to evaluate his or her behavior, and further on he points out that authentic texts should be used independently of the students' level of ability, since he sustains that the Royal Society of Arts uses the same long texts (for example, newspaper pages) to evaluate the three levels of reading ability: Basic, Intermediate and Advanced.

Instruments to evaluate the generalized reading skill

I. Nocado (et-al) (2002:59) explain that in research, tests are often used with the aim of assessing the learning outcomes (state of knowledge, habits and skills) of individuals at



a given time. Therefore, in the tests used during the experiment, the following formula was applied:

TGRS= Text (3) + Questionnaire + Survey + Interview + Observation.

The elements that make up the referred test to evaluate the generalized reading skill and the invariant of reading ability, means as follows:

TGRS: Test to evaluate reading ability, invariant and proficiency.

Text (3): They are used within the range of texts for the student to choose three that belong to each textual typology; that is, one techno-scientific, one communicative and one literary.

Questionnaire: Each text has a questionnaire with the objective of verifying the understanding, comprehension and interpretation of the text.

Survey: It is applied to the students before giving the texts in order to know their knowledge about the reading process. As shown below.

Objective: to know the strategies followed by the students during the reading process.

Dear student:

The present questionnaire has as its main objective to detect the strategies you follow when reading. It will be very useful for us to plan an action plan that focuses on the development of your reading skills.

Therefore, we ask for your cooperation. Please circle the item in each question where you pay the most attention while reading. You will only have 10 minutes to complete this activity.

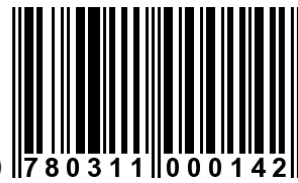
Thank you very much.

1. When I read, I pay most attention to:
 - a. The meaning of individual words.
 - b. What the text means.
 - c. The structure of the text.
2. When I read, I:
 - a. I read the whole text and then reread it.
 - b. I only reread the most difficult part of the text.
 - c. I read the text and do not reread it.
3. I read a text, because:
 - a. I find the topic interesting.
 - b. I have questions to ask.
 - c. It has been assigned.



4. When I read:
 - a. I don't consider how it relates to what I know.
 - b. I do consider how it relates to what I know.
 - c. I just start reading without thinking about anything in particular.
5. I read in Spanish:
 - a. In the same way because it is difficult.
 - b. In a different way, depending on the type of text.
 - c. In the same way because it is in Spanish.
6. When I read, I predict what is going to happen:
 - a. Always.
 - b. Sometimes.
 - c. Never.
7. When I read:
 - a. I cannot tell the structure of the text.
 - b. I read each paragraph separately.
 - c. I look for the logical structure.
8. When the text has a title:
 - a. I take it into consideration to infer what the text is about.
 - b. I read it to find out.
 - c. I do not take it into account.
9. When, the text has illustrations:
 - a. I look at them trying to relate them to the text.
 - b. I look at them because I like them.
 - c. I do not take them into account.
10. When I read; I think that:
 - a. All the words are important.
 - b. I skip words and understand.
 - c. I don't know which words to skip.
11. If the paragraph has a lot of words I don't know:
 - a. I skip it.
 - b. I look up the meaning of the most important words and infer the rest.
 - c. I get frustrated.
12. To infer the meaning of words:
 - a. I infer what the rest of the sentence or paragraph says:
 - b. I analyze its grammatical structure.
 - c. I analyze its pronunciation.
13. If I come across a word I don't know:
 - a. I skip it and then return to it.
 - b. I infer its meaning and continue.
 - c. I don't worry about it.
14. when I read, I:
 - a. I feel bad if I don't know its meaning.
 - b. I look up the meaning of most words.
 - c. I feel anxious about inferring their meaning.

Interview: Each student is interviewed on the basis of the reasons he/she had for selecting the texts. This activity is carried out after he/she has worked with the texts, in



order to know what were the motives that influenced his/her selection and to verify the level of awareness of the reading process.

Observation: It is present at all times of the application of the test and is carried out from the items that circulated in the survey conducted on the knowledge of reading.

These items, to which a scale with a maximum of 100 points is added. This formula was applied due to the complexity of reading, since it is an internal process where knowledge, habits and skills are manifested. As shown below.

TGRS/TIRS
100 scores

Survey	Texts (3) y Interview	Observation
(15 scores)	(75 scores)	(10 scores)
» A score for each logical answer.	» Techno-scientific / (20 scores)	» Time (5 pun scores tos)
	» Communicative / (25 scores)	» Operations (5 scores)
	» Literary / (30 scores)	

Note: No grammatical, spelling or punctuation errors will be penalized.

Therefore, traditional tests to evaluate reading are not efficient either to measure or to evaluate this verbal activity. It must be kept in mind that reading is not an act of identification, but a dynamic-participatory process.

As the percentage of possibility that the texts studied in class are repeated as a necessity, and then, in the professional or personal life of the graduate, is decreasing every day; it is necessary that the student does not study a text, but, that he/she acquires the generalized reading skill or the invariant reading skill to face any written text in a common linguistic system between the sender and the receiver.

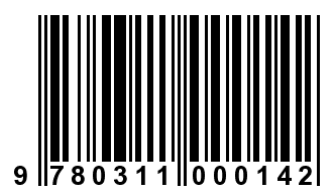
Tests to assess knowledge, skills and reading habits should also follow this approach. It is not to evaluate the understanding, comprehension and interpretation of a given text; but, the understanding, comprehension and interpretation of any written text in a common linguistic system between the sender and the receiver.



Guidelines for the test to assess reading ability, invariant and proficiency (TGRS)

If reading is a complex activity, since it is an internal process where knowledge, habits and skills are manifested. Then, tests of generalized reading skill must meet the following requirements:

- to evaluate the level of awareness of the reading process that the learners have; fundamentally about the strategies with each type of text. Applying the Reading Knowledge Questionnaire.
- Allowing students to choose texts from several options (several texts belonging to the different typologies).
- using authentic texts;
- limit the time depending on the objectives to be evaluated, the type of text, its length and structure, as well as the vocabulary or terminology, among other aspects that can be considered. It should not exceed 100 minutes;
- Allow answers to the questions in both the foreign language and the native language, as well as oral or written, depending on the options chosen by the learner;
- assign the exercises before the learner chooses the text; thus influencing the learner's choice of text. In addition, to provide the reader with a purpose for developing this verbal activity;
- to orient the exercises orally and in writing, in the foreign language or in the mother tongue as the case may be, in order to prepare the student psychologically and thus facilitate a perceptual strategy of the text in the foreign or mother tongue;
- allow learners, whenever they wish, to have access to different types of dictionaries, or to the help of the educator;
- use texts that are interesting to the learner;
- use vocabulary in the texts that is familiar to the learners; words or terms that are not familiar should be allowed to be inferred from the context or simply skipped;
- use exercises that encourage learners to use different reading strategies; trivial aspects of understanding, comprehension and/or interpretation should not be evaluated;
- use texts with educational value, in order to contribute to the integral development of the students' personality;
- do not use texts in which the information is part of the general knowledge of the students, since it would be difficult to carry out an activity in which the answer is correct on the part of the students and that they feel the need to read;
- do not use texts that the students have already read or have access to.



Evaluative criteria and procedures for the application of the test to evaluate reading ability, invariant and proficiency.

The parameters for measuring reading knowledge and skills should reflect both form and content, emphasizing, in this case, the latter aspect.

Evaluative criteria.

B. Almaguer (2002:58) considers that the following criteria should be taken into account in tests aimed at assessing reading skills:

- "degree of establishment by the reader of an adequate reading strategy in correspondence with the type of text;
- fulfillment by the reader of the generalized skills according to the type of text;
- adjustment to the possible motivation encoded by the sender;
- degree of dynamic-participatory incorporation of the reader depending on the didactic textual typology".

The aforementioned criteria have a notorious importance for the application of this type of exams. However, some of them are inaccurate in their wording. For example, the first criterion speaks of an "adequate strategy", the first word being inaccurate and relative to science. Likewise, the third criterion refers to the "possible motivation codified by the reader", leaving the idea somewhat terse and incomprehensible.

Regardless of the contribution that this author makes to the tests to evaluate reading skills, he only refers to quantitative criteria that do not fully address the elements that need to be evaluated in a test of this nature. Hence, the need to incorporate other quantitative and qualitative criteria.

Quantitative:

Level of awareness of the reading process. (Refers to the fact that the learner should develop a dynamic-participatory reading and not an act of identification in the performance of the reading and the execution of the exercises).

- Logic of understanding, comprehension and interpretation.
- Fulfillment by the reader of the indicators of the generalized reading skill and of the invariant of reading ability.

Qualitative:

- Degree of responsibility in facing the text and decoding it as required.



- Degree of perseverance in the search for solutions to complex situations presented in the text.
- Communicative and socializing projection on the basis of the co-text and context of the texts to be analyzed.

Procedures.

First, the questionnaire on reading knowledge is applied.

Second, while the students carry out the decoding process, the teacher will observe with the answers of the questionnaire on reading knowledge applied to each one of them, if there is correspondence between these answers and their real behavior in front of the texts.

Third, an individual interview is applied to each student (Annex # 1). This interview is not a test, but an instrument within the generalized reading skill test to know the students' motives for reading and the choice of texts. It was possible to know that almost all the individuals who made up the sample during the experimental year did not feel intrinsic motivation for reading; they read the vast majority of the texts because they had been assigned to them. In addition, when they had the possibility of choosing the text among several options, they chose those of lesser length.

Fourth, the behavior of reading skills and habits is qualitatively assessed on the one hand, taking into account the evaluative criteria, and then a final grade is given in a range from 0 to 100 points for elementary, middle and high school, and from 2 to 5 points for higher education.

Scoring.

In reading tests, grammar, spelling or punctuation errors should not be penalized, since the function of reading tests is to evaluate reading skills (understanding, comprehension and interpretation). Assessing productive skills at the same time (which is what is done when grammar or vocabulary is taken into account) simply makes the measurement of reading skills less accurate.



Chapter VI. Dynamic-participatory didactic strategy for teaching reading

6.1. Dynamic-participatory didactic strategy for teaching reading

If it is assumed that reading is a dynamic-participatory process, where the individual understands, comprehends or interprets a written text. If the teaching of this verbal activity requires the design of effective didactic strategies based on modeling analogous to the complexity of reading, both in its typological diversification and in its peculiar structure. Therefore, it is necessary that the theoretical requirements set forth in the didactic conception be reflected in the conception and direction of the teaching-learning process of this important communicative skill. Therefore, the strategy must make possible the concreteness of the proposed theory.

The dynamic-participatory strategy arises as a consequence of the needs derived from social practice, as a way to solve those aspects that make communication a process of transmission and assimilation of knowledge and skills.

The dynamic-participatory strategy is considered as a general method of learning that is achieved through group dynamics and by the influence of this the person is able to learn to modify his behavior due to the active and dynamic forms of the tasks that demand the optimization of his behavior, the changes that are provoked are partial since the individual must put into practice all that he has learned during the training and this step requires a period of time that allows to observe the changes.

Among the most general characteristics of the dynamic-participatory strategies, the following can be pointed out by way of synthesis:

- 1) The dynamic-participatory strategy is intentional, since it always pursues some type of modification.
- 2) It intervenes when there are social problems that it is in the general interest to solve.
- 3) Dynamic-participatory strategies are not neutral since they imply a system of ideas that tries to explain:
 - (a) The causes of the social issue it attempts to address.
 - b) The characteristics of the addressees.
 - c) The procedures to be carried out.
 - d) The objectives pursued.

Based on the above-mentioned criteria, three main moments are determined for the implementation of the dynamic-participatory strategy: sensitization, awareness-raising and improvement.



1. **Sensitization stage:** it aims at motivating, interesting and sensitizing the individual about the value of pedagogical communication in teaching, while trying to create an emotional atmosphere in the group conducive to interaction among its members, by eliminating possible communication barriers that may exist or suspicions on the part of some of the participants.

It includes the transmission of knowledge about the characteristics of interpersonal communication, its value for human activity in general and for pedagogical work in particular. Arguments and examples are given to show that, at the base of some educational problems, there are communicative deficiencies between teachers and students.

Although the explanatory method predominates, any general intervention of the individuals is accepted to reinforce what has been raised, their doubts and clarifications, without questioning any of its members in specific, or putting them in difficult situations in terms of their limitations for pedagogical communication.

At this stage, we take advantage of the opportunity to get to know each participant, the trainers and each other. The voluntary nature of the training and the importance of attending the next sessions is reaffirmed.

Depending on the reaction of the participants, it is decided to carry out the training in one or several sessions.

2. **Awareness stage:** the objective of this stage is for each individual to be able to diagnose by himself/herself his/her communicative deficiencies and style, based on the elements offered by the trainer and the necessary link with the professional experience of each one. This self-diagnosis should be achieved in accordance with the principle of the unity of the cognitive and affective in the personality, since the first step to obtain an attitude prone to change is to know and consciously accept the communicative style that each teacher has been developing.

This induces the appearance of the basic contradiction of communication (M. L. González, 1996) as a fundamental didactic element of the teaching-learning process and as a goal of training. According to this researcher, the lack of effective behavior reflects the lack of mastery of this contradiction, which consists of an optimal balance between the perception of oneself, of the task and of the other in the communicative process. The explanatory method is combined with the methods of joint elaboration, heuristic conversation and partial search, through the use of different participatory techniques in which role-plays, psychodramas, sociodramas and group discussion are developed, so that the sessions are activated and with non-directive ways, the



conscious participation of the individuals is stimulated and their personal involvement increases.

In role-playing there is a greater structuring of roles than in sociodrama, by providing the individuals with a previously elaborated situation and according to it they assume roles. In sociodrama the individuals themselves elaborate the roles.

The role-play is used in the learning stage and the sociogram for individual and group self-diagnostic purposes. Both techniques presuppose three stages: preparation, realization and collective discussion of the results.

The group discussion is aimed at shaping typical behavior in conflict situations. This stage presupposes the realization of several sessions designed in such a way as to gradually achieve greater and greater individual participation. It cannot have an exact number of sessions, as it depends on how each individual reacts.

3. Improvement stage: it aims at achieving the appropriation, by the members of the group, of practical ways to educate the style towards the flexible type. By means of practical exercises with group teaching techniques, the individuals acquire the skills so that the rigid and transitory styles begin to evolve. This stage presupposes the total involvement of the individuals and their conscious willingness to improve their pedagogical communication through training, based on the demands on the teacher's work as a professional communicator already analyzed in this work.

It foresees several sessions that do not aim at a total re-education of the personality, but at achieving a more conscious self-regulation of behavior for the increase of their communicative competence, which is reflected in a more flexible communicative style.

These stages are nothing more than a guide for action, a scientific logic that does not intend to supplant the creativity or insight of the trainers in their dynamics with the group, since the richness of the sessions in their practical development are prodigal in unexpected events.

6.1.1 Differentiated procedures for the teaching-learning of the reading of different types of texts

One of the central aspects, as far as reading didactics is concerned, has to do with the problem of the dynamism that the reader must assume. In the less scientific perspective of reading didactics, its teaching is faced as the development of skills to recognize words morphologically, to admit their meaning, to increase a visual inventory of words and, as a last step, to grasp their syntactic organization on the surface. These core activities: recognizing forms, admitting meanings, increasing (or consolidating) the visual inventory



of words, capturing surface structures, can be encompassed by a notion widely used in pedagogical communication: identifying.

Creativity in the act of identification tends to be scarce, particularly when identifying consists in a comparison between an object (grammatical sign) and the previous notion one has about its meaning and form. Therefore, it must be ensured that reading instruction places the receiver/reader of the text inter-parts; this means that the receiver chooses the parts of the text and hierarchizes them according to his motivations, interests and objectives.

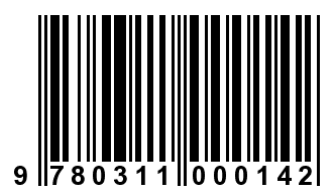
The reader is a creative interpreter who receives values from the text and should not limit himself to identifying them, but should recompose them from his current zone of development and his own personological configuration. One of the problems that readers have today is that of unknown words (especially in the field of foreign languages); they consider all the words of a text important and therefore need to know their meaning. For this reason, every time they come across an unknown word, they stop the reading process to look it up in the dictionary or simply find out its meaning.

In this regard, the reader should be taught that not all words are important and that it should be clear what the reader's objective is with the text, what he/she really needs, or if he/she only wants to know the meaning of the words. If the reader does not want to know the meaning of the words, the strategy generally followed is to skip the words. However, if the words are considered important for understanding, comprehension and interpretation of the text, then hypotheses are made about the meaning of the words. It is uncommon to go directly to the dictionary every time an unfamiliar word is encountered, but the reader does so frequently, and thus interrupts the reading process. This may be a good way to expand vocabulary, but it does not develop reading skills.

The reader should be encouraged to use the dictionary to check his or her inference after reading the entire text. To infer the meaning of words, they can do it from the context; they do not necessarily have to infer the exact meaning, but it must be appropriate to it.

6.1.1.1 Procedures for teaching-learning the reading of techno-scientific texts

If it is assumed that technoscientific texts will reflect characteristics of written language, and artificial language; with dominant presence of terms, with almost total absence of stylistic resources and, organized by the issuer so as to present knowledge (where the cognitive value is hierarchized) then the language lecturer will have to assess the following procedures. Where it is necessary to take into account the requirements for the achievement of the generalized reading skill from both the learner's and the teacher's perspective.



The order of the procedures is flexible and its fulfillment can cover one or several classes, according to the objectives that are required to be fulfilled and the characteristics of the content, of the learners, so it will be adapted each time. The procedures proposed below are the result of theoretical and experimental studies and accumulated experience that have corroborated them as feasible for developing reading skills. The differentiated procedures of this didactic, in some cases, are common; however, their essential distinctive features are in the essence of each procedure.

Working with the title: it is essential to begin reading activities with the title of the text because, as G. Brown & G. Yule (1989:33) have shown, what the sender puts first will influence the understanding of everything that follows. Therefore, in this textual typology, it allows the reader to find the essence.

The title should reflect the most general part of the content, the consubstantiality of the text, the core around which all the ideas revolve; that is, the semantic key. Therefore, all the activities that the educator can create and that respond to the development of the anticipation mechanism should be applied here.

They should guide the reader's attitude (stance) and strategy. These activities should be done during class time.

In this moment of the class the pedagogue should evaluate the vocabulary or terminology that can seriously affect the understanding of the text. Therefore, he/she must be clear about which words can be skipped (they do not need to know their meaning in order to understand it), which ones can be inferred from the context and which ones must be given a semantic analysis. Hence, it is not necessary to present all unfamiliar words. Students can infer the meaning of many words from context (an essential skill in reading is inferring the meaning of unfamiliar words). Only those that make understanding very difficult require semantic analysis. This process can be carried out through context, synonymy, antonymy, by association of ideas or logical relationship between words, or any other contextual procedure.

2. Learning task(s): after the anticipation work, the teacher must assign exercises of individual and collective character both with a view to the enhancement of the zone of proximal development and to the displacement of the socializing dimension. Consequently, he/she needs to know the individualities of his/her students, where diagnosis plays an essential role. The assignment of tasks should be carried out on the basis of the requirements for the choice of exercises, which should be conducive, fundamentally, to understanding. These should be done in class time and have as their purpose the development of the generalized operation of understanding. In addition to encouraging a motive for reading, since they seek something while reading the text.



They also lead the reader to the main points of the text; therefore they should be directed towards the essence of the text.

Randomly asking oral questions is not a very useful technique, especially in classrooms with many students. Since only one student answers each question, most of them do not need to pay attention and it is difficult for the teacher to check whether they have understood the text.

3. Silent reading: the reader reads the text silently. Silent reading is aimed at developing reading skills. It allows the individual to read at their own pace, if they do not understand a sentence they can reread and analyze it. On the other hand, when the reader reads for his own benefit, that is, to study, to recreate, to look for information, he does it in silence and without any help, so it is necessary to develop this skill. In this procedure, the student must answer the assigned exercises and use different reading operations (search, revision, study, recreation, exploration) to achieve the desired information in correspondence with the proposed objective.

4 Team work: the fourth procedure that continues is the analysis in groups of the individual and collective exercises that were assigned by the teacher. It is important to get the students to work in teams and allow them to write the answer. The collective analysis allows all members of the group to commit themselves to the performance of the activity, it also allows them to exchange opinions, points of view, questions or queries that the text has provoked with their classmates, and it contributes to the formation of moral qualities such as collectivism and responsibility. Consequently, it facilitates the revision of the answers to the assigned exercises. In addition, it contributes to the student's interest in answering (when the questions are reviewed and he/she wants to discuss his/her answer). Likewise, it offers the possibility of providing inter-student help; thus, fostering interpersonal relationships and mutual help and with it the possibility of promoting the zone of proximal development.

5. General discussion: finally, the educator will dedicate time to review the exercises that he/she considers and clarify the doubts and questions that have been raised by the readings developed. In addition, he/she can develop other activities that respond to the understanding as a generalized operation. These activities should serve to detect the students' insufficiencies regarding the attitude or strategies followed by them during the reading process. Likewise, others should be developed that respond to educational action based on the potentialities of the context and context, aimed at vocational training, the development of communication, the creation of subjective units of development, and the raising of their cultural level.

A general debate can be provoked where the other verbal activities are integrated. The educator must demand for the reasoning and make possible the exchange among the



students. Likewise, he/she should make the most of the content of the text so that they appropriate the values that appear in it, in order to make them combative, hard-working, enthusiastic and creative. The debate should facilitate the experience of sharing, helping each other, solving problems, being responsible, acting, communicating, sharing - the debate should serve to prepare them for life, in such a way that it contributes to the development of their personality.

The referred activity is carried out on the basis of understanding; always provoking the readers to talk, comment, express their impressions, value, discuss, apply the acquired knowledge to new situations, analyze how they did it, where they made mistakes, learn to orient themselves in the face of difficulty, find the mistakes made, go back and redo what they have achieved, identify their habitual behavior, value it, improve it - all on the basis of the text. Consequently, the learners should be stimulated, since they appreciate their efforts to learn - which are demonstrated by the results obtained. Hence, it can be affirmed that it is time to motivate them once again; considering the need to develop the generalized reading skill, the invariant reading skill or reading competence.

6.1.1.2. Differentiated procedures for teaching - learning how to read communicative texts

If communicative texts are those in which both the elements of natural language and those of oral language predominate, with the almost total absence of terms and stylistic resources, presence of expressive means; then, teachers must take into account the following procedures. These procedures are flexible and are the result of the analysis of the literature, theoretical and experimental studies.

Presentation of the text: it is important to present the text before the students read it, because it helps them in its decoding, awakens interest and motivates them to read. One of the ways to introduce the text can be by providing a simple sentence about it (the sentence should address the semantic key of the text). Guiding questions can also be used. In this procedure, the educator can use any other type of activity that allows the dynamization of the group around the reading process.

Usually, the reader does not read with a completely blank mind - he/she has an idea of what he/she is going to read. Generally, they have certain questions in their mind (aspects they want to know). As well as a series of predictions or inferences (aspects they want to find out).

It is important to emphasize that exercises should be developed that focus attention on how the form of the language influences the content of the text and thus the comprehension of the text. Value the formal and informal aspects of the language, as



long as the language allows it. These activities should respond, fundamentally, to the development of socio-linguistic and discursive competences.

The educator must be precise about which words the students can infer from the context, which ones can be skipped and which ones must be given a semantic analysis (the latter would be the ones that make it impossible to understand the text). Hence, the presence of the context is essential, so the activity must be conceived for the development of the class.

Learning task(s): after the anticipation work, the teacher should assign individual and collective tasks, so it is of paramount importance that he/she knows his/her students - the role played by the diagnosis. The exercises should promote not only the understanding but also the understanding of the text. Their assignment should be made on the basis of the requirements for their choice. They should be provided in class time and are intended to develop the generalized operation of understanding.

The development of the generalized reading skill requires individual and collective activities. Activities of individual character, in which the student interacts independently with the text, which is indispensable for its acquisition; as well as collective activities with a view to the establishment of aids, as well as to propitiate the verbal expression of knowledge, where the individuals have to explain, substantiate, argue, discuss, act, communicate, share and socialize; in such a way that allows not only to reinforce their zone of current development but also to enhance their zone of proximal development.

3. Silent reading: the same action is followed as in the technoscientific texts.
4. Working in teams: the same action is followed as in the technoscientific texts.
5. General discussion: this procedure is similar to that of the techno-scientific texts, but differs in that it is developed on the basis of comprehension.

6.1.1.3. Differentiated procedures for teaching - learning how to read literary texts

If literary texts are shaped to fulfill an aesthetic function, with a presence of abundant expressive means, stylistic resources, with elements that belong to both oral and written language on the one hand; and elements of artificial as well as natural language on the other hand; then teachers using these types of texts should take into account the following procedures.

The following procedures are flexible, their compliance can include one or several classes, depending on their objectives, the characteristics of the content and the learners. They were determined from theoretical and experimental studies, which have



corroborated their feasibility to develop the generalized operation of interpreting, as well as the operations that integrate it.

Presentation of the text: in real life, readers do not read because they have to, but because they want to. Usually, they have an objective in reading: there is something they want to investigate; there is some information they want to verify or clarify; there are some opinions they want to contrast. In the case of a literary text, for their pleasure: they want to be aware of how the work, the story, the novel develops; they want to know what will happen next.

Often students read not because they want to, but because the teacher demands it, or simply because they have to - it is the next activity in the basic book. Therefore, it is necessary to help them in their reading, for this purpose, it is important to give the reader a reason to read and to provide some information that they want to deepen. For this purpose, an activity can be organized before they read the text. This activity should awaken their interest in the topic and motivate them to decode it.

An interesting way to motivate the students and awaken their interest in reading is to hold a small debate about the topic in question, in order to make them discuss the text. It is important to clarify that when the teacher is presenting the topic, he/she should not give too much information about it, since this can provoke an extrinsic motivation for this activity and make the reading unnecessary.

In this type of text, no guiding questions are asked. Individual and collective learning tasks are not assigned because the material itself is motivating; the assignment of exercises may spoil the pleasure of reading.

In this procedure the teacher can provide the semantic analysis to the unknown words (those that cannot be inferred from the context or cannot be skipped as they affect the understanding, comprehension and/or interpretation of the text) by employing various contextualized procedures. Likewise, he/she should speak briefly about the author so that the student can place him/herself in the socio-cultural space of the text, introduce him/herself in its scope and "move" culturally within it, thus contributing to his/her multilateral and harmonious development, which requires them to know about personalities of art, science, sports, literature - as a way to reach the desired cultural level.

2. Silent reading: the same procedure is followed as in the case of technoscientific texts.

Working in teams: the third procedure does not necessarily have to be developed in class, the students will work in teams, exchanging ideas; phrases, words, and structures that have impressed them from what they have read, the pronunciation of some words.



The teacher provides graduated help, from the simplest to the most complex. The more advanced ones will help the slower ones, thus promoting interpersonal relationships and mutual help, and with it, the possibility of enhancing the zone of proximal development.

4. General discussion: the fourth and last procedure will be the general discussion, where the educator will integrate the other verbal activities. He/she will develop exercises that will allow the students not only to understand and comprehend the text, that is, the what and what for, of the text, but also the interpretation of the text, the what for, of the text. Their assignment should be made on the basis of the requirements for the choice of exercises. This procedure should serve to detect the insufficiencies of the learners in terms of the attitude or strategy followed by them during the reading. Therefore, they should learn to orient themselves in the face of difficulty, to know what they did, how they did it, where they went wrong; and consequently, they should be trained in how to overcome difficulties.

Other exercises should be applied that respond to the educational action based on the potential of the text. The pedagogue must allow/favor reflection on the individual and offer dosed aids; thus, contributing to the displacement of the zone of proximal development. This discussion is carried out on the basis of the interpretation of the text; always provoking the pupil to speak, comment, express his impressions, extrapolate, communicate, externalize human values, transform his behavior - on the basis of the text. Hence, they should be stimulated because they appreciate their efforts to learn, which is demonstrated in the results obtained, so it can be said that it is time to motivate them once again, considering the need to develop the generalized reading skill, the invariant reading skill or reading competence.

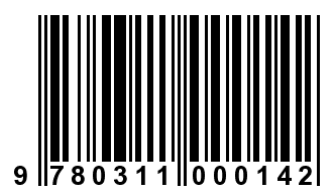
6.2. Macro procedures of the dynamic-participatory didactic strategy for the teaching-learning process of reading

1. Determination of the contradictions of the analyzed phenomenon

This procedure is developed in two main moments. The first is the diagnosis of reading skills or competence, for which it is essential to apply the tests established in the didactic conception, that is, the test of generalized reading ability, invariant reading skill or competence, as appropriate in each case. The second moment involves comparing the results of the test(s) with what is established in the model of the professional or graduate, the program of the discipline or subject, as the case may be. From this comparison with the ideal, the system of contradictions is determined.

2. Formulation of the strategy objective

The objective should be aimed at strengthening the weak side of the contradictions.



3. Determination of the system of tasks. The system of tasks to be developed is of a scientific-methodological nature:

First, to know the definition of the term instructional text, in order to be able to differentiate this linguistic category and give it a practical-functional didactic utility; so that it is not confused with the category text, since the teacher has educational functions and purposes.

Second, once the definition of the term text is known, teachers are in a position to taxonomize it according to the linguo-didactic classification of text.

Third, once the definition of the term instructional text and its linguo-didactic classification are known, it is necessary to take into account the requirements for the choice of instructional text; since not every text fulfills the educational or instructional functions and purposes for teaching and learning.

Fourth, once the texts have been classified and if they meet the requirements for their choice, then the structure of the generalized reading skill, the invariant skill and the reading competence matrix must be taken into account, in order to define, as appropriate for the internal structure of the abilities and competence, the most adequate exercises that favor their development.

Fifth, once the texts have been classified and the internal structures of the skills and competence have been analyzed, it is possible to take into account the requirements for the choice of exercises; starting from the idea that these cannot be imposed on the text, but that the text in its context determines which is the most appropriate, as well as the requirements to achieve the referred skills and competence; taking into account that they are for life and that they are not only developed during the teaching-learning process, but also through extracurricular and extracurricular activities.

4. Determination of the system of activities/workshops/classes:

Due to the peculiarity of the strategy of being participatory, the application of participatory methods and techniques is necessary. These are characterized by:

- Allowing the establishment of a close link between theoretical knowledge and its practical application. The assimilation of knowledge is not conceived as the sole objective of teaching, but also as a resource for the solution of problems, tasks or professional or profession-related situations, in real or modeled conditions.
- Use participatory methods based on the participants' own experiences, to approach theory and go from theory to practice, thus achieving significant knowledge.



- Stimulate the search for truth through the joint work of inquiry and reflection, bringing teaching closer to scientific research, to productive and social activity, providing greater solidity to the knowledge acquired.
- To undertake the tasks in conditions that stimulate the students' cognitive activity, the development of the investigative spirit, cognitive independence, creativity and self-learning capacity.
- To promote the reflective capacities of the participants, by giving them opportunities for verbalization and detailed analysis of the problems and their instrumentation.
- Socialize individual knowledge, enriching and enhancing it in the collective knowledge, which appears as a product of group activity.
- To break with paternalistic models of education, allowing students to play the role of individuals of their own formation, stimulating the assumption of critical, personal and committed positions before knowledge.
- Promote the development of favorable attitudes towards knowledge and the profession; they have an important motivational role in learning.
- Help the constitution of the group, the establishment of interpersonal relationships and a greater mutual knowledge. Stimulate cooperation among participants and the development of group work skills, such as receptivity to the criteria of others and the defense of one's own, the performance of various roles such as boss, subordinate, or other.

System of activities

Activity 1.

I - Read the following text:

Frank Kafka's work is one of the most representative of the non-realistic tendencies. This representative of expressionism manifests through symbols the dehumanized world of capitalism, the alienation of man in this chaotic, absurd, bureaucratic and hostile life that makes the human being, an anguished object unable to communicate with others and be happy. The whole of Kafka's work is marked by the feeling of defeat, there is no solution to any of the problems posed and, above all, the feeling of loneliness stands out. His characters are misunderstood beings, unable to understand others, harassed by absurd social mechanisms. He fills his work with what surrounds him, he does not evade reality, he does not escape from it, but he eternalizes it by considering capitalism eternal, for that reason and in addition to the procedures he employs, he cannot be considered a realistic writer. His image of reality is false because he absolutizes it without realizing that the progressive forces capable of transforming it already existed in his time.



Classify the text.

a) Justify your answer.

2. Why is Frank Kafka considered one of the writers of the non-realistic tendencies?
3. Extract the characteristics of Frank Kafka's work that are explained in the text.
4. Tell what is the limitation of the work "The Metamorphosis", according to the above text.
5. Agree with the text when it says that Frank Kafka is a representative of expressionism. Exemplify.
6. What symbols does Frank Kafka use in "The Metamorphosis" that reflect the alienation of man?
7. Do you think that Frank Kafka's life is a causal reflection of his work? Argue.
8. How do you think the ending of the novel would change if the author had recognized the progressive forces insipient in his time?
9. Compare the situation reflected in "The Metamorphosis" with the reality you live in.
10. Write a text where you expose your ideas about Frank Kafka's work.

Activity 2.

I - Read the following text:

"The House of Bernarda Alba", by the Spanish writer Federico García Lorca, reflects the story of several women subjected to the absolutist and tyrannical government of their mother. Its characters are true symbols framed in the atmosphere of the dark rural or provincial life of that Spain dominated by prejudices and conventionalisms. In the midst of this oppressive and mournful matriarchy, Adela, the youngest daughter, struggles to break out of her confinement and seek freedom, but ancestral traditions prevent her from doing so. This tremendously human work is shocking for its tragic sense made poetry: it is the drama of a young Spain eager for freedom, threatened by the triumph of reaction.

Classify the text.

a) Justify your answer.

2. What is the text about?
3. According to the previous text, in what context was the play written?
4. Why is this play considered a tragedy?
5. According to the information provided above, do you consider Adela to be a hero character? Please substantiate.
6. What are the ancestral traditions that prevent Adela's liberation?
7. Why do you think the text states that its characters are symbols? Exemplify.
8. Compare the character Adela with Nora, a character in the novel "Casa de Muñeca".
9. What do you think would have happened if Adela had not died?
10. To what extent are the events narrated in the play different from those in your community?



Activity 3.

I - Read the following text:

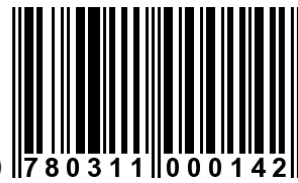
César Vallejo is one of the most preferred poets in the language. His work went beyond the modernist currents, and in its beginnings was considered rare or little understandable, due to the excessive sentimentality of several of his poems, features unknown until then, to its spelling and calligraphic alteration. In 1922 he published his second collection of poems: "Trilce", which made him one of the greatest poets of the Spanish language, because in it continues latent the rabid sentimentality, rebellious, that needed to break the syntax, break the metric, alter the time, stagger verses and create new words. Vallejo was the Latin American poet who was ahead of his time, because his work has obvious points of contact with surrealism: a literary movement that first appeared in Europe, but two years later.

1. Classify the text as literary or non-literary.
 - a) Justify your answer.
2. Extract from the text the noun with the highest semantic load.
3. Why was Vallejo's work considered in its beginnings as rare or not very understandable?
4. Extract the characteristics of the collection of poems: "Trilce".
5. What are the points of contact for which Vallejo is considered to be part of the surrealist movement?
6. Do you think Vallejo's life is the causal reflection of his work? Give an argument.
7. Research the procedure Vallejo used to title his book: "Trilce". Express your ideas about it.
8. What do you think was the reason for Vallejo's work being ahead of the emergence of surrealism two years later?
9. In what ways would Vallejo's work have changed if he had lived in these times?
10. State your opinion about Vallejo's work.

Activity 4.

I - Read the following text:

The second novel written by Carpentier is: "El reino de este mundo". The work covers approximately sixty years of the Haitian history, from the second half of the XVIII century to the first decades of the XIX century; in this stage it narrates the tenacious fight of that people to become independent of the colonial oppression, describes the landscapes, reflects the customs, the beliefs, is based on myths, legends and the voodoo rite: in which the popular masses are affirmed to fight against an adverse destiny. It highlights the story of Mackandal, an extraordinary character and leader of the first uprising that took place in 1750 in Haiti. He also recreates the slaves' rebellions, and it is precisely one of those black slaves, of low social status and primitive mind, whom the novelist



chooses as the protagonist of his work. Carpentier in his novel achieves a new artistic conception, and inserts in the universal literature the context of his America: a land where reality is mixed with marvelous elements.

Classify the text.

a) Justify your answer.

2. Summarize the content of the previous text.

3. Locate in time and space the events narrated in the novel: "The kingdom of this world".

4. Extract the characteristics of Carpentier's work.

5. In the text it is said that Carpentier in his novel, he mixes reality with marvelous elements, what was this new literary tendency called?

6. Why do you think the author of the novel chose a black slave as the main character of his work?

7. Exemplify the marvelous and real elements that from the above text can be inferred.

8. Compare the Haitian reality that is reflected in the work with the reality of Haiti today.

9. Why do you think the author titled his novel this way?

10. after analyzing the previous text, propose a new title for Carpentier's novel.



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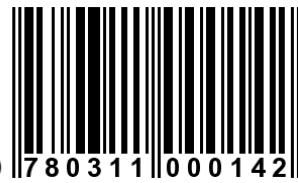


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