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TRABAJO DIRIGIDO

**TEACHING AND LEARNING ENGLISH LANGUAGE USING FRAMES AND MIND
MAPPING TO IMPROVE READING COMPREHENSION ADDRESSED TO
STUDENTS AT “SAN FRANCISCO DE ASIS” UNIVERSITY EL ALTO CITY.**

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DEDICATORY

**I would like to dedicate this work first of all to God who gives me the opportunity to be here, then to my family especially to my mother for her unconditional support every day.*

Veronica

**First of all, thanks God for guiding me and support everything that I did in this work,*

On the other hand, thank to my husband for encouraging me all the time.

Arminda

**Finally, thanks to our Tutors: Lic. Evelyn Molina and Lic. Juan Manuel Moreno for guide us in the development of our work, As well as, "San Francisco de Asis" students who participated in this work,*

Veronica and Arminda

FAITH

But we have this treasure in earthen vessels, that the excellency of the power maybe of God, and not of us.

We are troubled on every side, yet not distressed; we are perplexed, but not in despair;

Persecuted, but not forsaken; cast down, but not destroyed;

Always bearing about in the body the dying of the Lord Jesus that the life also of Jesus might be made manifest in our body.

For we which live are always delivered unto death for Jesus' sake, that the life also of Jesus might be made manifest in our mortal flesh.

So then death worked in us, but life in you.

We having the same spirit of faith according as it is written. I believed, and therefore have I spoken; we also believe, and therefore speak;

Knowing that the which rose up the Lord Jesus shall rise up us also by Jesus, and shall present us with you.

For all things are for your sakes, that the abundant grace might through the thanksgiving of many redound to the glory of God.

For which cause we faint not; but though our outward man perish, yet the inward man is renewed day by day.

For our light affliction, which is bad for a moment, worked for us a far more exceeding and eternal weight of glory;

While we look not at the things which are seen, but at the things which are not seen: for the things which are seen are temporal; but the things which are not seen are eternal.

2 CORINTHIANS 4:7-18

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ABSTRACT

Learning to read is an important educational goal for everybody because the ability to read opens new worlds and opportunities. Also, it enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, instruction, maps and so on. Most people learn to read in their native language without difficulty, but when we talk about second language children and adults need additional help. However, others learn to read a second language.

Hence, this work focuses on reading skill and it is divided in five parts:

Chapter I contains the development of diagnosis section: description of the context, justification and objectives where we show the importance of this project.

Chapter II shows the Theoretical Framework that is the result of theories, concepts, scientific knowledge, and methods that the investigator requires in order to describe and explain the work.

Chapter III establishes how this work is made such as the method, population, the sample, and also the analysis of data.

Chapter IV is our proposal "TEACHING AND LEARNING ENGLISH LANGUAGE USING FRAMES AND MIND MAPPING TO IMPROVE READING COMPREHENSION" and also it contains the program and lesson plans.

At the end of the work we show the conclusions achieved along the process of this work and the recommendations for future studies.

We expect this work will be useful for teachers and learners in teaching a Second Language focused on reading comprehension.

CHAPTER I

INTRODUCTION

In Bolivia teaching and learning English as a second language has become as a tool and necessity for students and professional people. Moreover, learning English involves four linguistics skills that are: Listening, Speaking, Reading and Writing. Nevertheless, one of the most difficult challenges in teaching a second language is finding ways to help learners improve their reading comprehension. This is common in countries where people have another mother tongue but not English. In the case of Bolivia where the official languages are Spanish, Aymara and Qhechua, Learning English as a second language is difficult for people because its grammar structure is different from their native language. That is why this work is focused on Reading comprehension using frames and mind mapping as techniques as well as skimming and scanning strategies.

Firstly, "English language is considered an important tool because through it we can get scholarships, good jobs, travel abroad; also about 400.000 books written in English are published per year".¹ (See appendix 1).

Secondly, "talking about English skills: listening is the receptive skill in the oral mode, in the second place speaking is the productive skill in the oral mode, moreover reading is the receptive skill in the written mode, and to conclude, writing is the productive skill in the written mode"² As we mention above, this work is focused on reading comprehension by different factors:

- ❖ A survey has shown that reading is the most important skill for academic success. (see appendix 2)

¹ <http://www.paell.com/engeresource.html>

² RODRIGUEZ, Mirka APPLIED LINGUISTICS II L2. Take notes and Handouts from Linguistic Department.2005.

- ❖ “Most scientific and technical books are first published in English. Those texts contain a great deal of information”³, where readers must be able to not only extract it, but also to understand the material as well.
- ❖ Reading is very important for studying different areas such as Medicine, Engineering, Education Science, and Psychology or simply for pleasure for instance sitting alone in our house we can travel around the entire world and communicate with those who lived in thousand years ago. Only by reading, we can get much information and pleasure. According to Williams “Reading is a form of communication where information and ideas are exchanged between writer and reader in the act of communicating”.⁴
- ❖ Reading comprehension skill increases the pleasure and effectiveness of reading. Where strong reading comprehension helps in the personal and professional life.
- ❖ Nowadays, “at the University reading skill has become predominant because a lot of academic materials are written in English”⁵. This implies that students without a good reading proficiency would not be able to perform at the specific level. Thus, to learn English as a second language is really notable for students’ need.

3 <http://www.paell.com/engeresource.html>

4 WILLIAMS, E. READING. London: phoenix E: L: T; 1996.

5 <http://www.paell.com/engeresource.html>

Thirdly, “frames are statements of the correct sequence of the parts of speech and are used for identifying grammar structures in a text”.⁶ On the other hand, “mind mapping is a convenient graphical tool to help thinking and learning by putting complex thoughts or interconnected ideas into two dimensions and it is used for organizing information in a graphical way”.⁷ Both of them are useful techniques for improving reading comprehension. Moreover, talking about strategies, “skimming is a quickly reading in order to identify the main ideas of the text. Then, scanning is finding specific information within a text”.⁸ So, both strategies are more specific types of reading styles and they are used for finding information from non-fiction texts and as well as they are extremely useful study skills right across the curriculum.

Hence, the present research tries to give English language learners the opportunity to improve their reading skill through frames (grammar structures) and mind mapping. Consequently, the main purpose of this research is to introduce to the English class, reading materials with the only purpose to develop reading comprehension skill of intermediate learners, in particular students from “San Francisco de Asis” University “El Alto” city.

All the materials and activities that are presented in this research are focused on reading skill such as articles, scientific and social texts. Also, we involve students with scanning and skimming strategies in order to identify grammatical structures and extract information from the texts. Besides, reading activities are supported by frames (grammatical structures) and mind mapping after each activity where students have to recognize in a text grammatical structures and then capture key thoughts and connections between ideas in a graphical / visual format. Moreover, students (through this technique mind mapping) start with an idea, concept, or question where they capture information by connecting key concepts and thoughts to the central idea.

6 NUNAN David DISCOURSE ANALYSIS. England: Penguin :1993

7 ONTORIA, A MAPAS CONCEPTUALES COMO TECNICAS DE APRENDIZAJE. Madrid:1994

8 WILLIAMS, Eddie READING. London: phoenix E: L: T: 1996

It is worth mentioning that we propose to apply skimming /scanning strategies in order to improve reading comprehension and we believe that frames and mind mapping encourage students to read more English texts without the fear do not understand or identify some grammatical structures or get the information from the text.

1.1 JUSTIFICATION

This work is accomplished to “San Francisco de Asis” students “El Alto” city who need to learn and improve English as a second language for reading English texts. According to questionnaires (see appendix 2) we noted the necessity to learn English in order to improve students` educational level. Because, they have only technical English subject in one semester with Engineer students and the other departments do not have it. That is why it has been made an agreement between the department of Linguistics which belongs to the “Mayor de San Andres” and “San Francisco de Asis” university in order to cover their necessity.

Also, it is motivated by the following factors:

First, according to British Council at least “one billion people speak English at the present time, and about 300 million people are actively studying English language because English has become a global language, regularly used and understood by many nations for whom English is not their first language but it is considered as a second language which needs a formal instruction for learning. Furthermore, there are many other varieties of English around the world, including for example Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.”⁹

Second, “The United Educational Nations, Scientific and Cultural Organization (UNESCO) show a great number of books that are published by United State and United Kingdom per year”¹⁰

⁹, ¹⁰ http://en.wikipedia.org/wiki/English_language

Third, many researchers have been focused on reading because they consider one of the most important skill for example: "Teaching Learners What Reading is All About" by the National Center for the Study of Adult Learning and Literacy (NCSALL) and "The Role of Syntax in Reading Comprehension: A

Study of Bilingual Readers" by Gita Martohardjono, Ricardo Otheguy, Alison Gabriele, Michele de Goeas-Malone, Malgosia Szupica-Pyrzanowski, Erika Troseth, Silvia Rivero, and Zoe Schutzman".¹¹

On the other hand, it is important to mention that the habit of reading is disappearing because the technology of internet lets all kind of information, literary book summaries, researches, and others. Consequently, people obtain information that they need without any effort.

Moreover, some departments at the San Francisco de Asis University have in their curriculum the English subject without considering the students' need and their background knowledge.

Finally, based on the factors mentioned above our work not only is going to improve reading comprehension but also it is going to stimulate and motivate the reading habit. For this, frames and mind mapping are used in order to generate, visualize, structure, and classify ideas.

The students who use frames and mind mapping as techniques in learning English, manifest considerable improvement reading comprehension, written expression and vocabulary development.

Thus, both techniques or strategies help to students to learn English focused on reading comprehension and get the meaning of the text and as well as these techniques facilitate the understanding and assimilation of the knowledge that the new knowledge organization pretends and the background knowledge of the student.

¹¹ <http://www.paell.com/teachingells.pdf>

1.2. DESCRIPTION OF THE CONTEXT

San Francisco de Asis University was founded in 1998 by the main representative Lic. Boris Crespo. Also it started with Social Communication, Law, Psychology, system, Commercial and Industrial Engineering, and Science Education. Its vision is “To develop high education in a systematic and integrated way in order to answer and face the world’s necessity”.¹²

Furthermore, It is known for its excellent teaching and resources and for the quality of its faculty. Also, it is located on “20 de Octubre” Avenue La Paz city, and also it has another extension in “El Alto” city which was created recently in 2006, but according to their curricula at sixth semester only Engineer students have English technique subject.

On one hand, we had the opportunity to interact with students and we observed the necessity to learn English language in order to read and write English text because many kind of information are written in it. Therefore, for carrying out the present work we elaborated and applied a survey to ten percent of the total of San Francisco de Asis students from different departments.

On the other hand, based on survey taken at the beginning to San Francisco de Asis students we noticed that they really want to learn English language in order to improve their reading comprehension because many of their academic books are written in English.

1.3. STATEMENT OF THE PROBLEM

Students at San Francisco de Asis University El Alto city take Technical English subject on the fourth semester of Engineering where the materials are related to the student’s area and the activities are based on these texts.

¹² www.usfa.edu.bo/

However, the other areas such as Psychology and Science of Education do not have English in their curricula. So, the present research tries to help these students.

- ❖ How do San Francisco de Asis Students improve reading comprehension through frames and mind mapping?

1.4. OBJECTIVES

1.4.1. GENERAL OBJECTIVE

- ❖ To improve students' reading and understanding English text at intermediate level using frames and mind mapping.

1.4.2. SPECIFIC OBJECTIVES

- ❖ To develop students' learning strategies using frames and mind mapping.
- ❖ To provide a solid grammar and vocabulary in order to solve students' doubts and difficulties.
- ❖ To apply frames and mind mapping techniques in the classroom in order to reflect what students have understood about the text.

In short, the present research pretends to develop a reading comprehension skill based on students' necessities using frames and mind mapping as techniques in order to get the objectives established at the beginning.

CHAPTER II

THEORETICAL FRAME WORK

2.1. ENGLISH LANGUAGE

“The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. They were tribes, the Angles, the Saxons and the Jutes, crossed the North Sea from what today is Denmark and northern Germany. At that time the inhabitants of Britain spoke a Celtic language. But most of the Celtic speakers were pushed west and north by the invaders - mainly into what is now Wales, Scotland and Ireland. Besides, the Angles came from England and their language was called Englisc - from which the words England and English are derived. According to Philip Durkin, Principal etymologist at the *Oxford English Dictionary*, established three periods of English Language, which are Old, Middle, Modern English”.¹³

On the one hand,” The invading Germanic tribes spoke similar languages, which in Britain developed into what we now call old English (450-1100 AD). It did not sound or look like English today. In fact, native English speakers have great difficulty understanding Old English. Nevertheless, about half of the most commonly used words in Modern English have Old English roots”.¹⁴

On the other hand, “William the Conqueror (1066), the Duke of Normandy (part of modern France) invaded and conquered England. And the new conquerors (called the Normans) brought with them a kind of French, which became the language of the Royal Court. Besides, for a period there was a kind of linguistic class division, where the lower classes spoke English and the upper classes spoke French. Nevertheless, in the 14th century English became dominant in Britain again, but with many French words added.”¹⁵

^{13,14,15} [http:// www.oxford English Dictionary.html](http://www.oxford-english-dictionary.html)

“That is why this language is called Middle English (1100-1500). But today it would be difficult for native English speakers to understand it”.¹⁶

By the other hand, Modern English is divided in two: the first one “ Early Modern English (1500-1800), refers to a sudden and distinct change in pronunciation (the Great Vowel Shift) and it started with vowels being pronounced shorter, also it had contact with many people around the world where new words and phrases entered in the language. Moreover, the invention of printing meant that there was a common language in print. Thus, books became cheap and more people learned to read so it caused the standardization to English also spelling and grammar became fixed”.¹⁷

The second one, “Late Modern English (1800-Present) has many more words, arising from two principal factors: firstly, the Industrial Revolution and technology created a need for new words; secondly, the British Empire at its height covered one quarter of the earth's surface, and the English language adopted foreign words from many countries.”¹⁸

Finally, during the medieval and early modern periods the influence of English spread through the British Isles. The complex processes of exploration, colonization and overseas trade that characterized Britain's external relations for several centuries became agents for changing in the English language. This was not simply through the acquisition of loanwords deriving from languages from every corner of the world, which in many cases only entered English and Spain, Portugal and the Netherlands, but through the gradual development of new varieties of English, each with their own nuances of vocabulary and grammar and their own distinct pronunciations.

¹⁶ ,¹⁷,¹⁸ [http:// www.oxford-English-Dictionary.html](http://www.oxford-English-Dictionary.html)

2.2. ENGLISH SKILLS

In our first language, we have all the skills and background knowledge we need to understand what we hear, speak, read and write. Talking about English language it considers four main abilities that are required for becoming effective and independent learners, they are Listening, Speaking, reading and writing. Here we will briefly describe them.

Firstly, Listening is “the receptive skill in the oral mode and an active process of meaning where the listener has to get the general idea”.¹⁹

Secondly, Speaking is “the productive skill in the oral mode. So, it is an active process that expresses opinions, ideas, desires to do something also establishes social relationships”.²⁰

Thirdly, Reading is “the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Also, it can help to build vocabulary and grasp language patterns from their written presentation.”²¹

Fourthly, writing is “the productive skill in the written mode and it seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way”.²²

On this basis, the four basic skills are related to each other by two parameters: the mode of communication that is oral or written and the direction of communication that is receiving or producing the message. So, the present research is focused on Reading Comprehension.

^{19,20,21,22} Jo McDonough and Christopher Shaw

2.2.1. WHY IS READING IMPORTANT?

Reading is a cognitive ability that a person is able to use when interacts with written texts.

It means getting information about something. “We should read what other people write about something even if do not agree with their opinion. Only this way we can build a strong knowledge, having a point of view and our own personality. Nowadays, reading is important because it gives us knowledge of many different things like in the schoolbooks .On the other hand, most of people with the lowest literacy skills live in poverty because they do not have the enough money to pay their schools. The only thing we can say to a non-reader is to start reading because in the future it will help them out”.²³

2.2.2. PURPOSE OF READING

The purpose for reading determines the appropriate approach to reading comprehension. In other words a person may read in order to gain information or verify knowledge, or in order to criticize a writer's ideas or writing style. So we mention some reading purposes:

1.- We might call some kinds of reading in response to our environment “ reading for survival, indeed some reading is almost literally a matter of life and death- for example a ‘stop’ sign for a motorist. Also, survival reading serves immediate needs or wishes”.²⁴

2. - “For finding out information on a strictly utilitarian basis reading serves the wider role of extending our general knowledge of the world. In this case, reading for learning to be exclusively school related. It takes place in academic contexts which are supported by educational institutions”.²⁵

²³ NATTALL Christine TEACHING READING SKILL Heinemann : Great Britain:1982

^{24 25}, WALLACE, Catherine READING Oxford: University Press; 1993

3. - If readers do not read for pleasure in their mother tongue they are very unlikely to do so in a second language. Also, an important product of reading for pleasure in any language is “fluency unless the reading of any material for whatever purpose is likely to be tedious”.²⁶

4. - Reading for survival is the ability to read instructions on baby food, safety regulations on toys, street signs and advertising. Next, reading for learning is in other words finding information in order to improve our knowledge and also learn something which is unknown.

Lastly, reading for pleasure means enjoyment so if we choose texts which are interesting and fun such as : Harry Potter, an article about computers, sport news, movie review, e-mail messages from friends, an internet forum and so forth, reading will not be something we have to do, but also, it will be something we want to do. In other words reading for pleasure means ‘free reading’ for improving our general motivation.

2.2.3. READING STAGES

The effective reading in a second language takes three important stages; they are “pre- reading, while – reading, and post- reading”.²⁷

On the one hand, Pre-reading activities “introduce students to a particular text, elicit or provide appropriate background knowledge, and activate necessary scheme. Then, pre-reading phase helps students define selection criteria for the central theme of a story or the major argument of an essay”.²⁸ Also, the activities include: brainstorming, reviewing familiar tasks considering illustrations and titles.

On one hand, while-reading exercises “help students develop reading strategies where the teacher can point them and explain which strategies need to practice, and offer concrete exercises in the form of "guided reading" activity sheets.

²⁶ WALLACE, Catherine READING Oxford: University Press; 1993

²⁷ WOODWARD Tessa PLANNING FROM LESSON TO LESSON England: Longman:1995

²⁸ WOODWARD Tessa PLANNING LESSONS AND COURSES U.K: Cambridge:2001

Such practice exercises might include guessing word meanings by using context clues, word formation clues, or cognate practice; considering syntax and sentence structure by noting the grammatical functions of unknown words, and reading for specific pieces of information”.²⁹

On the other hand, post-reading exercises “check students' comprehension and then lead them to a deeper analysis of the text. Also it consolidates or reflects on what has been read making a summary about the text, discussing in groups what they have understood. Besides, follow-up as a lastly activity takes students beyond the particular reading text in one of two ways: by transferring reading skills to other texts (mind mapping) or by integrating reading skills with other language skills”.³⁰

Finally, the uses of three stages develop students reading comprehension and also students' autonomous learning strategies. Thus, Pre-reading activates reader background knowledge, While- reading predicts and infers information and the last one, Post - reading consolidates what has been read.

2.2.4. READING COMPREHENSION

First of all, according to Sandy Urquhart and Cyril Weir comprehension is “line with our feeling that this is what reading is about, for instance getting information from written texts. And there is no doubt that our monitoring of our own reading comprehension is of major importance. Judgments that we have not understood a text may well leave us unsatisfied, or lead us to re-read it, or perhaps reject it in disgust”.³¹

Secondly, reading comprehension “should not be thought of in terms of a multiplicity of specialized attitudes. To all intents and purposes such differences reflect only one general aptitude: this being the pupil's ability and willingness to reflect on whatever it is he is reading”.³²

²⁹ 30 WOODWARD Tessa PLANNING LESSONS AND COURSES U.K: Cambridge:2001

^{31,32} URQUHART, Sandy and WEIR, Cyril READING IN A SECOND LANGUAGE: PPP. New York: Longman: 1998

Thirdly, the strategies detected and categorized by Olshavsky are: “Word related that is the use of context to define a word, synonyms substitution, and stated failure to understand a word. Next, clause related is re- reading, inferences, addition of information, personal identification, hypothesis, stated failure to understand a clause. Then, Store related that is the use of information in story to solve a problem. Afterward, Technical aids such as skimming and scanning and the last one, Coherence detecting that is identification of macro frame, use of content schemata, and identification of key information in texts”.³³

In fact, reading comprehension is the level of understanding of a written text. Besides, proficient reading depends on the ability to recognize words quickly and effortlessly also if word recognition is difficult, students use too much of their processing capacity to read individual words, which interfere with their ability to comprehend what is read. Thus, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

2.3. GENERAL APPROACHES OF READING

2.3.1. SKIMMING AND SCANNING

For getting information we read in different ways which help us to understand what we have to read. In this case skimming and scanning are good ways.

In words of Eddie Williams “skimming differs from general rapid reading in that the reader goes through the text extremely quickly, merely dipping into it or sampling it at various points”.³⁴ The purpose of skimming is simply to see what a text is about.

So, skimming is used to quickly identify the main ideas of the text where people often skim when they have lots of material to read in a limited amount of time. We mean skimming refers to “the process of reading only main ideas within a passage to get an overall impression of the content of a reading selection.

³³ URQUHART, Sandy and WEIR, Cyril *READING IN A SECOND LANGUAGE: PPP*. New York: Longman: 1998
³⁴ WILLIAMS, Eddie *READING*. London: phoenix E: L: T: 1996

Therefore, Skimming is not an appropriate aim for younger learners because they generally lack the confidence and the language knowledge necessary. Hence, Skimming can be practiced from the intermediate stage onward".³⁵

On the other hand, Eddy Williams states that "scanning occurs when a reader goes through a text very quickly in order to find a particular point of information".³⁶

Besides, it is "a reading technique to be used when you want to find specific information, when your scanning you have a question in your mind and you read a text only to find the answer, also scanning is used when you first find a source to determine whether it will answer your questions. Once you have to scan the text, you might go back and skim it".³⁷

Thus, skimming and scanning are more specific types of reading styles. First, the purpose of skimming is to get a general idea of what a text is about and it can be very useful as a study technique because it helps the learners to organize his thoughts and specify what information he/she can get from a book, so that his subsequent reading is more efficient. Second, scanning is to read for particular points of information can be practiced with variety of texts. Indeed, skimming and scanning are considered strategies of reading which are used for finding information from non-fiction texts.

Therefore, they are useful study skills right across the curriculum where learners who can skim and scan a text are already well equipped to face a range of reading tasks, up to and including exams and so on.

^{35,36,37} WILLIAMS, Eddie READING. London: phoenix E: L: T: 1996

2.4. FRAMES

2.4.1. SYNTAX

Linguistic is “the scientific study of language and the goal of it is try to discover the universal concerning language”³⁸ and also, linguistic has different branches one of them is the syntax that is join with frames.

To begin with, syntax is “the study of sentences structure and it attempts to describe what is grammatical in a particular langue in term of rules. These rules detail an underlining structure and a transformational process.

For example the underlined structure of English has a subject – verb – object sentences order where that structure is called frames. Moreover a frame is part of syntax and it is a statement of the correct sequence of the parts of speech (or *Syntactic Categories*).³⁹

Ex:

"The + boy + kicked + the + ball"

"The boy" (article followed by noun) + verb = "kicked" + object = "The ball" (article followed by noun)

Moreover, they are “further subdivided into simple sentences, which consist of only one clause, or multiple sentences consisting of two or more clauses.

On the other hand, minor sentences cannot be broken down into patterns of elements, because they use ‘abnormal’ patterns, in that they do not follow the rules of grammar. Some types of minor sentences include: abbreviated forms, such as:

38 ANDIA Eduardo CURSO ELEMENTAL DE GRAMATICA CASTELLANA La Paz, BOLIVIA: Adonail: 2006.

39 ROJAS, Elizabeth SYNTAX III L2. Take notes and Handouts

'wish you were here'; proverbs: 'easy come, easy go'; emotional noises: 'ouch!', 'ugh!' formulae: 'how do you do?' Seeing all those difficulties an American linguist Noam Chomsky came up with an idea of generative grammar, which was supposed to look at the grammar of language from the mathematical point of view, constructing a limited number of rules describing all the possible patterns of forming correct sentences".⁴⁰

On the other hand, grammar refers to "the logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. That has its own distinct grammar. So in this case "English grammar" is the set of rules within the English language itself. Moreover, it has several components such as the *phonetics* that governs the structure of sounds, the *morphology* that governs the structure of words, the *semantics* that governs the meanings of words and sentences and the *syntax*, which governs the structure of sentences and within it mention cohesion and coherence."⁴¹

2.4.1.1 COHESION AND COHERENCE

A text need to be organized and created, by the presence in each sentence of the words that require the reader to look to the surrounding sentences for their interpretation and understanding, where cohesion and coherence are part of it.

First of all, cohesion is "the way how a text is 'held together' by particular linguistic means. They are: connectives, vocabulary, and reference".⁴² In other words, cohesion is the way that certain words or grammatical features of a sentence can be connected inside a text.

- a) Connectives are very important words that are used as links. Those indicate the relationship between sentences or paragraphs. Eddy Williams says that : "Connectives act as sign posts and help the reader to anticipate and find his way through a text".⁴³

40 41. NUNAN, David DISCOURSE ANALISYS, England:Pinguin:1993

42 WILLIAMS, Eddie READING. London: phoenix E: L: T; 1996

43 WILLIAMS, Eddie READING. London: phoenix E: L: T; 1996

- b) Vocabulary according to Eddy Williams is “the critical aspect of reading comprehension when a reader encounters an unfamiliar word in print and decodes it to derive its spoken pronunciation, so the reader understands the word if it is in the reader’s spoken vocabulary. Otherwise, the reader must derive the meaning of the word using another strategy, such as context”.⁴⁴
- c) References are words that “refer to, or are used to instead of, is to say, it is a semantic relation and it occurs whenever an item indicates of what is being talked about can be retrieved from the immediate context”.⁴⁵

Besides, according to David Nunan (1993:21-23) English includes different types of references such as:

- a) “Personal reference: by means of the personal pronouns, possessive pronouns and possessive adjectives.
- b) Demonstrative reference: expressed through demonstratives (this, that).
- c) Comparative reference: expressed through adjectives and adverbs(such as, more)
- d) Anaphoric reference: reference backwards in the text. A personal pronoun, for example, often has anaphoric reference.
- e) Cataphoric reference: reference forwards. Sometimes a pronoun such as he, she, it and so on.
- f) Exophoric reference: this type of reference is called “outward reference” or “situational reference”. It often directs the reader or the listener to the direct context. Sometimes the referent is not in the immediate context but it is

44, 45 WILLIAMS, Eddie READING. London: phoenix E: L: T; 1996

assumed by the speaker or writer to be part of a shared world, either in terms of knowledge or experience”.⁴⁶

Secondly, coherence makes “a sense in a text; it means how the sentences or group of it has a relationship to each other. Sometimes the writer will indicate his purpose clearly by the use of connectives or on another occasions the reader will have to infer the writer’s purpose.

As a conclusion cohesion and coherence are standards that a text must meet, where cohesion concerns the way in which the components of the surface text are mutually connected within a sequence. We mean by cohesion the actual words we hear or see. However, coherence concerns the way in which the components of the text world are mutually accessible and relevant, the configuration of concepts and relations which underlie the surface text. Therefore, cohesion is objective, capable in principle of automatic recognition, while coherence is subjunctive and judgment concerning it may vary from reader to reader.

2.6. MIND MAPPING

One of the techniques used in this work is mind mapping which helps learners to put in a graphical way the information of the text. In the following lines is explained the general information of it.

On the one hand, mind mapping invented by Tony Buzan in the 1960s, “is a convenient graphical tool to help you think and learn by putting complex thoughts or interconnected ideas into two dimensions. It uses words, images, numbers, logic, rhythm and spatial awareness in a uniquely powerful package.”⁴⁷ So we can use mind mapping for taking lecture notes, plan an essay/dissertation/thesis, outline a presentation/seminar, revise a topic being studied, make notes from text books, summaries articles/chapters, organize one’s thoughts about any topic that you read and so forth”.⁴⁸

46 NUNAN, David DISCOURSE ANALYSIS. England Penguin English;1993

47, 48 Associate Professor Hugh T.W. Tan, Department of Biological Sciences

For example, one simple way to understand a Mind Map is “comparing it to a map of a city. The city center represents the main idea; the main roads leading from the center represent the key thoughts in your thinking process; the secondary roads or branches represent your secondary thoughts, and so on. Special images or shapes can represent landmarks of interest or particularly relevant ideas.”⁴⁹

2.5.1. CHARACTERISTICS OF MIND MAPPING

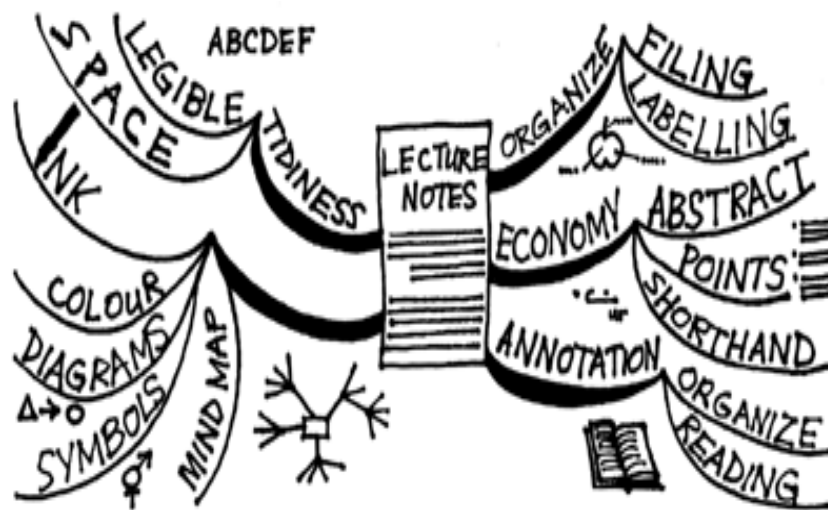
“Mind mapping starts off with a central idea, from which other sub-ideas are branched, and from these other sub-sub-ideas and so on. The main features according to HUGH T.W .for mind mapping are as follows:

- ☞ *“Begin with the main idea in the centre of the paper .An image/picture is worth a thousand words, stimulating both creative thinking and memory. Placing the paper in a landscape position is also recommended.*
- ☞ *Use images throughout the mind map as much as possible.*
- ☞ *Write if it is possible in block capitals for each topic or sub-topic in the mind map. For reading back, block capitals are more legible, clear and distinct. The extra time taken to write each word allows more time for ideas to be generated.*
- ☞ *Each word should be written on one line and each line is linked to other lines. This ensures that the mind map has a basic structure, like the branches in a tree. Sub-topics of the main topic radiate outwards on lines. Lines may be straight or curved (NB: curved lines make for more compact diagrams). Sub-sub-topics radiate out from the sub-topics and so forth for as much division as required.*
- ☞ *Use only one word per line, as much as possible. This allows each word to have more connections (branches) and provides more freedom and flexibility in note taking.*

⁴⁹ Del CASTILLO, Carmen MAPAS CONCEPTUALES. La Paz (Bolivia): Abedul E.I.R.L.; 2000

- ☞ *Use colors in the mind map to enhance memory, stimulate all parts of the brain and make the mind map more attractive.*⁵⁰
- ☞ *The mind should be allowed to be as free as possible. The main thing is to recall everything that the mind thinks about a particular topic; deciding where things should go or be included slows down the process.*

In general, once started, the ideas will be generated faster than can be written. Does not worry about the logical order/organization of the words as this will tend to sort itself out; reorganization can be done later as another mind map⁵¹



2.5.2. IMPORTANCE OF MIND MAPPING IN READING SKILL

Some university students tend to have academic difficulties, often due to low reading comprehension levels. So mind mapping is “one of the techniques which achieves better reading comprehension skills, by providing a means to improve their reading vocabulary, as well as helping them follow sequences of ideas present in different texts. Also, making a mind mapping may facilitate reading comprehension because sequences of ideas, and relationships among them. Moreover mind mapping clearly

50, 51 Del CASTILLO, Carmen MAPAS CONCEPTUALES. La Paz (Bolivia): Abedul E.I.R.L.; 2000

shows the main idea, the relative importance of each idea (those nearer the centre are more important) and the linkages between ideas.”⁵²

Finally, mind mapping tends to polarize people into two types: those who become very enthusiastic users and those who seem to hate it. It is probably reflective of how people think. On the one hand, the enthusiasts are those who already think in a hierarchal and organized manner and put down their thoughts on paper. On the other hand, for the non-enthusiasts is not easy to do it.

2.5.3. MIND MAPPING IN LANGUAGE CLASS

In this part is presented one of the first works based on Mind Mapping as a good technique in teaching language at the department of linguistics.

Moreover, “Aprendizaje del Idioma Aymara atravez de Mapas Conceptuales” was the work applied in 2003 at “Modesto Omiste” School where issues were successful in a significative way using the mind mapping for teaching a native language, because the author Sebastian Mamani demonstrates that this technique supports the learning of Aymara language and also this work is considered the first one in that area.

Thus, the use of mind mapping in the area of applied linguistic is one of the techniques that help learners to learn L2 or understand the main ideas of any text.

⁵² RODRIGUEZ, Mirka APPLIED LINGUISTICS II L2

CHAPTER III

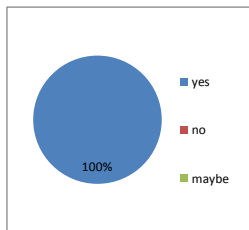
METHODOLOGY

This chapter describes how this research was developed, that is to say the methods and techniques that were applied.

Thus, the population of San Francisco de Asis" University El Alto city is 510 students and the questionnaire was applied to 10 percent from the total, we mean 51 students in order to measure how many students need and want to learn English Language for improving reading comprehension.

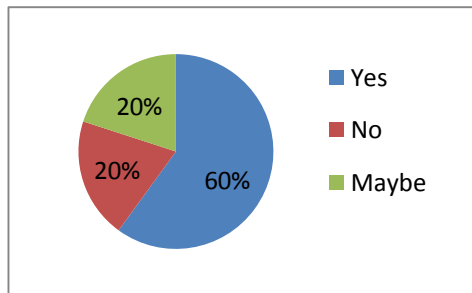
3.1. QUESTIONNAIRE ANALYSIS

1. - THE IMPORTANCE OF LEARNING ENGLISH.



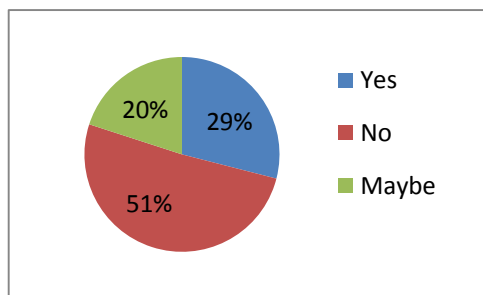
100% affirms the great importance of learning English language.

2. – ENGLISH LANGUAGE ALLOWS GETTING NEW KNOWLEDGE.



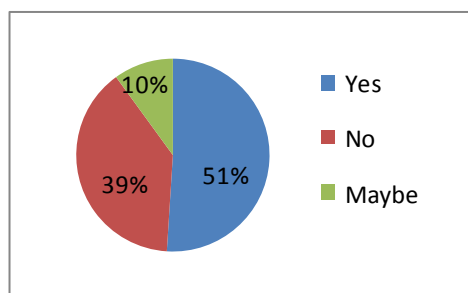
According to the result obtained 60% affirms English language helps them to get new knowledge, 20% does not agree and 20% thinks that it is not so relevant.

3. THE SUBJECT HELPS YOU IN ENGLISH WRITTEN TEXTS.



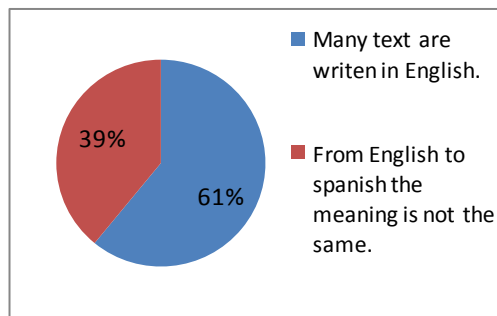
From the 51 students who answered the question 29% affirms that their subjects help them, 51 % does not affirm and 20 % helps them more or less.

4. LEARNING GRAMMATICAL ENGLISH STRUCTURE IS IMPORTANT FOR READING.



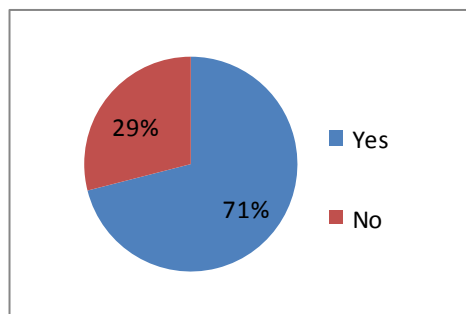
51 % considers the importance of grammatical rules, 39% does not agree and 10% thinks that it is not so important.

5. IMPORTANCE OF LEARNING AND READING ENGLISH TEXTS.



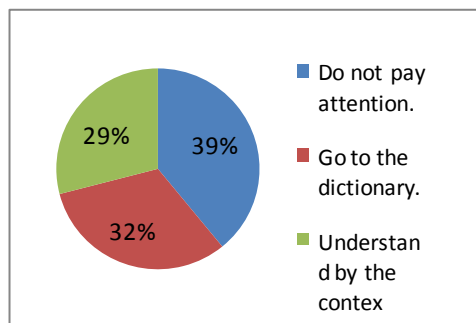
The results obtained about the importance learning and reading English texts 61 % considers that there are different written texts in English, 39% thinks that the translations from English to Spanish do not keep the same meaning.

6. ENGLISH SUBJECT IN DIFFERENT DEPARTMENTS.



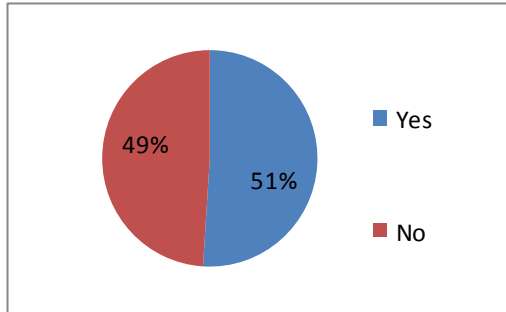
71 % has English subject in their curricula and 29 % does not have it in their curricula.

7. UNKNOWN WORDS



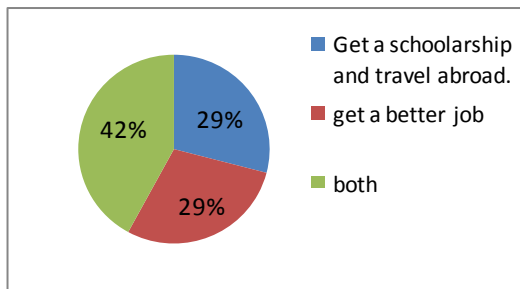
According to the results obtained 39% does not take into account new word in reading, 32% uses a dictionary when they have a new word in the reading and 29 % reads all the sentences in order to understand the meaning.

8. SAN FRANCISCO DE ASIS UNIVERSITY PROVIDES STUDENTS ENGLISH READING MATERIALS.



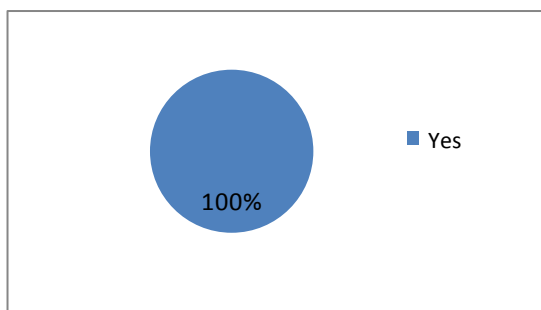
51% affirms that San Francisco de Asis University provides them English material and 49% says no.

9. ADVANTAGES OF ENGLISH LANGUAGE.



According to the results about English advantages 29% thinks that it helps to get scholarship and travel abroad, 29% affirms that through it we can get a better job and 42 % agrees that both statements are true.

10. INNOVATED MATERIALS



100 % agrees that materials and activities must be innovated for learning English language.

3.2. THE QUESTIONNAIRE RESULTS

According to the data gathered from the questionnaire, we have obtained the following results:

- As we observed in the graphic, “San Francisco de Asis” students show great importance of reading skill.
- Learning English language allows students to get new knowledge.
- Subjects do not help students to understand English texts according their background knowledge.
- A great number of students consider learning grammatical structures are very important for understanding English texts.
- It can also be observed that most of the students consider that many books, manuals, magazines and articles are written in English.
- The majority departments of San Francisco de Asis University have in their curricula the English subject.
- Unknown words lead students not to take into account the meaning of them. Also, some students guess the meaning of the word by context or using a dictionary.
- San Francisco de Asis provides students English materials such as books magazines articles and others.
- English language is considered as a great advantage for instance scholarship for high level education; travel abroad for knowing new cultures and for getting a better job for a good salary.
- Materials, methodology, techniques and activities in learning English language play an important role that is why they should be innovated.

In general, from all the data gathered and later analyzed we can assume that most of San Francisco de Asis University students have a necessity for learning a second language, in this case English, in order to identify or recognize grammatical structures and also having a good comprehension.

CHAPTER IV
PROGRAM
ENGLISH COURSE
TEACHING AND LEARNING ENGLISH LANGUAGE USING FRAMES AND MIND
MAPPING

SAN FRANCISCO DE ASIS UNIVERSITY “EL ALTO” CITY

4.1. DESCRIPTION

Length of time	Number of Units	Hour per week	Evaluations	Total hours
Six months	12 units.	20 hours	8 hours	500 hours

4.2. RATIONALE

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The only tragedy is that, with time, people have lost their skill and passion to read. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving vocabulary and word power. It is advisable to indulge in at least half an hour of reading a day to keep abreast of the various styles of writing and new vocabulary.

This English course is addressed to beginner students at “San Francisco de Asis” university. So, the program has been designed to introduce them to the foundation of the language through reading skill, base on skimming and scanning strategies which are used for finding information from nonfiction text. They are extremely useful study skills right across the curriculum.

At this level learners are provided with a varied input in terms of grammar structure (frames) and vocabulary in English for a good reading comprehension.

The course is organized in thematic units; each one is going to divide in four lessons. Also, at the end of each unit is going to be a review as well as the elaboration of mind mappings.

Finally, strategies presented are used to evaluate student's progress in the English classroom.

4.3. GENERAL OBJECTIVE

To understand English texts scientific or no using frames and mind mappings.

4.4. SPECIFIC OBJECTIVES

- To use grammar rules.
- To read from simple to hard text.
- To understand general and specific information from different kind of texts.
- To make mind mapping.
- To develop basic writing ability through frames and reading exercises.

4.5. COMPETENCES

At the end of the course the students will be able to:

- To understand different kind of text (scientific or no).
- To infer meaning from reading text.
- To put into practice reading skill.

4.6. CONTENTS

Unit	Lesson	Topic	Communicative competence	Grammatical competence	Strategies
One	A	-Introduce yourself 1 st and 2 nd part.	-To exchange personal information. -To use language knowledge.	- Pronouns a) Personal P. b) Object P. c) Possessive Adjective. d) Possessive P. e) Reflexive P. f) Relative P.	- Listening for specific information - Reading for specific information.
	B	-Occupation and places of work	- To talk about occupations and places of work. - To consolidate introductions.	- a/ an - Singular and plural nouns.	- Reading for gist. - Completing cross words.
	REVIEW A – B				
	C	-Alphabet and numbers.	- To read number words. - To spell words	-Ordinal and cardinal numbers.	-Listening and reading numbers. - Reading exercises.

	D	-To read about the present of be.	- To consolidate personal information.	- Verb TO BE. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading for specific information. - Reading short paragraphs.
	REVIEW C-D				
Two	A	-Addresses and locations.	-To state locations. - To talk about addresses.	- Prepositions of place: In, On,At. - Wh. questions	- Exploring background knowledge. - Reading gist. -Games
	B	-Do you have a big family?	-To talk about family relationship. -To express possession. -To describe physical appearance.	- This/that. -Possessive nouns. - Adjective. a) Comparative. b) Superlative.	- Reading paragraphs. - Reading for specific information. - Flash cards. -Games
	REVIEW A-B				

	C	-To read about the present tense.	- To read about the simple present tense.	-Aux Do/Does. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Completing forms. - Reading texts. - Games
	D	-What do you do in your free time?	-To express likes and dislikes. - To name days of the week.	- Adverbs of frequency.	-Reading for specific information. -Reading articles. -Games.
	REVIEW C-D				
Three	A	- Verbs in action	-To read about actions occurring at the moment.	-Present progressive tense. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading for specific details. -Inferring information from a paragraph. -Answering questions according the paragraph. - Playing a game.

	B	-What are you doing?	- To describe actions.	- Wh. Questions. -Long answers.	- Reading: skimming and scanning. -Game.
	REVIEW : A-B				
	C	- People have different activities.	-To make the difference between gerunds after preposition and the progressive tense.	-Gerund after prepositions: a)of b)at c)with d)in e)on f)for	-Reading for gist. -Reading paragraphs, articles. - Game.
	D	-I am studying psychology	-To read about the different areas.	-Simple Present and progressive tense.	- Readings: a) Science b) Social c) Education d) Medicine -Game.
	REVIEW : C-D				

Four	A	-Actions in the past.	-To read about events in the past time.	- Verb TO BE. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading for specific information. -Reading paragraphs. -Games
	B	-Where were you?	- To exchange personal information.	-Wh. Question	-Reading Biographies. - Reading for specific details. -Competition.
	REVIEW : A-B				
	C	-What did they do?	- To read about the past events.	- Aux: DID a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading scanning and skimming. - Reading articles and paragraphs. -Game-Competition.

	D	-The past tense with regular and irregular verbs.	- To establish the rule of the past tense.	-Regular VS Irregular verbs. a) Affirmative b) Negative c) Interrogative	- Reading for gist, for specific information. - Reading articles. Completing forms.
	REVIEW : C-D				
Five	A	-Where were you studying?	- To describe actions in progressive.	-The past progressive. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading for details. - Exercises according to the reading. -Completing forms.
	B	-Key word in the past.	-To state specific Words in the past.	- Adverbs of time.	- Reading for gist. -Exchanging information about reading. - Exercises -Competition.

	REVIEW : A-B				
	C	-Cognates	- To read about similar or no words in Spanish and English.	- False and True cognates.	-Reading for specific information. -Looking for cognates in a paragraph. -Competition.
	D	-Clauses	-To make the difference relative clause and pronoun.	- Clauses	-Reading a paragraph finding clauses. -Completing forms. - Exercises -Game.
	REVIEW : C-D Mind mapping				
Six	A	-Where will we go from here?	-To read about future events.	- Future with WILL. a) Affirmative b) Negative	-Reading an article. - Exercise according to the reading.

				c) Interrogative Yes/no questions.	- Competition.
	B	-Talking about plans.	- To read about plans.	- Future with GOING TO. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading an article. - Exercise according to the reading. - Competition.
	REVIEW : A-B				
	C	-Present continuous as Future.	- To read about the future plans.	- Present continuous as future. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading an article. - Exercise according to the reading. - Competition.
	D				-Reading scanning and skimming.

		-Key words in future	- To establish some words in future.	- Adverbs in Future.	-Exercises to the reading. -Games -Competitions.
	REVIEW : C-D Mind mapping				
Seven	A	-Have you ever worked?	-To Talk about states that started in the past and is still continuing in the present.	- Present perfect tense. Aux. Have/has. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading a text. -Reading for specific information. - Exercise according to the reading. - Competition.
	B	-I have played video games	- To state key words.	For / Since	-Reading for gist. -Reading a text. - Exercise according to the reading. - Competition.

REVIEW : A-B					
C	-Present perfect vs. Past perfect.	- To establish the difference between the present and past perfect.	- Past perfect tense. Aux. Had. a) Affirmative b) Negative c) Interrogative Yes/no questions.	-Reading a text. -Reading for specific information. - Exercise according to the reading. - Competition.	
D	-Looking the verbs.	- To read about the past participle.	- Regular and irregular verbs.	-Reading post cards. -Reading articles. - Exchanges information. - Exercise according to the reading. - Competition.	
REVIEW : C-D Mind mapping					

Eight	A	-Beyond the meaning of verbs.	-To establish the use of verbs	-Verb+ infinitive. -Verbs without TO. -Verb + Direct Object+ infinitive. -Gerund after preposition. -Gerund or Infinitive	- Reading texts for specific information. - Exercises according each reading. - Competition.
	B	-Policy	- To read about the past habits.	- Used to -Countable and Uncountable nouns.(Much /many)	-Reading for gist. - Reading articles. -Completing forms. - Exercises according each reading. - Competition.
	REVIEW : A-B				

	C	-Dreams and Reality	-To read about the life.	- Conditionals.	<ul style="list-style-type: none"> -Reading scanning and skimming. - Reading articles. -Completing forms. - Exercises according to the reading. - Playing a game.
	D	-Science and technology.	-To read about the evolution of technology (science).	- Verbs in different tenses.	<ul style="list-style-type: none"> -Reading for specific details. - Reading articles and texts. -Completing forms. - Exercises according each reading. - Competition.

	REVIEW C-D Mind mapping				
Nine	A	-Link words	- To state words used to join ideas in sentences in a variety of ways.	- Connectors. a) To express contrast. b) To express purpose. c) To express reason. d) To express result. e) To express time	- Reading for details finding connectors. - Reading texts. - Exercises according each reading. - Competition.
	B	-You should go to the doctor.	- To talk about obligations, necessity, permission and prohibition.	-Modal Verbs. Must, have to, should, ought to, need (to).	- Reading for gist finding modal verbs. - Reading texts. - Exercises according each reading. - Competition.
	REVIEW : A-B				

	C	-Looking imperatives.	-To talk about warning.	-Imperatives.	-Reading for specific details. -Reading texts looking for imperatives. - Exercises according each reading. - Competition.
	D	-Manuals	-To talk about instructions.	-Imperatives	-Reading manuals. -Reading for specific information. - Exercises according each reading. - Competition.
	REVIEW C-D Mind mapping				

Ten	A	-Active and Passive voice	- To talk about when the subject of the sentence is the thing or the person affected by the action.	- Active and Passive voice. - To be+ Past participle.	-Reading texts. -Skimming and scanning. - Exercise according to the reading. -Game/ competition.
	B	-History	- To report what other people have said or thought.	-Direct and reported speech.	-Reading texts and articles. - Reading for gist. -Exercise to the reading. -Competition.
	REVIEW : A-B				
	C	-Phrasal Verbs	-To read about multi-word verbs.	-Phrasal Verbs. Verb+Prep. Verb + Adv. Verb + Prep. + Adv.	-Reading for specific information. -Reading texts. -Exercises according to the reading. -Competition.

	D	-Phrasal nouns and compound adjectives.	- To read about compound words.	-Phrasal Nouns. -Compound adjectives.	-Reading for gist. - Reading texts. -Exercise according to the reading. -Competition.
	REVIEW : C-D Mind mapping				
Eleven and Twelve .		Making mind mapping.	-To understand different kind of books.	- Review English grammar.	-Reading different kind of books, articles, magazines and newspapers. - Skimming and scanning exercises. - Mind mapping.

4.7. METHODOLOGY

This research is addressed for beginner learners at “San Francisco de Asis” University “El Alto” city, also the program is designed in order to get the previous objectives.

On the one hand, English classes are divided in two courses, both are the same level and each one has 10 students (see appendix 3) they are from different departments, also the class takes three hours, five times a week from Monday to Friday, talking about Evaluation and Consolidation are taken two Saturdays from each month.

On the other hand, talking about the English course program, it is designed in twelve units, each one has four lessons A, B, C and D, after two units there is a review followed by mind mapping and each unit has its own lesson plans. (See appendix 4)

Moreover, the reading materials are applied in different lessons (see appendix 5). All of them have their reading activities (see appendix 6) and at the end of them, learners had to make a mind mapping according to the reading (see appendix 7).

Besides, the methodology adopted for the course are skimming and scanning strategies of reading which are used for finding information also, Frame and mind mapping are applied as techniques. Moreover, all the activities were done individually, in pairs and in groups where the participation played an important role in order to get a successful and fanny class. Now, talking about participation it was motivated by extra points and prizes.

Finally, according to the materials, methodology, techniques and activities mentioned above we cover San Francisco de Asis University necessity.

4.8. EVALUATION

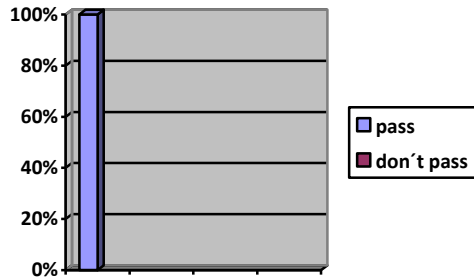
The purpose of the evaluation is to gather reliable evidence of what learners understand when they read an English text. Thus, they are submitted to formal mid terms and progress texts.

Learners are always assessed and progress test are designed to check how well learners understand the lessons and also providing them the necessary consolidation, feedback, motivation and remedial work if necessary, focusing on language recently introduced and practiced parameters are based on our proposal.

Criteria	Score	Skills
1 st mid term	15%	Reading / writing
2 nd mid term	15%	Reading / writing
3 rd mid term	15%	Reading / writing
Final Evaluation	20%	Reading /writing
Quiz	10%	Reading
Assignments	10%	Reading /writing
Participation	10%	Reading /speaking
Attendants	5%	
Total	100%	

4.9. ENGLISH COURSE EVALUATION

1. 1st Midterm over 15 points.



From a total of 100% students all passed the 1st midterm with successful points.

2. 2nd Midterm over 15 points.



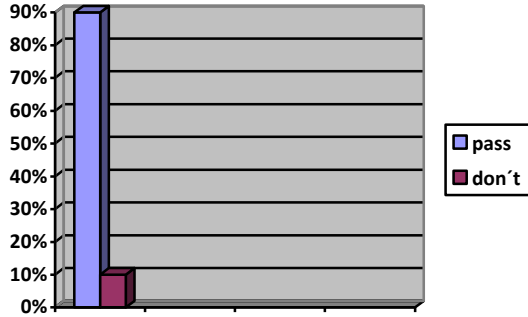
In relation of 2nd test from 100% of students, 10% failed the test, and the other 90% passed it.

3. 3rd Midterm over 15 points.



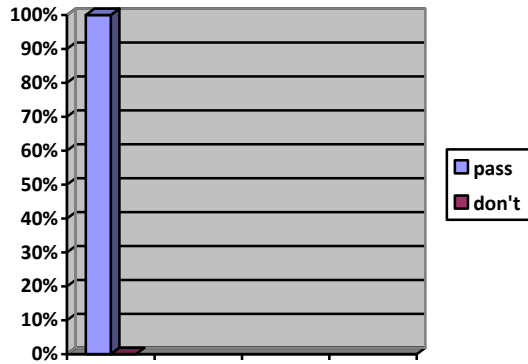
100% students passed the 3rd midterm with great points.

4. Final Evaluation



The result obtained from 100% students, 10% did not pass the evaluation and 90% passed it.

5. Final Score



According to the results about English course and taking into account all the criteria established in part of evaluation, 100% students passed the course.

4.9 THE EVALUATION RESULTS

Based on the criteria established in the evaluation we obtained the following results (see appendix 8):

- ☞ In the first graphic the total of students assimilated in a good way the first part programmed of the English course.
- ☞ The majority of students passed the second midterm.
- ☞ The third midterm test covered all our expectative; San Francisco de Asis Students have successful assimilation as it shows the graphic, because there is no anyone who failed the test.
- ☞ Talking about the final evaluation our students got good points and also it is important to mention that in this part the topics were not so easy for understanding that is why some of them got low points.
- ☞ Conclusion of English course has good results, all San Francisco de Asis students who took this course passed with very good points.

Finally, according to the result obtained in each graphic this English course covered all the objectives established in the English course program and also the objectives of the research.

CHAPTER V

5.1. CONCLUSIONS

In a conclusion, Reading is a skill that empowers everyone who learns it. We could mention just as an example: reading benefits from the store of knowledge imprinted materials and, ultimately, to contribute to that knowledge.

We can say learning English language through frames (grammatical structures) and mind mapping as techniques for improving reading comprehension was successful and we show below some points that we can conclude:

- The use of frames help to students to understand the grammatical structure, to identify the different grammatical categories such us: subject, verb, adjective, adverb, different kind of pronouns, phrasal verbs, and conjunctions and so on.
- The use of frames allowed students to identify the tenses in which different texts were written, as well as the sentence form, it means affirmative, negative, or interrogative form, taking into account the order of each grammatical rule.
- The use of mind mapping, as another learning technique, helped students to organize the main ideas from the text. At the beginning the mind mapping was not applied because they did not know the English grammatical structures.
- Also, Mind Mapping is an excellent diagrammatic way of organizing key ideas or concepts from textbooks. Students take the essential elements from linear material (texts) to generate their Mind Mapping. In this way, they can capture all their notes on one page / screen, in order to see the interconnections of certain ideas.
- Moreover, Mind Mapping encourages students to use the power of images to add emphasis and association to their notes about any reading texts.
- When students finished reading, they generated a single Mind Mapping which summarizes everything of interest from the text. Thus, the use of this technique has greatly increased the volume of information that students absorbed from the text.

- The type of text was very important because it motivate students in reading skill in a funny and enjoyable class.
- Mind Mapping is not also an effective technique for reading skill but it helps students and professionals for example: plan essays , project work, exams, brainstorm, create, make a presentation, and so on.

Moreover, with this research, we have seen that frames and mind mapping based on scanning and skimming methods are good sources in order to improve reading comprehension, and additionally they reinforce individual and social values.

5.2. RECOMMENDATIONS

Frames and mind mapping techniques are considered for improving reading comprehension. Now, some tips are shown according to the work teaching and learning English language based on reading skill:

- Provide focus on reading, especially those that are long in length.
- Provide students with a variety of opportunities to review what they have read.
- Before assigning readings, ensure that students have the proper background knowledge to make sense of the text.
- Allow students to demonstrate their understanding of readings in a variety of ways. (mind mapping)
- Encourage students to visualize what they read about.
- Encourage students to infer meaning from what is read.
- Encourage students to ask himself/herself questions.
- Encourage students to determine the importance of what is read.

Finally, based on this research more studies are needed, so we suggest the following points:

- What methods of reading instruction are effective?
- How do similarities and differences in the syntax, semantics, phonology, and orthography of the first language ease or impede the challenge of learning to read in English?
- Helping learners at Home with Vocabulary Building.
- Strategies for Teaching Vocabulary.

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