



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

**Sistema de clases basado en el enfoque psicolingüístico para la comprensión  
de textos escritos en inglés en los estudiantes del primer semestre de PINE  
de la UTMACH, período lectivo 2022 D2.**

**PINDO PINEDA WILLIAM DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**FALCONES PAUTA EDINSON DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA  
2023**



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**Sistema de clases basado en el enfoque psicolingüístico para la  
comprensión de textos escritos en inglés en los estudiantes del  
primer semestre de PINE de la UTMACH, período lectivo 2022 D2.**

**PINDO PINEDA WILLIAM DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**FALCONES PAUTA EDINSON DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**MACHALA  
2023**



**UTMACH**

**FACULTAD DE CIENCIAS SOCIALES**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS  
NACIONALES Y EXTRANJEROS**

**SISTEMATIZACIÓN DE EXPERIENCIAS PRÁCTICAS DE INVESTIGACIÓN Y/O  
INTERVENCIÓN**

**Sistema de clases basado en el enfoque psicolingüístico para la  
comprensión de textos escritos en inglés en los estudiantes del  
primer semestre de PINE de la UTMACH, período lectivo 2022 D2.**

**PINDO PINEDA WILLIAM DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**FALCONES PAUTA EDINSON DAVID  
LICENCIADO EN PEDAGOGIA DEL IDIOMA INGLES**

**SARMIENTO CHUGCHO KLEBER OSWALDO**

**MACHALA  
2023**

# Classroom system based on the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic year 2022 D2.

*por* William David Pindo Pineda

---

**Fecha de entrega:** 08-mar-2024 09:12p.m. (UTC-0500)

**Identificador de la entrega:** 2315690051

**Nombre del archivo:** THESIS\_Falcones\_y\_Pindo.pdf (771.1K)

**Total de palabras:** 19999

**Total**

**de**

**caracteres:**

1091

Classroom system based on the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic year 2022 D2.

---

INFORME DE ORIGINALIDAD

---

% **9**

INDICE DE SIMILITUD

**8%**

FUENTES DE INTERNET

**2%**

PUBLICACIONES

**4%**

TRABAJOS DEL ESTUDIANTE

---

FUENTES PRIMARIAS

---

**1**

[educationdocbox.com](http://educationdocbox.com)

Fuente de Internet

**3%**

**2**

[repositorio.une.edu.pe](http://repositorio.une.edu.pe)

Fuente de Internet

**2%**

**3**

[hdl.handle.net](http://hdl.handle.net)

Fuente de Internet

**2%**

**4**

Submitted to Universidad Técnica de Machala

Trabajo del estudiante

**1%**

**5**

[es.scribd.com](http://es.scribd.com)

Fuente de Internet

**< 1%**

**6**

[www.englishclub.com](http://www.englishclub.com)

Fuente de Internet

**< 1%**

**7**

[fddocuments.in](http://fddocuments.in)

Fuente de Internet

**< 1%**

**8**

[www.gobcan.es](http://www.gobcan.es)

Fuente de Internet

**< 1%**

---

---

Excluir citas

Activo

Excluir coincidencias < 40 words

Excluir bibliografía

Activo

## **CLÁUSULA DE CESIÓN DE DERECHO DE PUBLICACIÓN EN EL REPOSITORIO DIGITAL INSTITUCIONAL**

Los que suscriben, PINDO PINEDA WILLIAM DAVID y FALCONES PAUTA EDINSON DAVID, en calidad de autores del siguiente trabajo escrito titulado “Sistema de clases basado en el enfoque psicolingüístico para la comprensión de textos escritos en inglés en los estudiantes del primer semestre de PINE de la UTMACH, período lectivo 2022 D2.”, otorgan a la Universidad Técnica de Machala, de forma gratuita y no exclusiva, los derechos de reproducción, distribución y comunicación pública de la obra, que constituye un trabajo de autoría propia, sobre la cual tienen potestad para otorgar los derechos contenidos en esta licencia.

Los autores declaran que el contenido que se publicará es de carácter académico y se enmarca en las disposiciones definidas por la Universidad Técnica de Machala.

Se autoriza a transformar la obra, únicamente cuando sea necesario, y a realizar las adaptaciones pertinentes para permitir su preservación, distribución y publicación en el Repositorio Digital Institucional de la Universidad Técnica de Machala.

Los autores como garantes de la autoría de la obra y en relación a la misma, declaran que la universidad se encuentra libre de todo tipo de responsabilidad sobre el contenido de la obra y que asumen la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera exclusiva.

Aceptando esta licencia, se cede a la Universidad Técnica de Machala el derecho exclusivo de archivar, reproducir, convertir, comunicar y/o distribuir la obra mundialmente en formato electrónico y digital a través de su Repositorio Digital Institucional, siempre y cuando no se lo haga para obtener beneficio económico.



PINDO PINEDA WILLIAM DAVID

0705993178



FALCONES PAUTA EDINSON DAVID

0706163292

## **DEDICATION**

I would like to dedicate this research project of great importance in my career to my dear parents for their unconditional support, their words of encouragement and constant guidance throughout this journey. To my best friend for always motivating me and helping me in whatever I needed. I would also like to dedicate this work with all my heart to Majo M. for being an unavoidable source of inspiration to achieve my goals and forging me as a person who contributes positively to society. Finally, it is necessary to dedicate this work to my thesis partner for always being present and willing to collaborate in an effective and efficient way.

William D. Pindo

I would like to dedicate this thesis of great value in my university career especially to my dear grandmother, father and brother, who have always been present with their great support and constant motivation. To my mother Monica Puma, because she has been a source of inspiration to achieve each of my goals, using positive perspectives, maintaining a constant discipline and resilience. I dedicate to my closest friends because they have supported me in whatever I have needed. Finally, I dedicate this great research project to my thesis partner for his full support, collaboration and responsibility.

Edinson D. Falcones



## **ACKNOWLEDGMENTS**

My most sincere thanks go to the Creator of the universe, to Him I owe everything I am and what I will become through His guidance and wisdom. Also, to all the teaching staff of the Pedagogy of National and Foreign Languages career for being like a lighthouse for me, especially to the tutor Kleber Sarmiento who has given me his wisdom and experience for the development of this research project. To my classmates for having shared this long and wonderful journey. To my parents, my ecclesiastical colleagues and to a specific person who indirectly inspired me to leave a legacy in humanity, Nicole S.

William D. Pindo

First of all, I wish to thank Almighty God for all the blessings that God has showered on me, for giving me the wisdom and intelligence necessary to carry out this great research project. I would also like to thank all the teachers of the Pedagogy of National and Foreign Languages career for being my fundamental guide to advance in this project. In general, to all my classmates for giving me their support and trust.

Edinson D. Falcones

## **ABSTRACT**

The present research project aims to elaborate a system of classes applying the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic period 2022 D2. The research is based on the quantitative paradigm with experimental design and explanatory approach. The intervention is based on the implementation of a system of classes oriented to the development of comprehension of written texts in English, prioritizing the three basic functions of the psycholinguistic approach which are: acquisition, comprehension and production of language; focusing on the structure of language, vocabulary, and cognitive processes. The degree project was carried out by applying methodological strategies such as academic monitoring, student attention and appropriate feedback. In addition, the consistency matrix with its respective dimensions and indicators, together with instruments such as direct observation, diagnostic test and teacher interview were of vital importance to provide a solution to the English language learning processes. The intervention was developed through 4 classes, where the diagnostic test, comprehension techniques such as skimming, scanning, Reading for gist, Reading for details, questions related to the processes of coding and decoding of language and the final test were addressed. This thesis points out the importance of the psycholinguistic approach for the improvement of knowledge, comprehension and extraction of written texts in English.

**Key words:** Psycholinguistic approach, vocabulary, reading techniques, methodological strategies.

## INDEX

Introduction.....	5
<b>Chapter 1. Gnoseological characteristics of approaches to teaching english as a foreign language in terms of the communication of written texts.....</b>	<b>10</b>
1.1 Historical background of the English teaching-learning process and its different approaches.....	10
1.2 Theoretical characterization of the psycholinguistic approach to the development of comprehension of written texts in English.....	16
1.2.1 The English teaching-learning process and its characteristics in university study.....	17
1.2.2 The psycholinguistic approach and its importance in English text comprehension.....	19
1.2.3 The development of comprehension of written texts in English in a university setting.....	20
1.3. Contextual characteristics of the teaching-learning process of English in the first semester of PINE in relation to the comprehension of written texts and the psycholinguistic approach.....	23
1.3.1. The psycholinguistic approach during the teaching-learning process of English in Ecuadorian university education. Its use for the comprehension of written texts .....	23
1.3.2 Diagnosis of the current state of reading ability in English .....	25
<b>Chapter 2. Methodological framework.....</b>	<b>32</b>
2.1 Methodological perspective .....	32

2.2 Paradigm and type of investigation.	32
2.3 Population.	33
2.4 Methods	of
investigation.....	33
2.4.1 Theoretical level methods .....	33
2.4.2. Empirical Level Methods.....	35
2.5 Data Processing Technique .....	37
2.6 Operationalization of variables .....	37
<b>Chapter 3. Intervention proposal .....</b>	<b>40</b>
3.1 Theoretical foundation of the system of classes with the psycholinguistic approach for the comprehension of written texts in English .....	40
3.2. Description of the class system in the psycholinguistic approach to comprehension of written English texts .....	47
3.2.1 Objectives of the class system based on the psycholinguistic approach for the comprehension of written texts in English in first-level students of the English Department at UTMACH, academic period 2022 D2.....	48
3.2.2 Characteristics of the class system applying the psycholinguistic approach .....	49
<b>Chapter 4: Results achieved through the application of a classroom system based on the psycholinguistic approach for the comprehension of written texts in english.....</b>	<b>56</b>
4.1 Description of the application of a class system based on the use of the psycholinguistic	

approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic year 2022 D2.....	56
4.2 Results after the use of a class system based on the use of the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, school term 2022 D2 .....	59
<b>Conclusions.....</b>	<b>62</b>
<b>Recommendations.....</b>	<b>62</b>
<b>Bibliography... ..</b>	<b>63</b>
<b>Annexes... ..</b>	<b>69</b>
Annex 1: Diagnostic test.....	69
Annex 2: Semi-structured test.....	74
Annex 3: Procedure Sheet Classes 1-4... ..	75
Annex 4: Evaluation of the diagnostic test... ..	89
Annex 5: Final test... ..	90

## INTRODUCTION

Mastering English language has been a challenge for most of the population in the world. This language has been introduced from the early stages of education. Nowadays, language students start learning English from the age of 5 - 6 years old, which is at an elementary school level. There are several methodologies for teaching English as a foreign language, even parents are co-responsible for the cognitive development of the child.

Moreover, most students are not used to developing their comprehension of written texts, so that they need constant support from their teachers to understand them.

Regarding the psycholinguistic approach, we know that psycholinguistics has existed since the 1950s, mainly guided by linguistics and communication theory. Although the first contributions of psycholinguistics to second language teaching and learning are based on a system of repetition and memorization. This has provoked several criticisms among researchers and has led to a shift of interest towards much more open approaches. Thus, in the early 1960s, the importance of individual differences and cognitive variables, the theory of information processing in foreign language learners, began to consider this change made was certainly radical and caused psycholinguistics to begin to revolve around the idea of assimilating a particular grammar based on the existence of an innate Chomsky mechanism. This mother tongue-related concept resulted in developmental psycholinguistics (Arcos, n.d.)

In many Latin American countries such as Colombia, Chile, Peru, Ecuador and others have implemented methodologies based on the psycholinguistic approach for the teaching-learning of English as a foreign language together with the comprehension of English written texts. Therefore, the research shows that there are still traditional English teaching methods. Therefore, high school students do not achieve at least a B1 level of English. Additionally,

these educational models should be based on the psycholinguistic approach to optimize English classes and achieve a better development of the comprehension of written texts.

Psycholinguistics is a scientific discipline that studies and explains the psychological mechanisms that allow humans to dominate and communicate with language. Psycholinguists investigate the development of speech and language and how individuals of different ages understand and produce language. In psycholinguistics there are three primary processes: language comprehension, language production and language acquisition. In addition, psycholinguistics applies the scientific method and uses different methodologies to collect experimental data. For descriptions of language, the field relies on the findings of linguistics, which is the discipline that describes the structure of language (Bernstein Ratner & Berko Gleason, 2017).

Nevertheless, in Ecuador, the psycholinguistic approach has not been implemented yet for optimal development in the English language. Psycholinguistics is the part of psychology that deals with the study of how people process information and how they can understand, produce, acquire or lose it. Therefore, the educational process is not advancing adequately because teachers have not been able to develop their students' cognitive knowledge. As a result, it is highly recommended to apply this psycholinguistic approach.

This discipline is located between Psychology and Linguistics, but it goes a little further, since it is not limited to the sum of both. Psychology is dedicated to the study of human thoughts, emotions, and behaviors; and Linguistics studies how language manifests itself. Theories and approaches of both are used and new research is originated (UNIR, 2021).

In the students of the first level of English Department at Technical University of Machala (UTMACH), during the academic year 2022- D2 we could witness the following limitations:

- Students do not participate actively in English classes.
- Students lack of their ability to produce written messages in English.
- Teachers have limited time to reinforce topics related to the problem.
- Students struggle writing English sentences.

All this leads us to formulate the following scientific problem:

How to enhance the comprehension of English written texts of students at the first level of the English Department at UTMACH, academic period 2022 D2?

The object of study considers the teaching-learning process of English language in the first level of the English department.

Among the possible causes of the problem, we can find:

- Students lack the development of receptive English language skills.
- Students have not had a good academic background.
- Students show little interest in the comprehension of English written texts.

The general objective of this research is: To elaborate a class system based on the psycholinguistic approach to understanding written texts in English of the students at the first level of the English Department at UTMACH, academic period 2022 D2.

This objective focuses on the field of action and the psycholinguistic approach as a methodological strategy.

The present research work proposes as specific objectives:

1. To theoretically ground text comprehension and the role of the psycholinguistic approach in its development.
2. To diagnose the current level of development of comprehension of written texts in English in the students of the first level of the English department at UTMACH during the academic year 2022-D2.



3. To develop a class system based on the psycholinguistic approach for understanding written texts in English.
4. To measure the effectiveness of the class system by using the psycholinguistic approach to the growth of comprehension of English written texts.

It is developed according to the following scientific hypothesis: If a class system based on the psycholinguistic approach is elaborated, then it will contribute to the development of comprehension of written texts in English in the students of the first level of the English department at UTMACH during the academic year 2022-D2.

Regarding the hypothesis, the link between two variables is studied:

The independent variable comprises the class system based on the psycholinguistic approach.

The dependent variable is composed of the development of comprehension of written texts in English in the students of the first level of the English department at UTMACH during the academic year 2022-D2.

This research project is carried out from a quantitative methodological paradigm, with experimental design and explicative scope. The population is composed of the students of the first level of the English department at UTMACH during the academic year 2022-D2. Therefore, theoretical methods are used, such as: systemic method, as well as empirical methods such as: direct observation. These will be described in greater detail in the methodological framework.

The importance of this research project lies in the use of the psycholinguistic approach as a methodological strategy in order to improve the comprehension of written texts in English by means of a class system, which seeks to increase the command of the language using stimulating methods in class.

The novelty provided by this project evidences a structured system of activities oriented to the use of the psycholinguistic approach as a methodological strategy with the purpose of optimizing the students' comprehension of written texts in English. Consequently, they will feel inherently involved in the process of teaching and learning another language.

The work consists of the essential that has been applying the psycholinguistic approach over time in the education of English as a foreign language, which has emphasized much in the comprehension of written texts and thanks to it, students have been able to mix their previous knowledge with the current ones for a better development of their cognitive capacity. Through the teaching-learning process, the psycholinguistic approach has aimed at improving vocabulary, grammar, skills and sub-skills.

# **CHAPTER 1. GNOSEOLOGICAL CHARACTERISTICS OF APPROACHES TO TEACHING ENGLISH AS A FOREIGN LANGUAGE IN TERMS OF THE COMMUNICATION OF WRITTEN TEXTS**

This chapter presents the background of the teaching-learning process of English with its different approaches among them highlighting the psycholinguistic approach, starting from its origins, highlighting the theoretical and contextual part for the development of the comprehension of written texts in English.

## **1.1. Historical background of the English teaching-learning process and its different approaches.**

Learning a new language is always a challenge for many people around the world for different reasons such as learning new cultures, interacting with foreigners, learning about different religions, trading in others. Over the years learning second languages has changed dramatically. Many scientists develop various approaches, procedures and techniques for different requirements of the English language teaching-learning process.

Researchers have determined the background of the English language throughout history:

The history of the English language really started with the arrival of three Germanic tribes who invaded Britain during the 5th century AD. These 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. The Angles came from "Englaland" [sic] and their language was called "Englisc" - from which the words "England" and "English" are derived (Essberger, 2019).

From that moment on, there were several periods during which there were characteristics that marked the learning of the language until it became what we know today.

### **Old English (450-1100 AD)**

This stage was characterized by Old English which was taught in a different way with very classical methods. It was used until about 1100. All invading Germanic tribes were characterized by speaking similar languages, which in Britain became what we now know as Old English. This did not sound or resemble today's English. Native English speakers of the present day would have great trouble understanding Old English (Essberger, 2019).

### **Middle English (1100-1500)**

Beginning with the conquest of England in 1066 by William the Conqueror, the Duke of Normandy (part of modern France), the newcomers brought with them a form of French. According to Essberger (2019), English language had a great impact from that time on and became the most important and dominant language in Great Britain in the XIV century, but there were many words of French origin that were added to English, it was like a combination of English and French, but English was much more predominant. This type of English was called Middle English.

### **Modern English stage: Two sub-stages can be distinguished:**

#### **a) Early Modern English (1500-1800)**

Towards the end of Middle English, sudden and pronounced changes in pronunciation (big vowel changes) began, with shortening vowels. From the 16th century onwards, the people of Britain came into contact with numerous peoples from all over the globe. This along with the revival of classical learning resulted in the introduction of new vocabulary and expressions into the language. The invention of the printing press also led to the widespread use of the printed language. Books became more accessible and many people learned to read. The printing press also introduced widespread

standardization of the English language. Orthography and grammar improved and the London slang dialect spoken by most editors was made standard. The first English dictionary was published in 1604. (Essberger, 2019)

#### **b) Late Modern English (1800-Present)**

Late modern English is the English that has been used from 1800 to the present day. Since that period, the teaching-learning process has developed in various ways, evolved into a standardized way and become a universal language.

“Modern standard English originated from the government's need for a standard language to communicate officially with citizens, keep records, conduct various bureaucratic procedures and consolidate the king's influence” (Martinez, 2022, para 20).

Throughout the years countless methods have been applied in each period to develop the English teaching-learning process, this has led to the establishment of a classification comprising four periods, namely the Classical Period, the Alternative Period, the Current Communicative Period and the Post-method Period.

- **Classical Period**

Whilst Latin was the trend language in Europe in the 16th century, the principal learning targets were that people could be capable of understanding the classical text, grammar of Latin and translation. The classical text means the classical literature which refers to the great masterpieces of Greek, Roman, and other ancient civilizations.

Subsequently, Latin ceased to be a spoken language and became a "dead" language and English became popular. Although it became common, the same form of teaching Latin was used to teach English. Thus the grammatical translation method emerged. However, we can say that this method was the tendency among 1840s and 1940s. (Kesuma, 2011)

English originated from Latin teaching and the grammar translation method, the focus was much more on reading and writing than on listening and speaking, and the memorization

of words was a strategy that was very fundamental in that method. “Moreover, interest in language teaching started to move toward oral proficiency. Some individual specialists such as C. Marcel, T. Prendergast, and F. Gouin tried to find some ways of language teaching” (Kesuma, 2011, para 3).

In addition, there was a great interest in evolving the principles of language teaching, which is why the natural approach and the direct method emerged. “This method was introduced in the United States by Savuer and Maximilian Berlitz and they became very successful in their commercial schools. Direct method has some opposite ideas to Grammar Translation Method apart from its new ideas” (Kesuma, 2011, para 4).

“The Direct Method, posited by Charles Berlitz. The basic tenet of Berlitz’s method was that second language learning is similar to first language learning” (Thanasoulas, n.d., para 5).

- **Alternative Period**

The next period was the alternative period for the continuation of the classical method, in which the audiolingual method emerged.

**The audiolingual method** is also known as the "army method" because, following the outbreak of World War II, army soldiers chose to master the languages of their adversaries. This led to the discovery of a new method of learning foreign languages known as the audiolingual method. This method is supported by linguistic theory and behavioral psychology. This fascinating approach was applied in the 1950s and 1960s (UKessays, 2018)

- **Psycholinguistic approach**

Around 1950, psychological studies of language under the branch of psychology took off with psycholinguistics (PSL), which is defined fundamentally by the hypotheses it raises and attempts to resolve, because the efforts made to precisely delimit its field have been

insufficient. It has been, however, a permanent concern of PSL to account for the study of mental structures and their functions which make human communication possible. Although the term PSL came into use around 1950, psychological studies of language are as old as psychology itself.

The term psycholinguistics suggests is about a field which is completely dependent on the theories and information exchange between psychology and linguistics. It can be seen accordingly and judging from the literature consulted that there have been two major areas in which psycholinguistic interests have flourished: one historical and the other modern. The former developed mainly in Europe at the beginning of this century; the latter between 1950 and 1960 in America.

Already in the 1950s and 1960s there was a period of fertile and enthusiastic intellectual unity. Kess (1986) states that "the moment when linguistic theory ignited the engines of the psycholinguistic enterprise": it was the time of transformational generative grammar proposed by Chomsky in 1957, elaborated in 1965 and universalized in 1968. Unfortunately, this unity tended to fade after a time of experimentation based on Chomskyan generativism to offer instead a more eclectic view of what a true psycholinguistic theory should pursue in its attempt to explain a natural language.

Consequently, this period reflected the new role of linguistics and psychology in trying to define the "scope of PSL" and also represents the moment when these two fields work together in a significant and effective way to focus on psychological aspects in the study of human language. (Silva, 2010).

The beginning of the 21st century has been marked by scientific and technological progress that has had an impact on everyday life, added to globalization and commercial expansion. Logically this implies new changes and challenges for society, since if you do not want to be at a disadvantage with respect to others, you must know how to handle a vast

amount of information written in English, since all the fields mentioned above require knowledge of this language. Hence, the unavoidable importance of understanding texts written in English. “Reading comprehension is a process that involves reconstructing meaning from prior knowledge, learning goals and academic context. So university learners need to develop an understanding of written English texts related to their field of knowledge to become competent professionals” (Moncada, 2013).

The main goal of learning to read is comprehension skills. Although children are initially very limited in what they can actually read on their own, comprehension can be taught to them from the moment they start school. Comprehension requires, first and foremost, a broad and concrete lexicon along with relevant background knowledge. Teachers can develop this basic knowledge even before children can read on their own, through interactive and regular reading of a variety of expository and narrative texts, selected for their ability to extend what children know about the environment around them. (Learning First Alliance, 2000)

Throughout the history of the teaching-learning process of English as a second language, it has gone through various methods, strategies for better language acquisition. Everything has been a process that has helped to achieve better and better results in learning English.

The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries.

- **Current Communicative Period**

Apart from the audio-linguistic method, communicative language teaching, which has its origins in the British tradition of language teaching, is maintained in the current



communicative period. In the communicative period it has generated a great development in various ways and forms, greater relevance, importance, and attention to communication. The silent way is the method devised by Caleb Cattegnoo (Kesuma, 2011).

- **Post-method era**

Then follows the post-method period, here task-based language teaching and content-based instruction. Task-based learning consists of proposing to the students the completion of a series of tasks in the target language, the one being studied, in order to foster their ability to communicate in that second language. Meanwhile the implementation of Content-based instruction within the classroom provides several advantages, which are related to the development of cognitive, social and linguistic skills of students with high proficiency performance.

After so many searches for the most suitable method, the questions have arisen as to why we are always tied to a single method. Thus, the scientist Kumaravadivelu got the brilliant idea that, if we continue to be anchored in the web of methods, we will be trapped in a permanent search for an unattainable solution. He recommends that we have to find an alternative to the method, rather than discovering a different method. So, it is preferred to think in a more intelligent way in order not to get more confused and to develop every day the teaching-learning process (Kesuma, 2011).

## **1.2. Theoretical characterization of the psycholinguistic approach to the development of comprehension of written texts in English.**

In the following epigraph the different conceptual characteristics about the teaching-learning process of English, the importance of carrying out a correct psycholinguistic approach in this process together with a great development of comprehension of written texts in English are mentioned.

### **1.2.1. The English teaching-learning process and its characteristics in university study.**

According to the authors Osorio et al. (2021) "The teaching-learning process is conceived as a deliberate communication system that involves the implementation of pedagogical strategies in order to promote learning" (p. 3).

The teaching-learning processes are defined as the relationships between the teacher's teaching and the student's learning in the educational field, with interactions between the two that are fundamental for better development. In this student-centered process, it must be participatory and inclusive, and the intervention of the community is essential to support education.

The teacher must know and have mastery of these elements that integrate the teaching-learning process so that he/she can manage them, based on the purpose he/she pursues and the pedagogical paradigm that is most appropriate for him/her. Among these elements, the following can be highlighted: the subjects involved, the objectives, the curriculum, the competencies, the contents, the teaching strategies, the means or resources, the forms of organization, the infrastructure and the evaluation (Osorio et al., 2021, p. 6).

The teaching-learning process of the English language is so essential nowadays because it provides a better education at all educational levels. In this case, we are dealing with university students; therefore, it is essential to have a good development of English for a better development of their cognitive, communicative and sociocultural skills. In addition, the acquisition of the English language provides great job opportunities in the professional field in the future. The university student throughout his student career will have to learn to develop linguistic and psychological knowledge because it is part of the learning process.

"In English language teaching, the study of the teaching-learning process has special features that particularize it, due to its eminently linguistic, cultural and didactic nature" Bonilla et al., (2015).

What mainly characterizes the teaching-learning process (PEA) in higher education is pedagogy since it is a science that studies education for the development of better learning strategies in the educational environment and where teachers, students, methodologies, entities and the media clearly intervene. It is also essential to implement evaluation in the development of teaching-learning, since evaluating is not just an occasional action, but a feature that should always be present in the training practice and is an important part of the university curriculum. It is understood in 2 dimensions:

- (a) For pedagogical purposes.
- b) For qualification or certification purposes.

The University possesses particular characteristics that differentiate it from the academic formation of other formative centers, among them stand out its specifically "professionalized" and "accreditation" character. With this, it is conceptualized that the completion of university studies guarantees that students obtain better job, academic and life opportunities (Molina & García, 2019).

One of the main and relevant changes that has allowed Higher Education to advance and develop better in the educational field has been essentially in the interactive participation of students in the evaluations as part of their main role in the Teaching-learning process (TLP), here it includes the formative evaluation that has as approaches the evaluation of processes, the development in the student of metacognitive skills, and contains a guiding function (Molina & García, 2019).

Ecuador has been favored in the academic field as it has experienced positive growth in the results achieved by several of its top-ranked universities. These results are not the product of chance, but of a policy aimed at improving the quality of education at the grassroots level, in disadvantaged sectors that cannot afford large sums of money for their education. This policy includes the recognition and inclusion in its educational program of the supervision of its students in English from the early years of their academic training since the educational reform in 2016.

Nowadays, the English teaching-learning process is paramount in higher education as society is becoming more and more proficient and inquiring. Moreover, that English has become the most influential language worldwide in various fields both academic and professional. On the other hand, the learning needs for the learner should be made in a broad educational interpretation, according to their intellectual, emotional and volitional needs. Of great importance is the significance of the traits inherent to learning such as several personal characteristics among them are social, individual, active, collaborative, meaningful, reflective, regulated, and conscious.

### **1.2.2. The psycholinguistic approach and its importance in English text comprehension.**

The psycholinguistic approach is characterized by generating varied interpretations with respect to the meaning and content of words and sentences. Readers are able to get different meanings from the same text, which implies the issue of reading "between the lines", where a succession of cognitive skills such as contributing with preliminary knowledge, elaborating hypotheses, making inferences, etc., are developed.

In this regard, in recent years there have been numerous proposals of text comprehension models from cognitive science. In synthesis, they perceive reading comprehension as an intentional process duly executed by a reader who elaborates an

interpretation of the meanings of the text, by means of the information of the text itself, as well as his or her previous knowledge, and according to a reading objective in accordance with the demands of the social environment. (Parodi, et al., 2020)

### **1.2.3. The development of comprehension of written texts in English in a university setting.**

The comprehension of written texts in English plays a fundamental role in the educational environment since reading is part of one of the macro language skills and is situated within the receptive skills. Nowadays, higher education institutions are following new pedagogical methodologies in order to optimize learning, where the comprehension of written texts in English is applied as a tool to motivate students. At the A2 university level, the texts include a vast amount of visual resources where the proper understanding of the text will help to strengthen the teaching-learning process of students.

Undoubtedly, we live in the best times in the history of mankind, where information, technology, innovation and growth are evident in various areas of the educational-pedagogical environment. However, despite all these facilities and advances, most university students do not like reading, that is, they find this prestigious and magnanimous activity boring. According to (Carlino 2005), this may be due to the fact that the use of reading and writing in the preceding levels is usually linked to the execution of concrete tasks, which, many times, is manifested exclusively at the reproductive level. Hence, the importance of knowing the psychological, cultural and academic background to give a proper solution to it.

One of the best activities to learn English is reading. Reading English texts will help you improve your vocabulary in context, review complex grammatical structures in context, and increase your knowledge of idiomatic expressions. Choose reading that is of interest to you to improve your reading comprehension. It is important that you read English texts every

day to improve your level. In this way, you will help your brain to become more agile and quicker when facing readings of all areas and subjects in English (Aprender Ingles Rápido y Fácil, 2024).

We know as vocabulary the "set of words that make up a language. It is synonymous with lexicon in that it is the set of lexical units that make up a language. The word, as such, comes from the Latin *vocabŭlum*, and means 'word'" (Coelho, n.d.).

It should be noted that, within psycholinguistics, vocabulary comprises the way in which language is acquired, how people establish the meanings of words and the focus given to its proper production. It is therefore not surprising that a large vocabulary is a highly valued skill in the educational environment as it is considered to be related to a high IQ, good education and cultural background.

A reliable source such as the dictionary gives us this concept with respect to vocabulary:

For many people, the word vocabulary is primarily associated with the number of words that a person knows; one either has a large or a small vocabulary. But the word has many shades of meaning and is nicely representative of the nuanced and multi-hued nature of so much of the English lexicon. Vocabulary may indeed refer to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity (Merriam-Webster, 2023, para 1).

Grammar is part of linguistics, which is a scientific discipline that investigates the origin, evolution and structure of language. In order to study a language, it is necessary to know its rules: how it is written, how words are constructed, how letters sound, how sentences are formed, among many other things. This part is in charge of grammar, which is

only one branch of linguistics and has three main functions: Morphology, which explains how words are constructed. Syntax, determines how sentences should be organized to make sense. Phonetics, analyzes the sounds of letters and their combinations when someone speaks the language (GCF Global, n.d.).

The comprehension of written texts in English is related to the psycholinguistic approach as it is useful for the acquisition of extensive knowledge, the transmission of information, the development of critical thinking and the practice of social skills. Also, within the English teaching-learning process it is relevant for the proper development of reading, grammar and vocabulary skills. "Students at beginner and elementary levels A1 and A2, as well as more advanced students at intermediate level B1 will be able to improve vocabulary and the construction of grammatical structures through them" (Lingua.com, n.d.)

### **1.3. Contextual characteristics of the teaching-learning process of English in the first semester of PINE in relation to the comprehension of written texts and the psycholinguistic approach.**

The following epigraph mentions the contextual characteristics of the psycholinguistic approach during the teaching-learning process of English in the Ecuadorian university education of the students of the first semester of PINE of the UTMACH, academic year 2022 D2. Its use for the comprehension of written texts.

#### **1.3.1. The psycholinguistic approach during the teaching-learning process of English in Ecuadorian university education. Its use for the comprehension of written texts.**

In the following epigraph the contextual characteristics of the psycholinguistic approach during the teaching-learning process of English in Ecuadorian university education of the students of the first semester of PINE of the UTMACH, academic year 2022 D2 are mentioned. Its use for the comprehension of written texts.

Psycholinguistics comprises three important elements that determine the success of the whole linguistic process: language development, language comprehension and language production. This proposal emphasizes language production as the main element to be applied to the extent that students or the target population belong to institutions of higher education: Gerardo Barrios University and other universities. The development of this guide originated due to the results obtained in the previous diagnostic study conducted in 2018, where students and teachers expressed that there were problems in oral production compared to the other two psycholinguistic elements (language development and language comprehension). (Romero, 2019)

Monroy (2016), proposes a psycholinguistic theory of reading. Emphasis is placed on the purpose that the reader should have before facing the text. Then it is mentioned within this theory that the individual as he/she reads develops thinking, because, in order to understand the words read it is important to understand and recognize them. The previous knowledge that the person has, will help to a great extent to understand more easily what is read, since, at the moment of interpreting the text, none of them will do it in a similar way. Considering that previous knowledge is all those experiences that the student accumulates in his training process; the more he studies and knows, the more understanding he will obtain of what he reads (Báez, 2022).

It is evident that psycholinguistics is a recent science that through its progress in experimental matters contributes to interpret the difficulty of language in people and the comprehension of written texts in the context of the teaching-learning process of English in higher education. That is why, we have the knowledge of how language is originated, catalogued and situated as a useful instrument of communication.



In Ecuador, the psycholinguistic approach and its use for the comprehension of written texts in English is not very relevant in educational and higher institutions, for example, the Pio Jaramillo Alvarado school, located south of Quito, lacks teachers sufficiently trained to optimize the comprehension of written texts in their students who in turn do not have good reading habits. (Báez, 2022) Although this example is from an educational institution (school), there is little or no differentiation with respect to higher education (universities) that also present such problems and/or insufficiencies.

### **1.3.2 Diagnosis of the current state of reading ability in English**

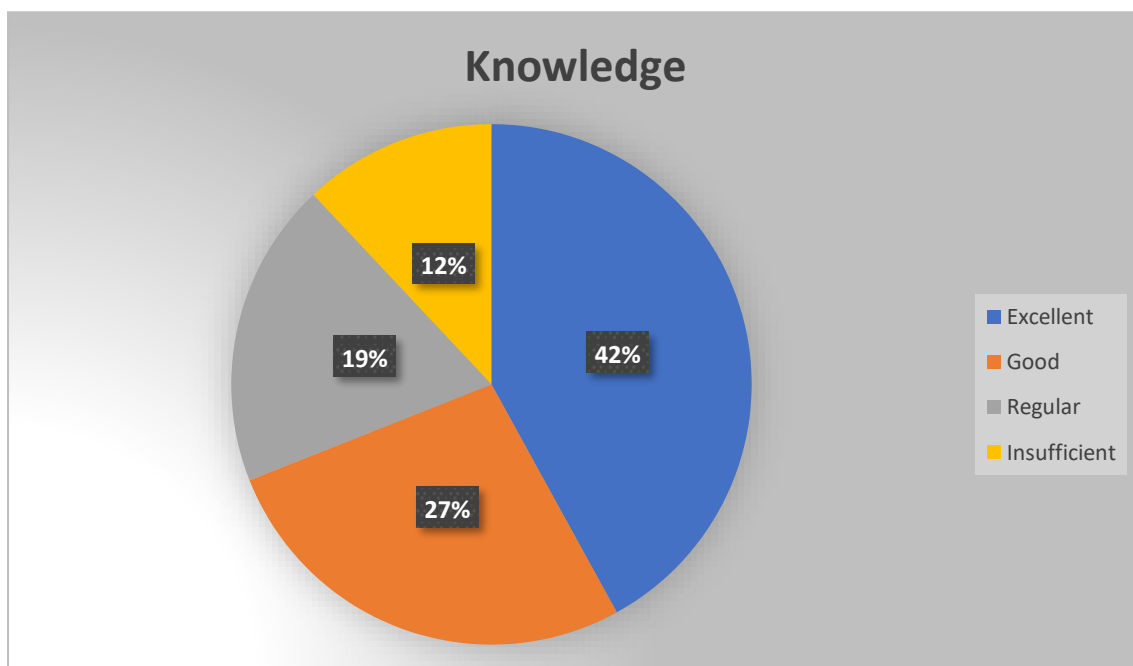
In this section, the results of the diagnostic test in the students of the 1st semester of the PINE career are observed. Therefore, several instruments have been applied to evaluate the results obtained: diagnostic test, direct observation and interview.

#### **Diagnostic test**

Regarding the results of the diagnostic test, most of the students were able to succeed in their tests, which means that they are able to do several reading comprehension activities without doubt or any other kind of problems. If we go by percentages it means that more than 50% of the students were excellent, there were many good scores, such as 9, 9.25, 9.5, and so on. Therefore, they need to continue practicing more reading-related tasks so that their reading ability will continue to increase over time. In addition, it is important to know that they applied their cognitive skills within a diagnostic test that was based on the psycholinguistic approach. Here we show the analysis of the results obtained according to the dimensions and indicators.

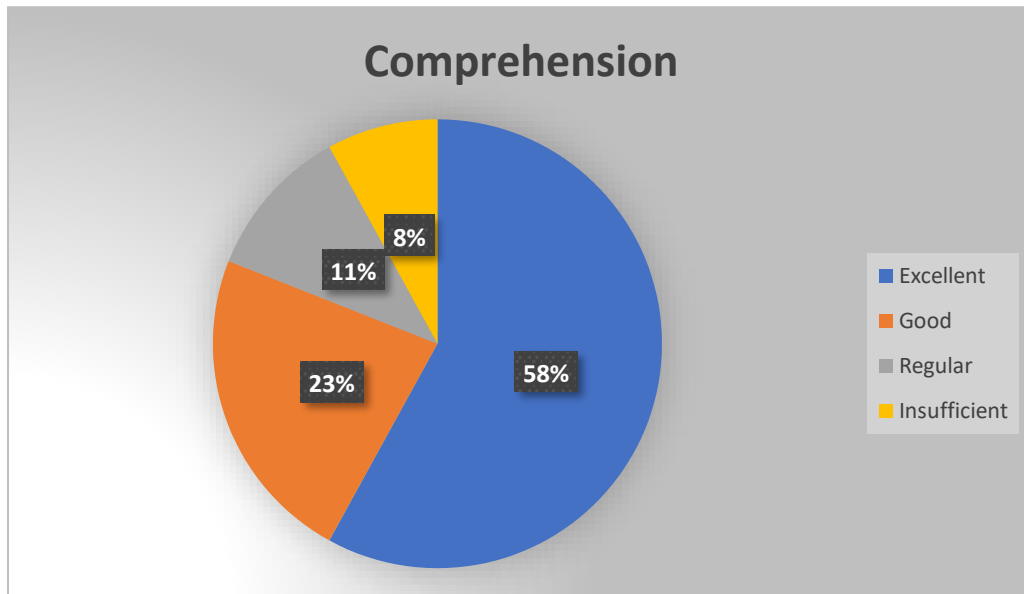
The comprehension of written texts in English is composed of several dimensions such as knowledge, comprehension, extraction and conclusions. All these dimensions are intertwined for a clearer and more specific concept of text comprehension.

#### Dimension; Knowledge



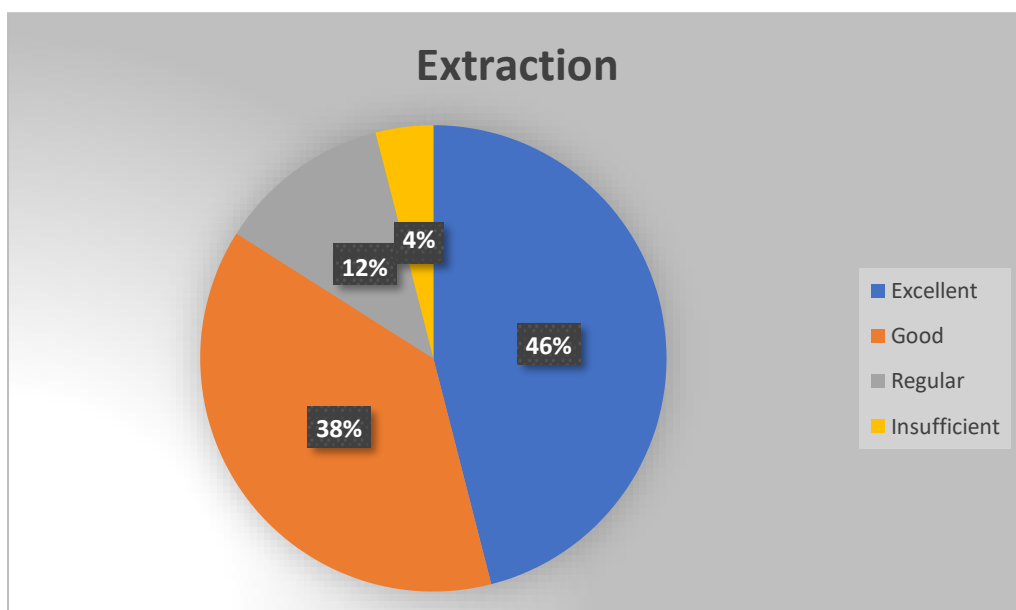
Through the results of the comprehension dimension it can be observed that, 26 of the students evaluated, 11 students represent the excellent level with a percentage of 42%, 7 students represent the good level with a percentage of 27%, 5 students represent the regular level with a percentage of 19% and finally 3 students represent the insufficient level with a percentage of 12%

### Dimension; Comprehension



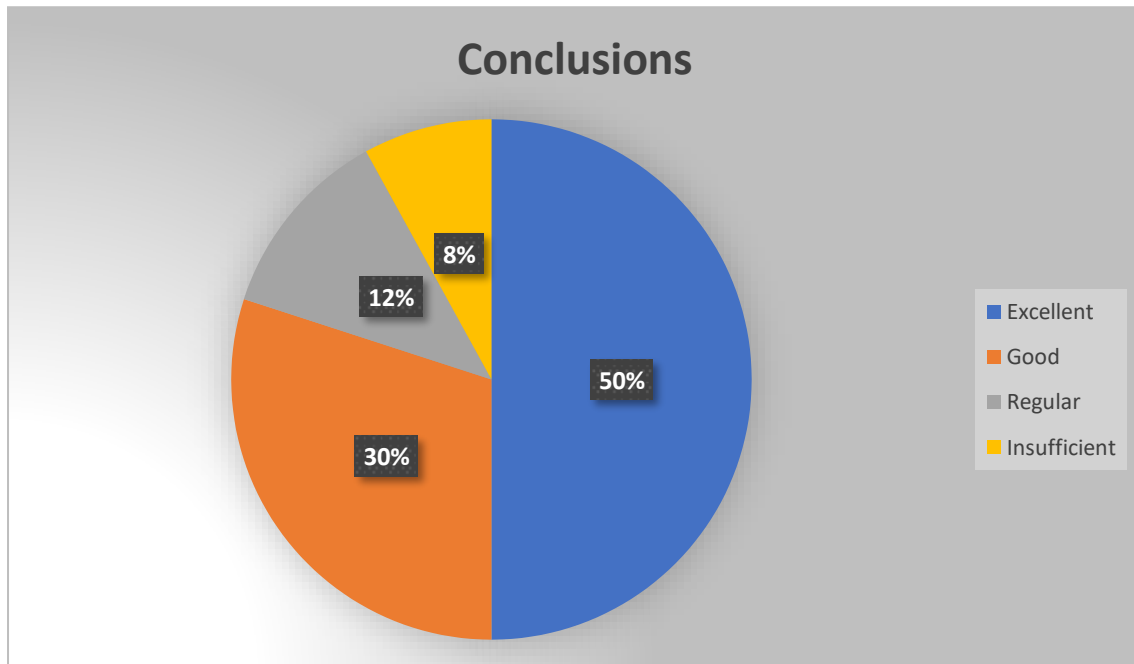
This circular diagram represents the comprehension dimension, therefore, of the 26 students evaluated, 15 students represent the excellent level with a percentage of 58%, 6 students represent the good level with a percentage of 23%, 3 students represent the fair level with a percentage of 11%, 2 students represent the insufficient level with a percentage of 8%.

### Dimension; Extraction



Here we have the results regarding the extraction dimension, we observe that, out of 26 students, 12 students represent the excellent level with a percentage of 46%, 10 students represent the good level with a percentage of 38%, 3 students represent the regular level with a percentage of 11%, 1 student represents the insufficient level with a percentage of 4%.

### Dimension; Conclusions



In short, we can conclude with the statistics previously presented on the diagnostic test, in relation to the comprehension of written texts in English, which indicates that most of the first semester PINE students represent the excellent level. Therefore, in percentages it indicates the following out of 26 students, 13 represent the excellent level with a percentage of 50%, 8 represent the good level with a percentage of 31%, 3 represent the regular level with a percentage of 11% and 2 represent the insufficient level with a percentage of 8%.

## **Direct observation**

The direct observation method is a means of data collection that is essentially based on the observation of the object of study within the framework of a given situation. All this is done without the need to intervene or modify the environment in which the object develops. The data collected will otherwise be invalid. (okdiario, 2019).

The data collection method is applied in circumstances where other means, such as surveys, questionnaires, etc., are not as helpful.

It could be noted that the students had a polite behavior, a positive attitude but they had some doubts regarding questions of the diagnostic test. It is also necessary to emphasize that the students have good values such as responsibility for dedicating due time to perform the test, enthusiasm because they felt capable of obtaining good results, respect because everyone treated each other with kindness. On the other hand, the students also need more motivation, practice so that they can develop better ways of written texts in English.

The objective of direct observation is to analyze and see the behavior of the phenomenon, it implies that the object that is observed develops naturally, the observation is an important part of the research area for the collection of necessary data.

## **Interview**

The interview was conducted with the teacher Eduardo Luna since he teaches the subject of English to students in the 3rd semester of the PINE career. The following questions were asked:

- 1.- How many hours a week does he dedicate to the Reading skill?
- 2.- What kind of reading techniques do you use in class?
- 3.- What vocabulary activities do you do with your students?

- 4.- What do you know about sentence structure?
- 5.- What techniques do you use to help your students discern the main idea of the text?
- 6.- How can you link the content of the text with the previous experiences of your students?
- 7.- How do you evaluate your students' test results?
- 8.- What could you do as a teacher to improve comprehension of written texts in English?

Several questions were asked regarding the results of the diagnostic test of the students of the 1st semester of the PINE course. In addition, questions were asked about the comprehension of written texts in English. Regarding the answers of Professor Eduardo Luna, he indicated that the students receive more than 50% of the total class hours per week for the application of the comprehension of written texts, that is, more than 2 hours per week. He uses several reading techniques, for example, the warm-up, as well as focusing more on the topic sentence to obtain the general idea of the text and applying the scaffolding technique so that students have a better learning development and learn to be more autonomous.

Regarding the vocabulary activities, the teacher makes the students look for terms related to the topic, as well as synonyms, in order to expand their vocabulary knowledge. The teacher emphasized that in the texts there are different grammatical tenses for which it is important that the students are related to that part of the grammar for a better understanding.

In the techniques that the teacher usually uses to discern the main idea of the text is applying skimming because in this way you can get the information about what the text is about in a fast and effective way. It is important to emphasize that interest readings and the application of lead-in are techniques for students to interweave previous knowledge with the text they are reading and obtain a better understanding of the text.

The teacher also analyzed the results of the diagnostic test and said that it is necessary to continue working, reinforcing with tutorials and feedback activities so that all students improve their text comprehension skills. Seventy percent of students are at a good level while 30% of students need to improve their deficiencies and therefore the teacher indicated that he will do everything possible for all students to improve their learning.

Finally, the teacher emphasized that the more the students practice reading, the more knowledge they will obtain, that is why it is necessary to motivate the students and give them an incentive with activities related to the comprehension of written texts in English.

## **CHAPTER II. METHODOLOGICAL FRAMEWORK**

This chapter discusses issues related to the methodology used in the course of this research, such as: type of study, research methods, sources and techniques for data collection, etc.

### **2.1 Methodological perspective**

This research project is based on a quantitative paradigm, which makes the compilation of data and the study of variables feasible. Likewise, "it is a model that explains, controls and predicts phenomena... Its work instrument is the unit of the scientific method, with which the real causes of natural and social phenomena are sought" (Wiki Psicología, s.f. para 8).

A paradigm is equivalent to a pattern, a model to follow. Etymologically, the origin of this term can be found in the ancient Greek language, specifically in the word "paradeigma", which can literally be translated as pattern. This word is used to refer to a set of ideas, agreements or norms that share information and objectives because they address the same subject. Paradigms in research have multiple essential utilities. The main one is to provide benefits in guiding the study process when addressing a problem or topic that requires a precise explanation. (Wiki Psicología, s.f. para 6-7)

### **2.2 Paradigm and type of investigation.**

This research project is conducted from a quantitative methodological paradigm, with experimental design and explanatory scope, since it seeks to determine and weigh the causes of an outcome intrinsically related to an experimental design. The quantitative paradigm "uses data collection to test hypotheses, based on numerical measurement and statistical analysis to establish patterns of behavior and test theories" (Salusplay, n.d. para 1). Likewise, research is explanatory in scope because according to (Niño, 2011, p 100) it finds out the causes of things,



facts or phenomena of reality. A project in which the explanatory element predominates will need to work with hypotheses and with the determination and consequent measurement of variables, according to the object and subject of research.

### **2.3 Population**

According to (Tamayo, 2012, p. 180) the population is the totality of a study phenomenon, it includes all the units of analysis that make up that phenomenon and that must be quantified for a given study. Therefore, in our project the population is formed by the students of the first level of PINE of the UTMACH during the academic cycle 2022-D2.

### **2.4 Methods of investigation**

The research method is the rigorous procedure, formulated in a logical manner, that the researcher must follow in the acquisition of knowledge, there are numerous research methods.

#### **2.4.1 Theoretical level methods**

They are those methods that allow you to reveal the essential relationships of the object of research as in this case is English language instruction and acquisition. In addition, they are fundamental for the understanding of the facts and for the formulation of the research hypothesis.

The methods used are detailed below:

#### **Historical-logical**

Historical-logical analysis method indicates a process by which the various problems or phenomena are the result of a long process. The historical part involves the study of the actual trajectory of circumstance, evolutionary problems and events in a given period or time

period. Logic dictates these predictable results; there is a cause and effect relationship here, so it is necessary to study several general patterns of action and evolution of the fact.

Logic and history complement and connect each other. In order to discover the basic laws of phenomena, the logical method must be based on the data of the historical method and not express mere speculative thinking. Similarly, the historical method should not be limited to a simple description of events but should also reveal the objective logic of the historical development of the object of study (Pérez, n.d., para 3).

### **Hypothetical - deductive**

It is a method which implies a logical process where conclusions are obtained from general premises. It is a procedure which attempts to provide answers to various phenomena, problems through the postulation of hypotheses that are taken as true. There is a simple process where several steps are indicated, the first one being the general premise, second the deduction, third the empirical verification and fourth the conclusions.

### **Systemic approach**

It intervenes different analytical methods in the application to cultivate the ability to reason extensively and think critically about phenomena, problems and situations that arise within the system. The systemic approach has roots in diverse disciplines such as biology, sociology, psychology, anthropology, philosophy, economics, mathematics, business administration and engineering. Systemic understanding involves placing elements in their proper context and making connections between them. An example of this would be examining the factors and elements associated with a specific phenomenon.

### **2.4.2. Empirical Level Methods.**

"They are based on experience in contact with reality; that is, they are based on experimentation and logic" (Argüelles, et.al., 2021, p 33). In addition, "it puts in contact with real objects and phenomena, provides clues to formulate hypotheses and data for the construction of knowledge and leads to the verification of previously formulated hypotheses" (Hernández, 2021).

The empirical methods to be used in scientific research are determined by attending, firstly, to the nature of the object of research and its close relationship with the scientific problem, the objective of the research and the scientific tasks; secondly, to the operationalization of the variables, that is, the determination of the indicators that need to be evaluated or measured. (Rojas, et. al., 2018, para 4)

This research is supported by two types of empirical methods: **direct observation** used to collect information about the existing problem, in order to directly observe the behavior and proceeding of the students; and **measurement** used to calculate the academic level of the students, especially in the area of vocabulary and grammar by means of a diagnostic test and an interview to the English teacher.

**The methods used are detailed below:**

**-Direct observation:** It has to do with "the direct observation of the object of study in its natural or usual conditions, in order to record its behavior, describe it and analyze it" (Significados, 2021).

Some researchers have given some relevance to direct observation:

Every day it is gaining more credibility and its use tends to become more generalized, because it allows obtaining direct and reliable information, as long as it is done through a systematized and very controlled procedure, for which today very complete

audiovisual means are being used, especially in studies of the behavior of people in their workplaces (Bernal, 2010, p. 194).

**-Measurement:** It lies in obtaining numerical or statistical information about the attributes of the object of study, taking into consideration quantifiable dimensions. According to McDaniel and Gates (1999), measurement "is the process of assigning numbers or markers to objects, persons, states or facts, according to specific rules to represent the quantity or quality of an attribute" (McDaniel, 2005).

**-Diagnostic test:** It is that type of test that is carried out at the beginning of an academic period and/or teaching-learning process, in which evaluation tools are used with the unavoidable objective of acquiring precise information about the students' sapiential level on a specific topic in order to know what their strengths and weaknesses are.

**Interview:** It is a technique, mainly verbal and face-to-face, consisting of well-structured and elaborated questions and answers between the researcher and the subject of study, which makes possible the collection of opinions, data, points of view and thoughts of those participants.

## **2.5 Data Processing Technique.**

After finishing the results collection phase, by means of empirical methods, the researcher will have access to a certain amount of data, which will be examined, interpreted to make the respective conclusions at a general level that will lead us to clarify the problem posed in the initial stages of the research. Data processing is the "process by which the collected data are arranged. To do this they will have to go through the steps of organization, coding and tabulation" (Niño, 2011, p. 154).

**- Triangulation of data**

Triangulation helps us in asserting the efficacy and reliability of data. "It is a data analysis technique that focuses on contrasting views or approaches from the data collected. Through it, the methods used to study the phenomenon are mixed" (ALEPH, 2021, para 1). This is why the data triangulation technique has been used in the interpretation of results subsequent to the application of the instruments: direct observation, diagnostic test and interview.

## **2.6 Operationalization of variables**

The following are the dependent and independent variables involved in the research problem. These variables are the attributes that are measured in the study subjects and also contribute to the development of research instruments and the collection of data.

**Dependent variable:** Development of comprehension of written texts in English in the students of the first semester of PINE of UTMACH. Academic period 2022 D2.

**Independent variable:** Class system based on the psycholinguistic approach.

**Consistency Matrix. Quantitative Research**  
**NAMES: DAVID FALCONES - WILLIAM PINDO**

**Consistency Matrix**

**Title:** Classroom system based on the psycholinguistic approach for the comprehension of written texts in English in first semester PINE students of UTMACH, academic year 2022 D2.

**Author:** William Pindo-David Falcones

Problem	Objectives	Hypothesis	Work with variables				
<p><b>General Problem:</b>            How to improve the comprehension of written texts in English of the students of the first level of the Department of English of UTMACH, academic period 2022 D2?</p>	<p><b>General objective:</b>            To elaborate a class system based on the psycholinguistic approach for the comprehension of written texts in English of the students of the first level of the English Department of UTMACH, academic period 2022 D2.</p> <p><b>Specific objectives:</b>            -To substantiate the influence of the psycholinguistic approach on the comprehension of written texts.             -To diagnose the current level of development of written text comprehension in English in the students of the first level of the English Department of UTMACH during the academic year 2022-D2.             -To develop a class system based on the psycholinguistic approach for comprehension of written texts in English.             -To evaluate the effectiveness of the class system by applying principles of psycholinguistic approach to the growth of English text comprehension.</p>	<p><b>General Hypothesis:</b>            If a class system based on the psycholinguistic approach is elaborated, then it will contribute to the development of comprehension of written texts in English in the students of the first level of the English department of UTMACH during the academic year. 2022-D2.</p>	<b>Variable I:</b> Comprehension of written texts in English				
			<b>Dimensions</b>	<b>Indicators</b>	<b>Items</b>	<b>Measuring scale</b>	<b>Levels and ranges</b>
			Knowledge  Comprehension  Extraction  Conclusions	<ul style="list-style-type: none"> <li>● Vocabulary recognition.</li> <li>● Reading for gist</li> <li>● Reading for specific and general information.</li> <li>● Sharpness of cognitive processes.</li> <li>● Legibility in understanding a text</li> <li>● Perception of key words</li> <li>● Recognition of sentence structure.</li> <li>● Extraction of explicit information.</li> <li>● Discernment of the main theme.</li> <li>● Relation of text content to previous experiences.</li> </ul>	1 2 3 4 5 6 7 8 9 10	<b>Ordinal</b>	Excellent (E) 8-10  Good (B) 6-7  Regular (R) 3-5  Insufficient (I) 0-2

<p><b>Level:</b> University</p> <p><b>Design:</b> Experimental - explanatory</p>	<p><b>Population:</b> 1st Semester PINE students.</p>	<p><b>Dependent variable</b></p> <p><b>Instruments:</b></p> <ul style="list-style-type: none"> <li>-Direct observation</li> <li>-Diagnostic test.</li> <li>-Interview</li> </ul> <p><b>Authors:</b> David Falcones - William Pindo</p> <p><b>Year:</b> 2023</p> <p><b>Monitoring:</b></p> <p><b>Diagnostic test:</b></p> <p>Current knowledge of the English language, performance of their comprehension of written texts.</p> <p><b>Scope:</b> 1st Semester PINE students.</p> <p><b>Method of administration:</b> Virtual - Online test.</p>
--	---	---

## **CHAPTER III**

### **CLASS SYSTEM BASED ON THE PSYCHOLINGUISTIC APPROACH FOR THE COMPREHENSION OF WRITTEN TEXTS IN ENGLISH**

In this chapter, the reference section includes the theoretical foundation of the class system based on the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic year 2022 D2. Furthermore, the description of the class system includes the psycholinguistic approach to English written text comprehension. Subsequently, we will address the conclusions.

#### **3.1 Theoretical foundation of the system of classes with the psycholinguistic approach for the comprehension of written texts in English**

The improvement in the comprehension of written texts in English is achieved to the extent that the student can decode the language adequately by focusing on cognitive processes, information processing, and the proper interpretation of the central message of the texts to be able to elaborate meanings and thus translate them into everyday life. In this way, we highlight the incidence of the psycholinguistic approach which "focuses on the study of how the individual acquires, uses and understands language. It is also interested in the impact that language can have on human thought and behavior" (Psicologista, n.d.).

The importance of the psycholinguistic approach to the comprehension of written texts in English is evident, as it is intrinsically related to psychology (the study of human behavior) and linguistics (the study of language structures); likewise, the role that reading plays in this must be emphasized. This is a primordial skill that helps us to decipher the written text and form a criterion. Consequently, the comprehension of written texts is the



process of decoding information and relating it to personal experiences and preliminary knowledge. (Hatzidaki, 2007, pp. 13-21)

It is necessary to point out that most students do not read or do it occasionally, among many reasons due to lack of organization, lack of interest, or dedicating time to social networks or other activities of their preference; which results in not being able to understand when they are presented with a written resource (Bérmudez, 2017). For this reason, the preponderant role of the psycholinguistic approach in the comprehension of written texts is noteworthy, as it is suggested to read carefully, ask questions, extract key information, and pay attention to small details. Likewise, it is transcendental for learning, since it is useful when examining, weighing, and judging what we have read.

Because of the above, we propose the elaboration of a class system based on the psycholinguistic approach for the comprehension of written texts in English where all those components and specific needs are incorporated to achieve an excellent comprehension of written texts. The purpose of this approach is to provide the students of the first semester of PINE at UTMACH, academic year 2022 D2, with the necessary mechanisms to develop practically their splendid skills of comprehension of written texts in English.

The system or lesson plan is an instrument that includes organized and detailed classroom activities. They include learning objectives, pedagogical and subject contents, teaching strategies, tests, and beyond. Also, it allows for these activities to be implemented in elementary, high schools, or universities.

According to Mil Formatos (2023), there are several important characteristics that highlight a lesson plan and these are:

It is a very well-structured and detailed document since its main function is to provide order to the ideas in your mind. The lesson plan will allow you to have an objective and orderly view of your day-to-day life in the classroom.

It should be systematic, that is, it presents instructions or methods to achieve the objectives you set as a teacher so that you can easily follow the planning.

It is organized in the form of a table so that it is much easier to classify the content, summarize, and give the necessary amount of detail. It can have as many rows and columns as you need.

It uses simple and direct language because it must be easy to understand. So, the statements are developed with simple sentences, and many verbs in infinitive or present simple are used.

Likewise, Mil Formatos (2023) refers that the lesson plan has a structure which is briefly detailed below:

**General data:** it is useful for organizing lesson plans for different periods. It includes the teacher's name, subject, level of education, academic period, timetable, class duration, educational institution, and didactic unit number.

**Teaching unit:** Summarizes the subject matter and teaching objective of the lesson. The teacher usually establishes the didactic unit at the initial, primary, and secondary education levels.

**Contents:** It is the set of knowledge and skills that the teacher must transmit to the students, according to the educational curriculum that corresponds to the teaching level.

**Objectives:** The teacher must state the general objective or goal of the class.

**Skills:** Explains the specific skills that students must develop to comply with the activities and evaluations of the class.

**Methodology:** Corresponds to the set of procedures and activities planned by the teacher to transmit the content of the class.

**Didactic resources:** This is usually optional. The teacher mentions all the materials and means used during the class, which allows him/her to do the activities and apply the evaluation strategies.

**Evaluation strategies:** The teacher selects and plans all the assessment activities to measure the students' competencies.

During the elaboration of the class system based on the psycholinguistic approach for the comprehension of written texts in English of the students of the first semester of PINE of the UTMACH, academic period 2022 D2. The psychological, linguistic, pedagogical, and didactic foundations were taken into consideration to endorse the investigative approach of the Degree Project.

From the psychological aspect of a class system based on the psycholinguistic approach for the comprehension of written texts in English, the teacher and the students will have a preponderant role since relevant aspects such as individuality, critical thinking, conduct, behavior, emotional intelligence, learning styles will be valued. As far as our project is concerned, it covers how we understand written texts in English. In the same way, the teacher will emphasize the capabilities of his students, being a partner in their cognitive processes and acting as a beacon for them. All this will greatly benefit the teaching-learning process and the classroom system.

According to Coll, psychology in education is about understanding students and understanding the psychological processes that influence their behavior and academic

performance. This means that teachers must be aware of how motivation, self-esteem, learning, memory, and development affect students (Rivas, 2023).

Understanding texts, from a psychological perspective, involves more than a linguistic task of decoding written signs into semantic units since the superficial structure of the text does not make explicit all the elements necessary for its comprehension. The reader's task is to go beyond the verbal signs, that is, to create and reconstruct information that fills the "gaps" left by the written signs, to recreate in the mind the meaning of the text. Consequently, Walter Kintch (1988) has proposed a model that takes into account the activities that the subject performs when understanding a text, the structure underlying the text, and the integration of these activities with this structure (Matéus Ferro, 2007, p. 40).

The linguistic aspect of a class system based on the psycholinguistic approach to the comprehension of written texts in English has to do with the various language structures. Also, such comprehension of written texts "involves a high-level process of active construction of meaning through the simultaneous implementation of linguistic skills (decoding, parsing), memory, attention, reasoning, knowledge of the world, knowledge of reading strategies, etc" (Abusamara & Joannette, 2012, para. 1).

Piacente and Querejeta examine the character, occurrence, and persistence of lexical segmentations, analyzing possible associations with performance in reading and writing tasks. At what stage of development is the ability to discriminate word boundaries acquired? When is the lexical separation mechanism set in motion in the context of sentences and texts? It is common for research to inquire about the mastery of the alphabetic principle necessary for reading and writing, but it is less explicit about other issues such as the correct segmentation of written words. In writing, it is necessary not only to master the skills of

segmenting speech into the sounds represented by graphemes but also to master spelling (Abusamara & Joannette, 2012, para. 1).

From the pedagogical aspect of a class system based on the psycholinguistic approach for the comprehension of written texts in English, it is emphasized that the teacher accepts the task of making constant improvements in the teaching-learning process, using transforming pedagogical strategies to make the student the focus of learning. Likewise, it encourages collaborative work, active participation, and the discovery of students' aptitudes, thus developing critical and reflective thinking and optimizing the effectiveness of the educational system.

Additionally, pedagogy according to (Correa, 2010 cited by Archila Guío, 2013, p. 140) points out that:

It becomes a value to understand the meaning of teaching, training, learning and education. In this sense, pedagogy is approached as a system, part of the complex due to the set of processes, elements and multiple subjects that interrelate, constituting a whole.

Throughout the years, the concept of education has been transforming more and more because there have been several approaches for the improvement of teaching-learning, in the beginning, pedagogy focused specifically on the authoritarian transmission of types of knowledge, with a great emphasis on what consists of discipline and control. However, as the learning process became better understood, there were more learner-centered approaches and active construction of knowledge. During the 20th century, a number of pedagogical trends emerged that left their mark on educational practice. The constructivist approach, proposed by theorists such as Jean Piaget and Lev Vygotsky, emphasizes the importance of individual and social construction of knowledge. The critical pedagogy promoted by Paulo Freire

emphasizes consciousness and social transformation through education. All these approaches have been very useful to bring a number of benefits to the current teaching and learning process, therefore there are currently several methods and approaches for a better education. (Universidad de los Andes Colombia, 2023).

The didactic aspect of a class system based on the psycholinguistic approach for the comprehension of written texts in English is supported by Giovanni Parodi who emphasizes the "didactic implications for focusing attention on the general cognitive processes common to reading and writing, such as the activation and application of the reader's previous knowledge" (SciELO, 2006, para 8). Consequently, it is important to address the role of the psycholinguistic approach and didactics, through methodological innovation determinations that are within the classroom system, with a strong disciplinary base, together with the students' experiences and preliminary knowledge for the comprehension of written texts in English.

We often state that critical thinking in our students is important. But what teaching strategy are we implementing to achieve this? We believe that giving students overwhelming amounts of reading guarantees that longed for critical thinking, without taking into account whether reading comprehension in our university students is optimal. A student does not acquire critical thinking by reading a few political, scientific, ideological, or philosophical texts. Critical thinking is immersed in a process that requires the development of metacognitive skills, and to deploy this cognitive tool in the student, it is necessary to work on didactic strategies (Casasola, 2020, page 46).

Concerning the previous paragraph, it is fundamental to consider the construction of sapiential discernment regarding the comprehension of written texts in English in the didactic

aspect to satisfactorily face the teaching-learning process. In the training path, the teacher performs the work of a facilitator of knowledge, skills, and means. "The university professor is a facilitator of learning, whose objective is to focus on generating different strategies or didactic activities for students to achieve meaningful and transformative learning" (Casasola, 2020, page 47).

### **3.2. Description of the class system in the psycholinguistic approach to comprehension of written English texts**

The definition of a class system in education is an organizational structure in which students are divided into classes according to their level of performance or knowledge. These class systems can be divided into several categories, such as homogeneous, heterogeneous, or hybrid systems. A good class system raises the level of organizational success.

The lesson plan is an essential tool in the process of learning a language because it allows for a structured, organized lesson plan, it is a guide where the different objectives of each class are classified. It also helps the teacher to establish a standard teaching pattern. (Rojas I., 2020).

According to the author Neira (2022), when working on reading comprehension in class, it is necessary for the teacher to delimit the strategies to be used for this process since they are the main actors in making decisions for good learning. In this sense, agreeing with Pérez et al. (2018), it is suggested to ask the following questions in three moments to prepare for reading:

1.- Beginning of reading:

- Agree on the objectives of the reading.
- Read the title of the reading to infer what it is about.

- Create hypotheses about the text to be read.

2.- Course of the reading:

- Ask questions about the content read to clarify doubts.

- Summarize the text.

- Re-read the summary.

- Inquire about the meaning of unknown words in the text.

- Read aloud to verify comprehension of the text.

3.- Finish reading:

- Summarize the text.

- Generate and answer questions from the text read.

- Make graphic organizers about the main and secondary ideas of the reading.

The lesson plans serve as a guide for teachers. They allow them to follow the teaching procedures in each lesson. Additionally, they embrace the sequence of contents, teaching methods, and evaluation criteria. They also aid teachers in anticipating potential student learning difficulties. Therefore, it seeks to form a general set of activities to achieve learning goals effectively (Hotmart, 2022).

### **3.2.1 Objectives of the class system based on the psycholinguistic approach for the comprehension of written texts in English in first-level students of the English Department at UTMACH, academic period 2022 D2.**

During the planning process of this pedagogical proposal, first of all, the general objective had to be stated to finalize the intervention. Concerning the general objective, it is essential to take it into account for the development of cognitive, linguistic, and psychological skills.



Within the general objective, the specific objectives for each class were raised, where the influence of the psycholinguistic approach to contribute to the development of comprehension of written texts in English must be based.

In this approach, it is also fundamental to diagnose the current level of development of English written text comprehension in the students of the 3rd semester of PINE, as well as to evaluate the effectiveness of the system of classes applying the principles of the psycholinguistic approach to the growth of text comprehension.

Upon completion of all lessons, students will be able to:

- Correctly apply skimming and scanning.
- Discern text more quickly.
- Recognize grammatical sentence structures.
- Extract keywords from the text
- Relate text content to previous experiences.

The importance of effectively applying the general objective with its specific objectives is that it seeks to increase the good command of the English language through essential strategies with a structured system of activities for the use of the psycholinguistic approach as a methodological strategy for the good development of the process of instructing and acquiring proficiency in the English language. Finally, it is crucial to highlight that good lesson planning is the basis for good educational learning.

### **3.2.2 Characteristics of the class system applying the psycholinguistic approach.**

It is necessary to know that a good class system must comply with characteristics because its effects on the design and organization will be reflected in the learning results of the students and optimized work time.

The characteristics of the class system give a better definition of what it is. A class system is a document that details everything that will be developed in a class with an organized time. In addition, the class system is part of a learning tool for planning activities, tasks, and content so that teachers have a well-structured guide of the topics to be taught.

There are several benefits of having a good class system developed:

The organization is very fundamental since it allows the teacher to have his activities in complete order, and the teacher can control the time correctly. Another benefit is that the teacher decides which tools and resources will be used in the class.

By having a specific plan, the teacher can know what topic he/she is going to explain in each hour. In addition, a correct lesson plan allows the teacher to optimize the activities in time, meaning that the teacher can review the planning and decide whether there can be improvements in the content to be taught.

The following are the characteristics that a lesson plan should have:

- A plan should be strategic
- It should be structured and well-detailed
- It should use understandable and direct language
- It should be measurable and adjustable

To structure a correct lesson plan, the following steps should be taken into account:

- Select the topic

- Define objectives
- Have a methodology
- Choose appropriate resources and tools
- Define time
- Determine how to evaluate

It is indispensable to know that proper lesson planning promotes the teacher to keep improving his or her teaching skills and to keep increasing knowledge. Apart from that, it helps the teacher to focus on what the students' shortcomings are and to keep improving the students' cognitive skills. Therefore, when the teacher has a lesson plan in place, he/she will not have any inconvenience regarding the organization of teaching topics. (Rojas, 2020).

The psycholinguistic approach in classroom systems focuses on developing student learning as a process of social interaction and collaboration. In this type of approach, learning is seen as a dynamic and interactive process, in which students learn through interaction and communication with other students and the teacher. In conclusion, it is important to emphasize that the psycholinguistic approach is also based on the idea that students learn through actions and activities that foster correct learning.

### **Class N°1 – Diagnostic test**

**Examiners:** David Falcones and William Pindo

**Date:** Thursday, January 04<sup>th</sup>, 2024

**Theme:** Encourage the development of comprehension skills for English written texts by administering a diagnostic test.

**Objective:** By the end of the lesson, students will be able to identify some techniques for understanding texts written in English while taking a diagnostic test.

**Class Time:** 40 minutes

**Introduction (5 min)**

Greet the students and give them some instructions about the diagnostic test they will take.

**Application of the diagnostic test (30 min)**

Students will take a diagnostic test that lasts 30 minutes. The objective is to assess the level of English they possess concerning the comprehension of texts written in English. In short, the application of the diagnostic test originates as a vital tool to collect transcendental information that will help us with pedagogical intervention with the psycholinguistic approach.

**Answering doubts (5 min)**

Recap the topic and objective of the class. If there are any doubts on the part of the students, they can ask questions about what we saw in class.

**Class N° 2**

**Date:** Monday, January 22nd, 2023

**Theme:** To encourage the development of comprehension skills for written texts in English by pointing out the importance of globalization and applying reading techniques. Review of the diagnostic test.

**Sample Main Aim:** By the end of the lesson students will be able to revise key concepts of the psycholinguistic approach. To read an article for skimming, scanning, and reading for details in the context of the most populous cities.

**Class time:** 40 minutes

**Feedback on the diagnostic test (5 minutes)**

Review of the diagnostic test.

**Led-in (10 min)**

- The teacher will introduce the topic ‘the importance of globalization applying reading techniques’ by asking Why some cities have a high population.

- After that, students will rank (1-5) populous cities according to the number of inhabitants: Tokyo, Shanghai, Beijing, Delhi, and Mumbai.

### **Pre-teach vocabulary (10 minutes)**

The objective is to unblock words necessary to understand the text.

- Students will read the words below with their respective meanings.
- The teacher will explain the concepts of hubs, charm, juxtaposition, skimming, and scanning in reading.
- The teacher points out the importance of these techniques regarding the development of comprehension skills for written texts.

### **Controlled Practice**

The teacher sets the task

Students will read the text “Top 5 Most Populous Cities in the World”

Students will have 3 minutes for reading.

The teacher highlights the 5 cities that the text talks about.

Students will answer several questions with some kinds of reading techniques:

### **Class N° 3**

**Date:** Monday, January 29<sup>th</sup>, 2024

**Theme:** The development of comprehension skills for written texts in English so that students enhance their psycholinguistic approach with general cultural knowledge.

**Objective:** By the end of the lesson, students will be able to understand how to use appropriately the psycholinguistic approach when they read written texts in English and recognize the extracted words.

### **During the third class**

Time: 40 minutes

### **Introduction (5min)**

Greet students and give a brief introduction to today's topic.

**Explanation and resolution of the activities (30 min)**

Explain the lead-in activity regarding general culture knowledge.

Explain the vocabulary activity, it contains several extracted words from the text.

Explain the questions regarding the text of "The Outstanding Thomas Alva Edinson"

**Feedback and answer doubts or hesitations (5min)**

Give feedback on the text and answer any doubts.

**Class N° 4**

**Date:** Tuesday, January 30<sup>th</sup>, 2024

**Theme:** Final test.

**Objective:** By the end of the lesson, students will be able to carry out the final test by applying appropriately the psycholinguistic approach when they read written texts in English, and they will also be able to handle the skimming and scanning techniques.

**During the fourth class**

Time: 40 minutes

**Introduction (5min)**

Greet students and give a brief introduction to the final test's instructions.

**Resolution of the final test (30 min)**

Students have to read the whole text called "The Ball Game" in 5 minutes.

Students have to answer several questions regarding the text in 10 minutes.

Students have to answer some questions which are referred to reading for gist and psycholinguistic approach in 15 minutes.

**Feedback and answer doubts or hesitations (5min)**

Give feedback on the text and answer any doubts.

## **Conclusions**

In short, the execution of a class system employing the psycholinguistic approach for the comprehension of written texts in English in the first semester students of PINE of UTMACH academic period 2022 D2 was schematized using an integrative approach for the improvement of the comprehension of linguistic learning in an appropriate way, in addition to correctly applying psychology and all the processes related to it such as:

- The readability of understanding a text.
- The perception of keywords.
- The extraction of explicit information.
- The empirical question of learning.

The proposed system of classes not only sought the effective use of the psycholinguistic approach but also sought to stimulate critical thinking, stimulate active participation, develop cognitive processes, encourage autonomy in the comprehension of written texts in English, and promote the proper interest in learning the English language with a persevering, dynamic, receptive, productive and resilient attitude.

## CHAPTER IV

### **RESULTS ACHIEVED THROUGH THE APPLICATION OF A CLASS SYSTEM BASED ON THE PSYCHOLINGUISTIC APPROACH FOR THE COMPREHENSION OF WRITTEN TEXTS IN ENGLISH**

This chapter presents the results of the application of a class system with the use of the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of the UTMACH, school term 2022 D2. carried out on January 04, January 22, January 29, and January 30, using the experimental design with an explanatory scope.

#### **4.1 Description of the application of a class system based on the use of the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, academic year 2022 D2.**

The first day of class took place on Thursday, January 04 with a duration of 40 minutes. The first-class plan was applied as shown in Appendix 3, where the development of the class is fully specified, adjusting to the time and requirements of the students for adequate learning. The first 5 minutes of the class were led in to interact with the students and introduce the topic. For the following 30 minutes, a diagnostic test was applied, which consisted of 4 tasks that addressed: vocabulary recognition, skimming and scanning, true and false questions, and linking ideas with concepts.

With the application of the diagnostic test, a general representation was obtained of the students' level of English, as well as their knowledge, detecting their strengths and weaknesses. Afterward, a quick explanation was made about the relevance of developing comprehension skills for written texts in English. At the end of the class, students were given 5 minutes to clarify their doubts through questions and recapitulation of the class topic.



The effectiveness of the first lesson planning objective was evaluated through the application of some techniques to understand written texts in English, at the same time that they took the diagnostic test (APPENDIX 4), which lasted 30 minutes, where they developed critical thinking, knowledge of the language and previous experiences.

The second day of class was held on Monday, January 22 with a duration of 40 minutes. The first 5 minutes were used to give the respective feedback on the results of the diagnostic test of the first class. The following 10 minutes there was interaction between the student and the teacher, where the topic of the class was introduced: The importance of globalization by applying reading techniques. Likewise, the students had to categorize from highest to lowest the 5 most populated cities in the world that were presented to them through written material. Then they continued with the teaching of new vocabulary using 10 minutes for this purpose.

Afterward, 15 minutes were set aside for a controlled activity for the students, where they had to practice some comprehension exercises of written texts in English. For this, the teacher set 3 minutes for the students to read a text whose theme was "The 5 most populated cities in the world". After completing the reading, they had to answer some questions with reading techniques:

#### SKIMMING

- 1) What is the text about?
- 2) What is the connection between the 5 cities?

#### SCANNING

- 1) What are the 5 most populated cities in the world?
- 2) How many inhabitants does the city of Bombay have?

3) To which country does the city of Delhi belong?

4) What do the 5 cities in the text reflect?

#### READING FOR DETAILS

1) What is your favorite city?

2) What do you think is the best city to live in?

The effectiveness of the second objective of the lesson plan was evaluated by reviewing key concepts of the psycholinguistic approach. A reading activity applying skimming and scanning in the context of the most populated cities in the world was carried out, which not only enhanced their skills for comprehension of written texts in English but also reinforced their current knowledge with previous experiences and knowledge.

The third day of class took place on Monday, January 29 with a duration of 40 minutes. It addressed the development of comprehension skills for written texts in English for the students to enhance their psycholinguistic approach with knowledge of general culture. For this purpose, we started with a 5-minute introductory activity that consisted of categorizing some inventions. Then, 10 minutes were set aside for a vocabulary activity where students had to match some words with their respective meanings.

Subsequently, controlled activities were carried out, with a duration of 15 minutes, where students had to quickly read a text applying reading techniques such as skimming and scanning about an American inventor named Thomas Alva Edison. After having read the text, they had to answer some questions related to it:

- What is the text about?
- What is Edison's full name?
- Why are his inventions important?

- What is the light bulb?
- What does the word "prolific" mean?
- What modern devices can you think of that exist today because Edison invented the phonograph many years ago?

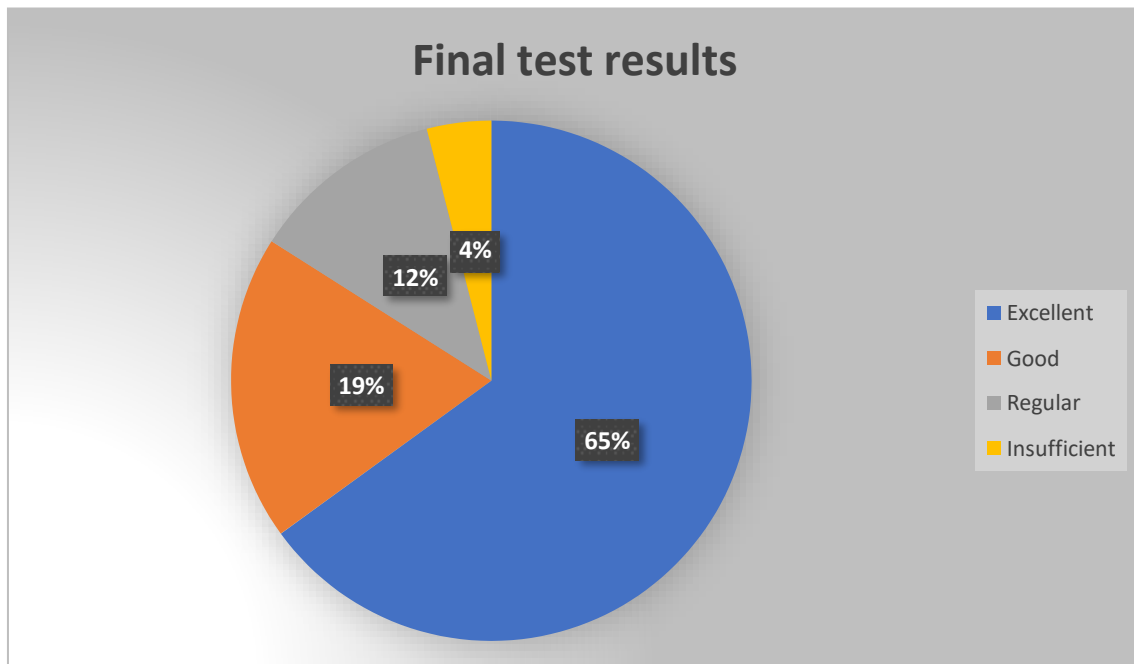
The effectiveness of the second objective of the lesson plan was evaluated, as students were able to understand how to appropriately use the psycholinguistic approach when reading about Thomas Alva Edison, while actively and collaboratively participating in the activities of comprehension and interpretation of the information. Most of the students said that he was a very recognized character and that he performed great feats. Also, the activities were developed effectively since the students had some knowledge of general culture, as it was a topic they already knew and had seen in the past.

The fourth day of class was held on Tuesday, January 30, with a duration of 40 minutes. The evaluation of the intervention proposal was carried out. The teacher was given 5 minutes to explain basic concepts related to the topic of the class. Also, several orientations and advice were given about the application of the final test.

As the last part of the intervention, we proceeded to take the 30-minute final test (Appendix 5), based on the topics and learning objectives used in the class system. At the end of the class, 5 minutes were allocated to clarify any doubts and questions on the part of the students; in addition, the respective feedback of the final test was given showing them how to better develop the comprehension of written texts using the psycholinguistic approach through the use of various techniques and tips.

**4.2 Results after the use of a class system based on the use of the psycholinguistic approach for the comprehension of written texts in English in the students of the first semester of PINE of UTMACH, school term 2022 D2.**

Regarding the results of the final test, the first-semester PINE students took the test to know the current performance of comprehension of written texts in English by applying the psycholinguistic approach. Below is the analysis of the results represented in a pie chart with different percentages and with different levels/ranges of performances. These results are obtained through the dimensions and indicators.



Consequently, it can be confirmed through the statistics of the conclusions on the final test about the comprehension of written texts in English, that most of the students are within the excellent level group. Therefore, in percentages, it indicates the following: out of 26 students, 17 are in the excellent level with a percentage of 65%, 5 are in the good level with a percentage of 19%, 3 represent the regular level with a percentage of 12% and 1 is in the insufficient level with a percentage of 4%.

Even though most of the students have achieved a good result with a good level of performance in English text comprehension, students must continue to strengthen in the following areas:

- Knowledge entailing skimming and scanning.
- Comprehension which contains the grasp of written texts in English both in their grammar and vocabulary.
- Word extraction so that they have a better understanding of the meaning of each word.

Concerning the experiences of the students of the first semester of PINE applying the class system based on the psycholinguistic approach, it was possible to collect much relevant information such as acquiring new knowledge through written texts in English; it was possible to observe the interest of the students to continue developing new strategies of knowledge, comprehension and word extraction. In addition to relating previous knowledge with current knowledge for a better development of cognitive processes. Students improved in better recognizing sentence structures with different grammatical tenses such as Present Simple, Past Simple, and Present Perfect Simple, among others. In addition, they can discern texts by applying strategies such as skimming and scanning. The results have shown very positive points on the part of the students.

There is a notable difference in results between the diagnostic test and the final test. When students took the diagnostic test there were percentages of poor and good performances, they were on par. But concerning the final test, most of them obtained better results, about 65% had excellent performance; this means that a good class system was applied for students to improve their skills regarding their comprehension of written texts in English.

## CONCLUSIONS

-Using the bibliographic review and theoretical verification, the psycholinguistic approach was defined as a useful tool for the acquisition of vast knowledge, the transmission of information, and the improvement of critical thinking whose development allowed evidencing its validity and effectiveness for the comprehension of written texts in English.

-The initial diagnosis carried out in the students of the first semester of PINE of UTMACH, academic period 2022 D2. detected deficiencies in knowledge, vocabulary, and word extraction within the written texts in English, since the lesson plans are not well developed; therefore, the students' learning has been affected in a certain way.

-A class system based on the psycholinguistic approach was developed so that students learn different strategies for understanding written texts, have a better analysis of the contents, and can relate more deeply to their previous knowledge with the new knowledge they have been acquiring throughout the classes.

-The application of the class system using the psycholinguistic approach corroborated the hypothesis, observing a direct relationship between the classification system and the enhancement of understanding written texts in the English language.

## **RECOMMENDATIONS**

Continue to reinforce active reading strategies such as summarizing texts, making inferences, weaving connections within the text with previous knowledge or experiences, and applying an effective methodology focused on cognitive, didactic, psychological, and linguistic development processes to increase comprehension of written texts in English.

## **Bibliography**

Abusamara, V. Y. (2012). *Lectura, escritura y comprensión de textos: aspectos cognitivos de una habilidad cultural*. Recuperado el 15 de Enero de 2024, de [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S2075-94792012000100001](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S2075-94792012000100001)

Abusamara, V., & Joannette, Y. (2012). Lectura, escritura y comprensión de textos: aspectos cognitivos de una habilidad cultural. *Neuropsicología Latinoamericana*, 4(1), 1-4. Recuperado el 15 de Enero de 2024, de [http://pepsic.bvsalud.org/scielo.php?script=sci\\_arttext&pid=S2075-94792012000100001](http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S2075-94792012000100001)

ALEPH. (10 de Abril de 2021). *La triangulación de datos en una investigación*. Recuperado el 07 de Enero de 2024, de <https://aleph.org.mx/que-es-la-triangulacion-de-datos-en-una-investigacion>

Aprender Inglés Rápido y Fácil. (2024). *Ejercicios de Comprensión de Lectura en Inglés / Reading Comprehension Exercises*. Obtenido de <https://www.aprenderinglesrapidoyfacil.com/ejercicios-de-compresion-de-lectura/>

Archila Guío, J. (2013). *Educación y pedagogía en el contexto del paradigma emergente: una nueva forma de pensar y percibir el mundo para la formación de ciudadanía*. Recuperado el 16 de Enero de 2024, de <https://www.redalyc.org/pdf/5177/517751547011.pdf>

Argüelles, V. H. (Enero de 2021). *ResearchGate*. Recuperado el 22 de Diciembre de 2023, de [https://www.researchgate.net/publication/348288530\\_Metodos\\_empiricos\\_de\\_la\\_investigacion](https://www.researchgate.net/publication/348288530_Metodos_empiricos_de_la_investigacion)



- Báez, P. (Mayo de 2022). *Comprensión lectora infantil: Estrategias didácticas desde el enfoque psicolingüístico*. Recuperado el 24 de Septiembre de 2023, de <http://repositorio.puce.edu.ec/bitstream/handle/22000/20249/TESIS%20BAEZ%20ADENA%20SYLVIA%20PAMELA.pdf?sequence=1&isAllowed=y>
- Bérmudez, A. (28 de Septiembre de 2017). *BBC Mundo*. Obtenido de Van a la escuela pero no aprenden: por qué más de la mitad de los adolescentes latinoamericanos culminan la secundaria sin saber leer bien: <https://www.bbc.com/mundo/noticias-41422087>
- Bernal, C. A. (2010). *Metodología de la investigación: administración, economía, humanidades y ciencias sociales*. Colombia: Prentice Hall.
- Bernstein Ratner, N., & Berko Gleason, J. (2017, February 15). Psychonlinguistics. *ScienceDirect*, 1199-1204. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/B9780128093245221858?via%3Dihub>
- Bonilla, J., Batista, I., & Jiménez, M. (2015). El proceso de enseñanza aprendizaje del inglés en academias de idiomas ecuatorianas: atención a diversidad étnica multi-intercultural de los estudiantes. *Dialnet*, 1426-1441. Obtenido de <https://dialnet.unirioja.es/servlet/articulo?codigo=7192610>
- Casasola, W. (28 de Febrero de 2020). *Scielo*. Recuperado el 16 de Enero de 2024, de El papel de la didáctica en los procesos de enseñanza y aprendizaje universitarios: <https://www.scielo.sa.cr/pdf/com/v29n1/1659-3820-com-29-01-38.pdf>
- Coelho, F. (n.d.). *Significados*. Obtenido de <https://www.significados.com/vocabulario/>
- Essberger, J. (2019). *EnglishClub.com*. Retrieved from <https://www.englishclub.com/about/team/>

GCF Global. (n.d.). *Gramática básica: ¿Qué es la gramática?* Obtenido de

<https://edu.gcfglobal.org/es/gramatica-basica/que-es-la-gramatica/1/>

Hatzidaki, A. (12 de March de 2007). *The Process of Comprehension from a Psycholinguistic*

*Approach – Implications for Translation.* Obtenido de

<https://www.erudit.org/en/journals/meta/2007-v52-n1-meta1613/014715ar/>

Hernández, M. (30 de Julio de 2021). *Métodos empíricos en la investigación.* Recuperado el

22 de Diciembre de 2023, de

<https://repository.uaeh.edu.mx/bitstream/handle/123456789/19887>

Hotmart. (22 de Febrero de 2022). *hotmart Blog.* Obtenido de

<https://hotmart.com/es/blog/plan-de-clase>

Kesuma, B. (2011, February 21). *A BRIEF HISTORY OF ENGLISH LANGUAGE*

*TEACHING.* Retrieved from

<http://englishteachingmethod.blogspot.com/2011/02/brief-history-of-english-language.html>

Lingua.com. (n.d.). *Textos en inglés con ejercicios de comprensión lectora.* Obtenido de

<https://lingua.com/es/ingles/lectura/>

Martinez, C. (2022, February 21). *YuBrain.* Retrieved from

<https://www.yubrain.com/idiomas/ingles/idioma-ingles-moderno/>

Matéus Ferro, G. E. (26 de Julio de 2007). *Psicología de la comprensión textual y control de*

*la comprensión: revisión de conceptos. Revista Folios, 39-48.* Recuperado el 15 de

Enero de 2024, de <https://www.redalyc.org/pdf/3459/345941356004.pdf>

McDaniel, C. G. (2005). *Investigación de mercados contemporánea.* México: Thomson

Editores. Recuperado el 22 de Diciembre de 2023

Merriam-Webster. (2023). *Thesaurus*. Obtenido de <https://www.merriam-webster.com/dictionary/vocabulary#:~:text=For%20many%20people%2C%20the%20word%20vocabulary%20is%20primarily,nature%20of%20so%20much%20of%20the%20English%20lexicon.>

Mil Formatos. (24 de Febrero de 2023). *Plan de clase*. Recuperado el 14 de Enero de 2024, de <https://milformatos.com/escolares/plan-de-clase/#:~:text=Un%20plan%20de%20clase%20es%20un%20documento%20donde,contenido%20pedag%C3%B3gico%20te%C3%B3rico%20y%20pr%C3%A1ctico%20de%20sus%20asignaturas.>

Molina, P., & García, I. (12 de Noviembre de 2019). El proceso de enseñanza-aprendizaje en la Educación Superior. *DOMINIO DE LAS CIENCIAS*, 5(1), 394-413. Obtenido de <https://dominiodelasciencias.com/ojs/index.php/es/article/view/1051/1538>

Neira, G. A. (2022). *Universidad Politécnica Salesiana*. Obtenido de <https://dspace.ups.edu.ec/bitstream/123456789/22046/1/UPS-CT009616.pdf>

Niño, V. (2011). *Metodología de la investigación*. Bogotá, Colombia: Ediciones de la U. Recuperado el 22 de Noviembre de 2023

okdiario. (31 de Enero de 2019). *Conoce el método de observación directa*. Obtenido de <https://okdiario.com/curiosidades/conoce-metodo-observacion-directa-3628568>

Osorio, L., Vidnavic, A., & Finol, M. (2021). ELEMENTOS DEL PROCESO DE ENSEÑANZA – APRENDIZAJE Y SU INTERACCIÓN EN EL ÁMBITO EDUCATIVO. *QUALITAS*, 23. Obtenido de <https://revistas.unibe.edu.ec/index.php/qualitas/article/view/117/124#:~:text=El%20proceso%20de%20ense%C3%B1anza%20%E2%80%93%20aprendizaje,el%20fin%20de%20propiciar%20aprendizajes.>

Parodi, G., Moreno, L., & Julio, C. (19 de Junio de 2020). *Comprensión de textos escritos: reconceptualizaciones en torno a las demandas del siglo XXI*. Obtenido de <https://www.redalyc.org/journal/2550/255066938012/>

Pérez, G. (s/f). *ECURED*. Obtenido de [https://www.ecured.cu/M%C3%A9todo\\_de\\_an%C3%A1lisis\\_hist%C3%B3rico-l%C3%B3gico](https://www.ecured.cu/M%C3%A9todo_de_an%C3%A1lisis_hist%C3%B3rico-l%C3%B3gico)

Psicologista. (s.f.). *Psicolingüística: Qué Es, Importancia Y Cómo Se Aplica*. Recuperado el 14 de Enero de 2024, de <https://psicologista.com/psicolinguistica-que-es-importancia-y-como-se-aplica/>

Rivas, D. (26 de Febrero de 2023). *Psicología organizacional*. Recuperado el 15 de Enero de 2024, de [https://psicologiaorganizacional.com.mx/cual-es-la-relacion-entre-la-educacion-y-la-psicologia/?expand\\_article=1](https://psicologiaorganizacional.com.mx/cual-es-la-relacion-entre-la-educacion-y-la-psicologia/?expand_article=1)

Rojas, et. al. (Abril 2018). *La instrumentación de los métodos empíricos en los investigadores potenciales de las carreras pedagógicas*. Recuperado el 22 de Diciembre de 2023, de [http://scielo.sld.cu/scielo.php?script=sci\\_arttext&pid=S1815-76962018000200238](http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1815-76962018000200238)

Rojas, I. (15 de Julio de 2020). *lirmi*. Obtenido de <https://blog.lirmi.com/la-importancia-de-la-planificacion-de-clases>

Romero, J. (2019). *Propuesta sobre el Enfoque Psicolingüístico para la Enseñanza del Inglés*. Recuperado el 24 de Septiembre de 2023, de [https://www.ugb.edu.sv/images/pdf/investigacionesusu/Informe\\_Investigacion\\_Propuesta\\_Idioma\\_Ingles.pdf](https://www.ugb.edu.sv/images/pdf/investigacionesusu/Informe_Investigacion_Propuesta_Idioma_Ingles.pdf)

Salusplay. (s.f.). *El Paradigma Cuantitativo*. Recuperado el 22 de Noviembre de 2023, de <https://www.salusplay.com/apuntes/apuntes-metodologia-de-la-investigacion/tema-1-el-paradigma-cuantitativo/1>

Scielo. (2006). *Revista signos*. Recuperado el 16 de Enero de 2024, de Comprensión de textos escritos: [https://www.scielo.cl/scielo.php?script=sci\\_arttext&pid=S0718-09342006000300009](https://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0718-09342006000300009)

Significados. (26 de Mayo de 2021). *Método empírico*. Recuperado el 22 de Diciembre de 2023, de <https://www.significados.com/metodo-empirico/>

Tamayo, M. (2012). *El Proceso de la Investigación Científica*. México: Limusa. Recuperado el 24 de Noviembre de 2023

Thanasoulas, D. (n.d.). *EnglishClub*. Retrieved from <https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/>

UKessays. (2018, November). *History Of English Language Teaching*. Retrieved from <https://www.ukessays.com/essays/english-language/history-of-english-language-teaching-english-language-essay.php#citethis>

Universidad de los Andes Colombia. (23 de Junio de 2023). *Pedagogía: concepto, importancia y evolución en la educación*. Recuperado el 16 de Enero de 2024, de <https://programas.uniandes.edu.co/blog/pedagogia>

Wiki Psicología. (s.f.). *Paradigma Cuantitativo*. Recuperado el 29 de Enero de 2024, de <https://wikipsicologia.com/paradigma-cuantitativo/#:~:text=En%20suma%2C%20el%20paradigma%20cuantitativo%20posee%20las%20caracter%20ADsticas,investigaci%C3%B3n.%20...%20Por%20su%20dimensi%C3%B3n%20metodol%C3%B3gica.%20>

Wiki Psicología. (s.f.). *Paradigmas en investigación*. Recuperado el 29 de Enero de 2024, de <https://wikipsicologia.com/paradigmas-en-investigacion/>

## ANNEXES

### ANNEX 1: DIAGNOSTIC TEST

#### Intermediate level (B1) English diagnostic test

#### INTERMEDIATE LEVEL (B1) ENGLISH - COMPREHENSION OF WRITTEN TEXTS

**First name and surname:**

#### TASK 1 - VOCABULARY ACTIVITY

(1.5 points)

**Match each word with the correct definition.**

**MAR**

Throughout

Married woman

Wives

Unusual; odd; irregular

Freak

Worried; troubled; anxious

Concerned

From the beginning to the end of

#### TASK 2

(1.5 points)

**Read the blog quickly and answer the next question:**

**MAR**

**What's the main idea of the text?**

**TASK 3**

**(5 x 1 marks = 5 marks)**

**Read the blog post and choose the FIVE true sentences. Don't choose more than five. Sentence 0 is an example.**

**Please, transfer you answers in the answer sheet.**

**Can internet friends become as close as offline friends?**

I'm in my 30s. I've had a lot of friends come and go throughout my years on this blue planet. Believe it or not, the one group of friends who've been with me the longest are friends I originally met online years ago. A few of them I've actually met, spent time with, dated, and so on and the rest I've only spoken to via technology but never physically seen in person.

Today, I see these people as some of my closest friends and a couple I consider family. Some of them have even gotten married and their wives have also joined the group.

Just because we don't spend time together in reality doesn't mean we don't have relations with each other. We game together, have Skype conversations, text, and even call very often. Now to be clear, I'm not some lonely computer freak who only leaves his home to buy candy. I go out with my local friends often; I spend quite a bit of time at pubs and bars as well as at sporting events. As far as my local friends are concerned, I'm a very lively friendly person like any other person.

Getting directly to the question of how close we are. The people I've met online probably know more about me than my local friends. They know the full aspects of my dating life, they know my true fears in life, they know things I've dealt with and deal with on a normal basis. Some say it's because of the longevity of which we've known each other, I personally think it's a mix of that as well as the manner of our friendship. Most of us game together, and for anyone who's played a game knows the pain of spending 2 hours getting through a level only to die at the end. We have that bond and that connection; we have each other's back when it doesn't matter. And that's just us.

**TASK 3****(3.5 points)****(5 x 1 marks = 5 marks)****Read the blog post and choose the FIVE true sentences. Don't choose more than five. Sentence 0 is an example.****MARK**

True	✓

So, can internet friends become as close as offline friends? Definitely, in fact under the right circumstances, they can become even closer.

<b>0.</b>	<i>The writer has made a lot of friends in his life.</i>
<b>1.</b>	He hasn't met any of his friends in person.
<b>2.</b>	All of his friends are like family to him.
<b>3.</b>	They have welcomed each other's couples in their group.
<b>4.</b>	He believes it's more difficult to keep online friendships.
<b>5.</b>	He has never heard his online friends' voices.



6.	He and his online friends consider themselves unsociable.
7.	He just leaves home for shopping.
8.	He sometimes watches sports.
9.	He has almost no secrets for his online friends.
10.	He believes computer games promote close relations.
11.	There isn't just one reason for the success of their relationship.

**TASK 4**

**(3.5 points)**

**(4 x 1.25 points = 5 points)**

**Read the following article about the FIVE reasons why teens should vote. Decide which FIVE headings match to the FIVE reasons. Four of the headings are not necessary. Reason 1 has been matched to heading 0 as an example.**

**Remember to transfer your answers to the answer sheet.**

<b>MARK</b>

5 REASONS WHY YOU SHOULD VOTE

The majority of young people don't vote. Why is youth voting important? Read on to find five main reasons.

REASON 1.....

You'll be voting for the rest of your life. Casting well-considered votes is something you will want to teach to your friends, family, and children, so why not start now? It's not very hard! Master the skills now so that you can begin to perfect and share this important practice in the future.

REASON

2.....

Most adults don't understand the teen perspective. They are confused by our high tech era, our interests. If you fail to vote, you are yielding the ultimate power to adults to make decisions about the leaders and laws that will lead society for decades in the future, and you can be sure that those decisions won't be congruent with the teen psyche and perspective.

REASON

3.....

Think about all the countries in the world that don't have democratic political institutions like Syria, the Congo, and Cuba. In such countries, citizens are denied the right to vote and have their voice heard, and they don't even have the option to shape their government and their future. We are immensely lucky to live in a country that was founded on democratic values and it's an insult to abandon our voting rights.

REASON

4.....

Voting demonstrates your good faith attempt to get the political outcome you desire, and gives you every right to complain if things don't go your way on a key ballot measure. If you don't vote - shut it!

REASON

5.....

How many times have you wished you were more in tune with politics and current events for your history class, or family discussion? Committing to voting is a shortcut to greater engagement in the political world around you. It will keep you connected with the news as you follow politicians and key policy initiatives.

HEADINGS:

***0. It's an important skill to learn.***

- A. Altruism: your vote improves other people's lives.
- B. As an example to younger generations.
- C. Don't let others shape tomorrow's society.
- D. Every vote matters, don't be a lazy voter.
- E. It helps you be involved in politics and events around you.
- F. If you don't vote, you lose your right to criticize.
- G. To be part of our society.
- H. Voting is an important privilege not everyone has.

	<i>Reason 1</i>	<i>Reason 2</i>	<i>Reason 3</i>	<i>Reason 4</i>	<i>Reason 5</i>
<b>Answer</b>	<i>0</i>				
<b>Correction</b>	✓				

<https://www3.gobiernodecanarias.org/medusa/edublog/iesvierayclavijo/modelos-de-pruebas-ingles-nivel-intermedio-b1/>

## **ANNEX 2: SEMI-STRUCTURED INTERVIEW**

- 1.- How many hours per week do you dedicate to the Reading skill?
- 2.- What kind of reading techniques do you use in class?
- 3.- What vocabulary activities do you do with your students?
- 4.- What do you know about sentence structure?
- 5.- What techniques do you use to help your students discern the main idea of the text?
- 6.- How can you link the content of the text with the previous experiences of your students?
- 7.- How do you evaluate your students' test results?
- 8.- What could you do as a teacher to improve comprehension of written texts in English?

**ANNEX 3: PROCEDURE SHEET CLASSES 1-4**

**JANUARY 04th /2024**

**CLASS N° 1**

**Main Aim:** By the end of the lesson, students will be able to identify some techniques for understanding texts written in English while taking a diagnostic test.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

<b>Timing and Interaction</b>	<b>Stage Name &amp; Aims</b>	<b>Procedure</b>	<b>Tutor's Comments</b>
5' T-S	<b>1. Led-in</b> <ul style="list-style-type: none"><li>• To interact with students about the topic.</li></ul>	T Greet the students and give them some instructions about the diagnostic test they will take.	

<p>30'</p> <p>SS</p> <p>T-S</p> <p>SS</p>	<p><b>2. Application of the diagnostic test</b></p> <ul style="list-style-type: none"> <li>To assess the English level of the students.</li> </ul>	<p>SS will take a diagnostic test that lasts 30 minutes.</p> <p>T-S The diagnostic test is based on <b>4 tasks</b>:</p> <p>The <b>first</b> is about vocabulary, the students had to mark each word with its respective meaning.</p> <p>The <b>second</b> is about quickly reading a text and answering the question: What's the main idea of the text?</p> <p>The <b>third</b> is to re-read the same text and answer true-or-false questions.</p> <p>For the <b>fourth</b> and final task, students have to read a text titled "5 REASONS WHY YOU SHOULD VOTE." Then they have to decide which FIVE headings match to the FIVE reasons.</p> <p>Ss will mark the correct option for each question, whether open or closed answers based on their knowledge, previous experiences, and critical thinking.</p>	
<p>5'</p> <p>T-S</p> <p>S-T</p>	<p><b>3. Answering doubts</b></p> <ul style="list-style-type: none"> <li>To answer any questions from students</li> </ul>	<p>T will recap the topic and objective of the class.</p> <p>T-S If there are any doubts on the part of the students, they can ask questions about the class.</p>	

**JANUARY 22<sup>nd</sup> /2024**  
**CLASS N° 2**

**Main Aim:** By the end of the lesson students will be able to revise key concepts of the psycholinguistic approach.

**Subsidiary Aim:** To read an article for skimming and scanning in the context of the most populous cities.

T = Teacher • SS = Students • RB = Report back (the teacher elicits answers from the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

<b>Timing and Interaction</b>	<b>Stage Name &amp; Aims</b>	<b>Procedure</b>	<b>Tutor's Comments</b>
5' T-S	<b>4. Feedback on the diagnostic test</b>  Review of the diagnostic test	T gets SS's attention. T will give feedback on the results of the diagnostic tests of the students. T will check the questions that most of the students failed. SS will be able to ask any questions regarding the result of the diagnostic test.	
10' T-S  S-T	<b>5. Led-in</b>  Interacting with the student	T introduces the topic 'the importance of globalization applying reading techniques' by asking: Why some cities have a high population?	

		SS will rank (1-5) populous cities according to the number of inhabitants: Tokyo, Shanghai, Beijing, Delhi, Mumbai.	
10' T-S  S-S  S-T	<b>6. Pre-teach vocabulary</b>  To unblock words necessary to understand the text.	<b><u>MEANING</u></b>  SS read the words below with their respective meaning. T explains the concepts of hubs, charm, juxtaposition, skimming, and scanning in reading. T points out the importance of these techniques regarding the development of comprehension skills for written texts.	
15' T-S  S-S  S-T	<b>7. Controlled Practice</b>  To practice some exercises about comprehension of written texts of the target language.	T sets the task SS will read the text “Top 5 Most Populous Cities in the World” SS will have 3 minutes for reading. T highlights the 5 cities that the text talks about. SS will answer several questions with some kinds of reading techniques:  <b>SKIMMING</b>  1) What is the text about?  2) What is the connection among the 5 cities?  <b>SCANNING</b>	



		<ol style="list-style-type: none"><li>1) <b>What are Top 5 Most Populous Cities in the world?</b></li><li>2) <b>How many inhabitants does the city of Mumbai have?</b></li><li>3) <b>Which country does the city of Delhi belong to?</b></li><li>4) <b>What do the 5 cities in the text reflect?</b></li></ol> <p><b>READING FOR DETAILS</b></p> <ol style="list-style-type: none"><li>1) <b>What is the favorite city for you?</b></li><li>2) <b>What do you think is the best city to live?</b></li></ol>	
--	--	---	--

**JANUARY 29th /2024**

**CLASS N° 3**

**Theme:** The development of comprehension skills for written texts in English in order that students enhance their psycholinguistic approach with general culture knowledge.

**Main Aim:** By the end of the lesson, students will be able to understand how to use appropriately the psycholinguistic approach when they read written texts in English and recognize the extracted words.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
5' T-S	<b>8. Led-in</b> <ul style="list-style-type: none"><li>To interact with students through the topic.</li></ul>	T Introduces the topic “the development of comprehension skills for written texts in English with the application of the psycholinguistic approach” by doing a lead-in activity, it consists in ranking several inventions.	

<p>10' T-S</p> <p>S-T</p>	<p><b>9. Pre-teach vocabulary</b></p> <ul style="list-style-type: none"> <li>To unblock words necessary to grasp the text.</li> </ul>	<p><b><u>MEANING</u></b></p> <p>SS Analyze the vocabulary activity due to there are several complex words in the text.</p> <p>T Explain the vocabulary activity, it consists in matching the words “affordable, regardless, whether” with their correct definition.</p> <p>T Highlight the essential that are the key words in the vocabulary activity to get a better comprehension of the written text.</p>	
<p>15' T-S</p> <p>S-S</p> <p>S-T</p>	<p><b>10. Controlled Practice</b></p> <ul style="list-style-type: none"> <li>To practice some exercises about comprehension of written texts of the target language by applying the psycholinguistic approach.</li> </ul> <p><b>11. Freer Practice</b></p>	<p>T sets the task</p> <p>SS will read the text about “The outstanding Thomas Alva Edison”</p> <p>SS will have 3 minutes for reading.</p> <p>T highlight the key words that were mentioned in the ranking activity.</p> <p>SS will answer several questions regarding the text.</p> <p><b>What’s the text about?</b></p> <p><b>What’s Edison full name?</b></p> <p><b>Why are his inventions important?</b></p> <p><b>What is the light bulb?</b></p> <p><b>What does “prolific” mean?</b></p> <p><b>What modern devices can you think of that exist today because Edison invented the phonograph many years ago?</b></p> <p>T It’s fundamental to know that these questions</p>	

		were made regarding the text. Therefore, the students will apply a psycholinguistic approach because it's a topic they have already learnt some time ago and they will connect their previous knowledge with the current one by learning new things about the outstanding Thomas Alva Edison.	
10' T-S  S-S  S-T	<b>12. Conclusions</b> <ul style="list-style-type: none"> <li>In this section, there will be feedback of the text and questions regarding general culture as well.</li> </ul>	T gets SS attention. T will proceed to give feedback of the text. T will make questions regarding general culture to notice if students have any knowledge regarding it. SS will be able to ask any questions or doubts regarding the class.	

**JANUARY 30th /2024**

**CLASS N° 4**

**Theme:** Final Test

**Main Aim:** By the end of the lesson, students will be able to carry out the final test by applying appropriately the psycholinguistic approach when they read written texts in English, and they will also be able to handle the skimming and scanning techniques.

T = Teacher • SS = Students • RB = Report back (the teacher eliciting answers form the students) • FB = Feedback (the teacher tells the students whether they are right or not, amongst other things).

Timing and Interaction	Stage Name & Aims	Procedure	Tutor's Comments
5' T-S	<b>13. Introduction</b> <ul style="list-style-type: none"> <li>To explain the instructions of the final test</li> </ul>	T Introduces the instructions of the final test. To cheer the students up to carry out the test in the best way, without make a lot of mistakes. T Give students some tips before doing the test.	
30' T-S  S-T	<b>14. Resolution of the final test.</b> <ul style="list-style-type: none"> <li>To carry out the final test</li> </ul>	SS Read the whole text called "the ball game" SS Analyze and underline the most remarkable words or phrases from the text. T encourage the students to complete appropriately all the questions after finishing reading the text, SS answer all the 5 questions and these ones are: <b>What was the main use of the ball game?</b> <b>How many courts have been found so far?</b> <b>In what year would the oldest courts be dated?</b> <b>During which centuries did the ball game continue to be played?</b> <b>Teotlachco means:</b> SS Answer other questions regarding reading for gist and psycholinguistic approach, these questions are:	

		<p><b>READING FOR GIST</b>  <b>Which relation existed between the “ball game” and the social events?</b>  <b>Which of all modalities about the “ball game” do you like the most?</b></p> <p><b>PSYCHOLINGUISTIC APPROACH</b>  <b>In your school environment what kind of sport activities were practiced the most? Why?</b>  <b>Have you ever played this kind of game through your childhood?</b></p>	
<i>5' T-S</i>	<b>15. Feedback of the final test and clarification of doubts.</b>	<p>T ask students if they have any doubts.  SS say if the have any doubts.  T give feedback of the final text and say the correct answers for each question. Besides that, show the students how to develop in a better way the comprehension of written texts using the psycholinguistic approach by using several great techniques and tips.</p>	

## **ANNEX 4: EVALUATION OF THE DIAGNOSTIC TEST**

The diagnostic test consisted of 4 parts (tasks) that evaluated vocabulary analysis, reading techniques such as skimming and scanning, True-False Questions and linking ideas with their respective headings. It lasted 30 minutes.

**TASK 1 - VOCABULARY ACTIVITY** (1.5 points)  
**Match each word with the correct definition.**

**TASK 2** (1.5 points)

**Read the blog quickly and answer the next question:**

**What's the main idea of the text?**

**TASK 3** (3.5 points)  
(5 x 1 marks = 5 marks)  
**Read the blog post and choose the FIVE true sentences. Don't choose more than five. Sentence 0 is an example.**

**TASK 4** (3.5 points)  
(4 x 1.25 points = 5 points)  
**Read the following article about the FIVE reasons why teens should vote. Decide which FIVE headings match to the FIVE reasons. Four of the headings are not necessary. Reason 1 has been matched to heading 0 as an example.**  
**Remember to transfer your answers to the answer sheet.**

## **ANNEX 5: FINAL TEST**

### **Final test**

**Examiners:** David Falcones and William Pindo

**Date:** Tuesday, January 30<sup>th</sup>, 2024

#### **The ball game**

The pre-Hispanic ball game, which was practiced throughout the territory of what would later be called Our Spain, had mythological and religious connotations, and also helped to resolve political and social conflicts among Mesoamericans. Narrations such as the Popol Vuh tell of the relationship between this game and creation, while a Tarascan legend tells of the confrontation between two gods on a talacho playing field. In some occasions the ball game was also understood as the faithful reflection of the movement of the stars, guardians of the universal balance. Human sacrifices took place on the field, as described in the codices and reliefs in archaeological ruins.

So far, some 700 playing fields have been found in the Mesoamerican area. The oldest have been dated to the year 600 B.C. Among the most famous are the Teotlachco or court of the gods, Teotihuacan (Mexico), and the gigantic court of Chichen Itza (Mexico) measuring 169 by 70 meters, which was built during the peak of the game, that is, between 600 and 1,000 of our era. There are references that this game continued to be played during the XVII, XVIII and XIX centuries, surviving to the present day in the states of Nayarit and Sinaloa (Mexico).

Two bands faced each other, whose number of players varied according to the celebration (civil, religious, or military), whose respective fields were marked by a dividing line in the middle of a court that usually measured 60 by 7 meters and whose shape was usually similar to a Latin "I". The winner was the team that managed to pass a greater number of times the heavy rubber ball into the opponent's field or through stone rings embedded in the side walls.

In some places the ball was thrown with the hands, in others it was kicked. Another modality consisted of pushing the ball with a stick and another version of the game, this was hit with the hip, forearms, elbows, and knees, for which it was essential to make use of leather protectors. Depending on the culture, the destiny of the winners was different, since for example in the Olmec culture the winner was sacrificed to victoriously carry messages as a sacred emissary to the deities, which was a privilege. In the Maya, he was rewarded by having his life spared.

#### **Comprehension Questionnaire**

##### **I. What was the main use of the ball game?**

- a) To solve family problems.
- b) To resolve political and social conflicts among Mesoamericans.
- c) Define the territory of each culture.
- d) Representation of a Tarascan legend.
- e) Determine human sacrifices.



**2. How many courts have been found so far?**

- a) 700 courts.
- b) 60 courts.
- c) 168 courts.
- d) 70 courts.
- e) 600 courts.

**3. In what year would the oldest courts be dated?**

- a) 700 B.C.
- b) 1000 B.C.
- c) 600 B.C.
- d) 168 B.C.
- e) 70 A.D.

**4. During which centuries did the ball game continue to be played?**

- a) XVII, XVIII and XIX.
- b) XV, XVI and XVII.
- c) XIV, XV, XVI and XVII.
- d) XX, XIX and XVIII.
- e) None of the above.

**5. Teotlachco means:**

- a) Game code.
- b) Rubber ball.
- c) Ceremonial auditorium.
- d) Game of the ball.
- e) Court of the gods.

**QUESTIONS WHICH ARE REFER TO:**

**READING FOR GIST**

**Which relation existed between the “ball game” and the social events?**

**Which of all modalities about the “ball game” do you like the most?**

**PSYCHOLINGUISTIC APPROACH**

**In your school environment what kind of sport activities were practiced the most?  
Why?**

**Have you ever played this kind of game through your childhood?**

<https://www.sililecturainteligente.com/diagnostico-en-linea/prueba-de-velocidad-comprension-lectora/adultos-de-20/>