A COMPARISON OF THE EFFECTS OF TWO SCHEMA

THEORY-BASED PRE-READING ACTIVITIES IN

SPANISH: KEY WORD DISCUSSION AND

VOCABULARY REVIEW

by

Charles W. Nolan II

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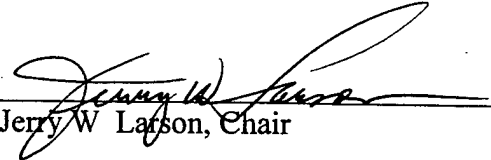
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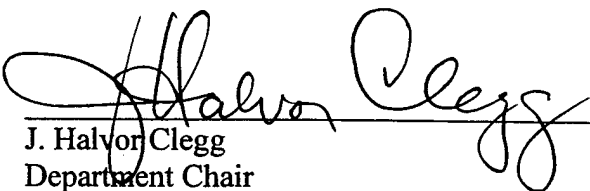_5/29/02_
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Chair, Graduate Committee

Accepted for the Department

J. Halvor Clegg
Department Chair

Accepted for the College

Van C. Gessel
Dean, College of Humanities

ABSTRACT

A COMPARISON OF THE EFFECTS OF TWO SCHEMA THEORY-BASED PRE-READING ACTIVITIES IN SPANISH: KEY WORD DISCUSSION AND VOCABULARY REVIEW

Charles W. Nolan II

Department of Spanish and Portuguese

Master of Arts

This Study compares the effectiveness of two schema theory-based pre-reading activities: key word discussion and vocabulary review.

Background knowledge plays an important role in reading comprehension. Schema theory models the processing of information and the role that background knowledge plays in comprehension. Research suggests that reading strategies based on schema theory improve reading comprehension. In terms of pre-reading activities based on schema theory, Klapper (1993) claims that getting students to think about and predict content is more fruitful than reviewing difficult vocabulary items.

The current study compared the effectiveness of these two types of pre-reading exercises in three sections of Spanish 102 students at Brigham Young University. A

pretest was first conducted to establish that all three sections were comparable in reading comprehension skill. Each section then read each of three readings followed by a reading comprehension test. Prior to each reading, one section conducted a vocabulary review, another section conducted a class discussion of key words modeled after the Pre-Reading Plan (PReP) designed by Langer (1981), and the third section conducted a pre-reading activity that combined both the vocabulary review and the class discussion of key words. Each pre-reading activity lasted approximately 15 minutes. The three treatments were rotated so that each section participated in each treatment one time.

Data from the pretest and treatment reading comprehension tests were analyzed in terms of the change in scores between the pretest and the reading comprehension tests. The analysis failed to show that one treatment was significantly more effective than the others in improving student reading comprehension. The only significant variable was reading selection. The more difficult the reading, the smaller the change in scores between the pretest and the treatment reading comprehension tests.

An analysis of student pre-reading activity preference showed that the majority of students preferred the vocabulary review, but student preference did not significantly influence how well a student comprehended a reading.

The present study demonstrates that the type of schema theory-based pre-reading activity may not be as important as the amount of time spent conducting the activity. Further research is required to determine if such is the case.

ACKNOWLEDGEMENTS

No thesis is truly the work of only one person. Such is the case with the present study. This thesis is the result of work done not only by the author, but also by the thesis committee, fellow graduate students, the research subjects themselves and the researcher's family. I am forever indebted to Dr. Jerry Larson for his advice, detailed proof-reading, and encouragement. His guidance, patience and professionalism made a seemingly insurmountable task more bearable. I appreciate the support of Dr. Meredith and Dr. Weatherford who provided useful suggestions. I am grateful for the help of three Spanish 102 instructors (Michael Wilson, Shaharazarde Williams and Gloria Stallings) for their willingness in conducting this study in their already busy classrooms. I am also thankful for the volunteered participation of all the research subjects. Finally, I thank my wife, Michelle, for her encouragement and support in seeing this project through from beginning to end.

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Chapter 1

Purpose of the Study and Statement of the Problem

Introduction

Most beginning level college courses in Spanish focus on grammar and developing the listening and speaking skills of their students. Little attention is given to developing reading and writing skills until the second year of language study. Such is the case at Brigham Young University (BYU) in Provo, Utah. First-year Spanish courses focus on grammar, listening, speaking and culture and second-year intermediate courses focus on reading and writing through the study of foreign cultures.

While focusing on the separate skills in this order is generally accepted, the transition between the two types of instruction is not always easy for the student. Students that spend their first year learning grammar and how to speak often struggle during the second year when they are expected to read large amounts of authentic materials in the target language.

Rationale and Need for the Study

Knowing that reading authentic materials may be new and challenging for intermediate Spanish students, it is important to determine how we can help them develop this language skill. Research (Crow, 1986; Stevens, 1980; Langer, 1981) indicates that two factors play a major role in how well students understand a text: adequate vocabulary and background knowledge. The more words the students know and recognize, the better they understand a text. At the same time, the more prior knowledge and experience students have about the topic of a given text, the better they understand it.

The use of pre-reading activities is a common technique used to help students better understand what they read in a second language. With reference to pre-reading activities, Klapper (1993) stated the following:

> The most obvious type of activity is to provide items of vocabulary from the text which either help readers to process difficult linguistic items not normally accessible to contextual inference, or which, often more fruitfully, encourage them to think about and predict content before they begin reading. (54)

Klapper claims that getting students to think about and predict content is more fruitful than reviewing difficult vocabulary items. The purpose of this study is to determine empirically the validity of this claim by comparing two different pre-reading activities. The first pre-reading activity, key word discussion, encourages students to think about and predict content by tapping into their background knowledge and discussing key words from the text according to Klapper. The second pre-reading activity, vocabulary review, simply reviews new vocabulary found in the text.

Research Questions

In view of Klapper's (1993) claim that enabling students to think about and predict content is more fruitful than reviewing difficult vocabulary items, this study focuses on comparing the effectiveness of these two types of pre-reading exercises. This study focuses on the following research questions:

1. Which of these two pre-reading activities (key word discussion or vocabulary review) has a greater positive effect on the reading comprehension of intermediate Spanish students?

2. Do student pre-reading activity preferences have an effect on how well they perform under each treatment?

<u>Overview of the Study</u>

In this study, pre-formed Spanish 102 classes were used for each of three treatment groups. Each treatment group was taught by a different student instructor. The author of this thesis conducted a brief pilot study in his own Spanish 102 section in order to test the treatments and work out any oversights and problems before training the three student instructors involved in the experiment.

The three student instructors received two blocks of instruction on their duties and expectations for the experiment. During the first block of instruction, student instructors were given a general overview of the experiment and their role in the study. During the second block of instruction, student instructors were themselves instructed in the use of, and allowed to practice the two types of pre-reading activities that were to be performed in the study. The author of this thesis gave the instruction.

Prior to administration of the treatments, all three treatment groups completed a reading comprehension pretest to determine if they were comparable. Students read an authentic text appropriate for the Spanish 201 level that took approximately 20-25 minutes. After reading the passage, the text was handed in and students completed a twenty-question, multiple-choice reading comprehension test. To reduce guessing, students were instructed to mark the answer to the fifth alternative, "I do not know," if they had no idea what the answer was. The test questions were in English to prevent interference from the students' second language (L2).

All three treatment groups read the same three reading passages in Spanish. The passages were authentic texts appropriate for the Spanish 201 level. Each passage took approximately 20-25 minutes to read. Before reading the passage each treatment group conducted a pre-reading activity for approximately 15 minutes. One treatment group conducted a key word discussion, a second treatment group conducted a vocabulary review, and a third treatment group conducted a combined pre-reading activity that included both the key word discussion and the vocabulary review. The vocabulary review was conducted before the key word discussion.

To prevent teacher interference, the three treatments (key word discussion, vocabulary review, and a combination of the two) were rotated among the three student instructors for each reading. In the end, each class had received all three treatments one time.

As with the pretest, after reading each Spanish passage, students handed in the passage and completed a reading comprehension test comprising twenty multiple-choice questions. Again, to reduce guessing, students were instructed to mark the answer to the fifth alternative, "I do not know," if they had no idea what the answer was. The test questions were in English to prevent interference from L2.

A student survey was conducted after the final reading that allowed the students to give subjective feedback on how effective each pre-reading activity was in helping them understand the readings. They also indicated which pre-reading activity they preferred and why.

At the end of the treatments, scores from all of the reading comprehension tests were compared with the pretest score to determine the change in score for each reading.

The changes in scores were then analyzed and compared to determine if there was a significant difference among the three treatments (key word discussion, vocabulary review, and a combination of the two).

Definition of Terms

Schemata. Schemata are previously acquired knowledge structures (Carrell, 1984, p. 332). Rumelhart (1980) defined schemata as follows:

All knowledge is packaged into units. These units are the schemata. Embedded in these packets of knowledge is, in addition to the knowledge itself, information about how this knowledge is to be used. A schema, then, is a data structure for representing the generic concepts stored in memory. (p. 34)

In this sense, schemata are like our personal theories on the way things are, or representations of one's background experiences. Obviously, schemata are influenced by the culture in which one lives (Pritchard, 1990, p. 275).

Schema. Schema is the singular form of schemata.

Delimitations

This experiment was conducted only in beginning Spanish courses; therefore, one should not assume that the results of the study can be applied to beginning instruction in other languages.

This study does not look at the difference between males and females. Further research would be required to determine if the treatments affect males differently than females.

Organization of the Study Report

This thesis report is organized into five chapters. A brief explanation of each chapter follows.

Chapter One introduces the rationale behind the study and the specific research questions addressed by the experiment. Key terms are operationalized and delimitations are specified. Chapter One gives and overview of the study and concludes with an explanation of the organization of the report.

Chapter Two consists of a review of the related literature. Schema theory and the importance of background knowledge in the learning process are discussed. The arguments for the use of pre-reading activities that tap into the background knowledge of the students and review vocabulary are set forth. Chapter Two concludes by explaining the relationship between the research literature and the thesis study.

Chapter Three details the procedures and design of the study, including the method for choosing participants, the pilot study, general procedures, and the measuring instruments. Chapter Three concludes by stating the research questions and hypotheses.

Chapter Four gives an analysis of the experimental data collected. The statistical techniques used to interpret the research data are explained along with the results of the analysis. Chapter Four concludes by explaining the meaning of the statistical tests applied.

Chapter Five states the thesis conclusions and recommendations based on the analysis of the data. After a brief overview of the study, findings and conclusions are explained along with the limitations of the study. Chapter Five concludes with a discussion of the implications of the study and recommendations for further research.

Chapter 2

Review of the Related Research Literature

<u>Introduction</u>

In this chapter, the role of background knowledge on reading comprehension will first be discussed followed by an explanation of schema theory. Information processing will then be explored along with the causes of miscomprehension. The relationship between schema theory and reading comprehension will then be discussed along with several schema-theory based pre-reading activities that have been developed to enhance reading comprehension. Finally, the relevance of the related research will be discussed to show the need for this study.

<u>The Role of Background Knowledge in Reading Comprehension</u>

As far back as 1781, Immanuel Kant claimed that new information can have meaning for an individual only when it can be related to something the individual already knows (Carrell, 1984, p. 332). Since reading is one of the primary ways through which we gain new information, meaning derived from a text can be facilitated by an individual's prior knowledge. Stevens (1980) states that "background knowledge, or what one already knows about a subject, has long been assumed to influence one's reading comprehension concerning that subject" (p. 151). Langer (1981) asserts that a reader's prior knowledge is an important determiner of comprehension and that adequate comprehension occurs when there is a match between what the reader already knows and the content of the text (p. 152). The role that background knowledge plays in comprehension has led to the development of *schema theory*, which postulates that text does not carry meaning by itself. According to Carrell (1984), a text only provides

directions for readers as to how they should construct meaning from their own, previously acquired knowledge (p. 332). If this is the case, it follows that teachers should be trained in teaching reading strategies that help students tap into their previously acquired knowledge. This, in turn, will help students better understand new information.

Although we acquire a significant amount of new information through reading, Young (1989) claims that reading is the most neglected skill in the second language classroom (p. 755). Stevens (1980) asserts that "more attention must be devoted to the development of the prior knowledge bases upon which sound reading depends" (p. 153). By determining which strategies are most effective in aiding students to tap into their background knowledge, we can begin to give our students the tools they need to comprehend on their own.

Krashen (1981) states that "familiarity with context is a tremendous facilitator of comprehension" (p. 23). Both Pritchard (1990) and Westhoff (1991) also note that the more knowledge students have regarding a topic prior to reading about it, the more likely they will comprehend it (p. 292). In his experiment, Pritchard (1990) found that "when reading culturally unfamiliar materials, readers lack the relevant background information, resulting in fewer connections and greater ambiguity" (p. 291). Carrell (1983) takes this a step further. She asserts that the more readers are able to access background knowledge about either the content area of a text or the structure of the text, the better they will be able to comprehend the text. She also states that readers will be better able to recall the text and store the information in long-term memory (p. 183). The more experience and background knowledge readers have, the greater variety of text they will be able to

comprehend. This supports Landry's (1973) claim that "through experience individuals become more flexible in their thinking" (p. 111).

<u>Schema Theory</u>

The correlation between background knowledge and comprehension has led to the search for a model to describe and help us understand the process of cognition. The most promising result thus far is schema theory. Melendez and Pritchard (1985) defined schema theory in the following way:

> Essentially, schema theory of comprehension is the idea that, when people encounter new information, they attempt to understand it by fitting it into what they already know about the world, schemata being the mental structures that store people's knowledge in memory. (p. 400)

Rumelhart (1980) defined schema as follows:

> All knowledge is packaged into units. These units are the schemata. Embedded in these packets of knowledge is, in addition to the knowledge itself, information about how this knowledge is to be used. A schema, then, is a data structure for representing the generic concepts stored in memory. (p. 34)

In this sense, schemata are like our personal theories on the way things are, or representations of one's background experiences. Obviously, schemata are influenced by the culture in which one lives (Pritchard, 1990, p. 275).

According to Zhu (1997), schema theory explains the concept of our cognitive structure (p. 5). A schema is also called scripted knowledge (Yekovich & Walker, 1988), the spiral of knowledge (Poplin, 1988), or simply background information and background knowledge (Zhu, 1997, p. 5).

According to schema theory, readers "activate an appropriate schema against which they try to give a text a consistent interpretation" (Carrell, 1984, p. 333). Carrell goes on to say the following about the reading process:

> Nonetheless, the basic point is that much of the meaning understood from a text is really not actually *in* the text, per se, but *in* the reader, in the background or schematic knowledge of the reader. (p. 333)

One advantage of schema theory is its claim that people's schemata constantly change and expand as they experience and learn new things. Pearson and Spiro (1982) state "a schema is an abstraction of experience that you are constantly fine-tuning and restructuring according to new information you receive" (p. 47). Therefore, by drawing on one's previously developed schemata, a person can more easily assimilate new information.

Information Processing in Reading

Westhoff (1991) speaks of the "innate human capacity to make rules about reality by formulating and testing hypotheses" (p. 32). This ability to activate one's schemata to formulate and test hypotheses occurs in three different modes of information processing: *top-down, bottom-up,* and *interactive.*

In top-down processing, a schema activates other related schemata, or *subschemata,* in the same way a procedure invokes its subprocedures (Rumelhart, 1980, p. 42). Readers use general knowledge to make intelligent guesses about what might come next in the text. They sample only enough of the text to confirm or reject their guesses (Young, 1993, p. 452). Readers read with a theory of what the story is about but often miss details (Pearson & Spiro, 1982, p. 48). Westhoff (1991) calls this mode

"conceptually driven" and describes it as "adding knowledge already in one's possession" (p. 30).

In bottom-up processing, an activated subschema causes the various schemata of which it is a part to be activated (Rumelhart, 1980, p. 42). The reader constructs meaning from letters, words, phrases, and sentences. Small portions of text are analyzed and gradually added to the next portion until they become meaningful (Young, 1993, p. 452). Readers tend to concentrate on details but fail to process much meaning (Pearson & Spiro, 1982, p. 48). Westhoff (1991) calls this mode "data-driven" and describes it as "analyzing outside information" (p. 30).

In interactive processing, readers switch back and forth between the first two processes (Pearson & Spiro, 1982, p. 48). Carrell (1984) notes that both processing modes should occur at all levels simultaneously (p. 333). Young (1993) describes this mode as the "interaction among multiple knowledge sources, such as the text, the reader's foreign language proficiency and reading strategies, and the background experiences the reader brings to the text" (p. 452).

Rumelhart (1980) describes three modes of learning in a schema-based system. He asserts that *accretion* is the learning of individual facts. *Tuning* is when existing schemata evolve or undergo change to make them more in tune with one's experience. *Restructuring* is the creation of completely new schemata (pp. 52-54). Rumelhart (1980) goes on to compare the process of comprehension to the process of "constructing a theory, testing it against the data currently available, and as more data become available, specifying the theory further" (p. 44). According to researchers, the process is never-

ending and continues to change as old schemata are modified and new schemata are developed.

Causes of Miscomprehension in Reading

Schema theory not only helps us understand how we learn new information, it can also help us understand miscomprehension. According to Carrell (1984, p. 340), miscomprehension may be caused by the following:

No existing schema. The reader may not have the appropriate background knowledge to understand the input. Langer (1981) states that it is rare for a reader to have no stored knowledge to relate to concepts in a text. Normally, readers are simply unable to tap into what they know about the topic because they do not know how to identify the bit of information within their own memory structure that might permit access to a whole network of relevant associations (p. 153).

Naïve schema. The reader may possess the appropriate schemata, but they are not sufficiently developed to allow full comprehension (Carrell, 1984, p. 340).

No new information. The reader has a fully developed schema but processes the text in a totally top-down fashion, failing to process the details because they are totally predictable and well-understood (Carrell, 1984, p. 340).

Poor text. The reader may have the appropriate schemata, but the clues provided by the author may be insufficient to prompt their use. (Rumelhart, 1980, p. 48).

Many schemata appropriate. The reader may find a consistent interpretation of the text but may not find the one intended by the author (Rumelhart, 1980, p. 48). This results in different interpretations of the same text.

Schema intrusion. Other background schemata may cause a reader to misconstrue a text. This is especially true for culture-based texts (Carrell, 1984, p. 340).

Pearson and Spiro (1982) identify *schemata maintenance* as another source of miscomprehension. Schemata maintenance is the inability to maintain the proper schemata throughout the reading of the text (pp. 47-48).

According to Rumelhart (1980), miscomprehension may also result from *schemata distortion*. Schemata distortion results when readers become committed to their initial interpretations based on a certain schema and then require more information to disconfirm their original hypothesis than is normally required (p. 47).

Pearson and Spiro (1982) note that schemata inadequacies are responsible for many roadblocks to reading comprehension, especially those that involve decision making. Reading comprehension requires decisions about what parts of the text are important and what information that does not appear in the text must be added or inferred. These kinds of decisions are based on information in the reader's schemata (p. 47).

Schema Theory and Foreign Language Reading Comprehension

Westhoff (1991) describes reading as "a constructive process in which information from the outside continuously interacts with knowledge already available on the inside" (p. 30). But in order for outside information to interact with inside information, the appropriate schema must be activated. Zhu (1997) said "schemata are useless if we do not activate them. It is important to have them, but it is more important to make them work" (p. 6). To capitalize on this interaction, Krashen (1981) makes a case for a narrow reading approach.

Narrow reading is described as reading in depth in a focused subject area. Such reading requires the use of fewer schemata. Krashen (1981, p. 23) argues that narrow reading, and perhaps narrow input in general, is more efficient for second language acquisition. Narrow reading allows readers to continue to develop a smaller set of schemata by providing a built-in review of the material. Readers are able to learn more from a smaller, but more developed, set of schemata than from a larger set of underdeveloped schemata. Students often suffer from the "first few pages" effect in which they find it difficult to understand an author until they have read more extensively and developed a schema based on the content and the author's writing style. Krashen notes that providing short and varied selections never allows students to get beyond this stage. Deep reading in any topic, on the other hand, will provide exposure to a tremendous amount of syntax and vocabulary that is used in other domains as well. One way to expand into a new schema is to move gradually from one closely related field to another in order to take advantage of the overlap in context and language. Krashen also states that narrow reading is potentially very motivating as "narrow reading in a topic of real interest has a chance of resulting in students' reading for the message, for meaning" (p. 23).

Zhu (1997) researched the effect of text structure and readers' background knowledge on the reading comprehension of 10th grade students. He specifically looked at the effectiveness of both text-based and experience-based pre-reading activities. Using a treatment group with each type of pre-reading activity, Zhu found that both experimental groups were more effective than the control group. However, he also found that "the text-based treatment was more effective for comprehension, and the experience-

based condition yielded a more favorable result for free written response to narrative texts" (p. viii). In his conclusions, Zhu (1997) gives a possible explanation for the difference between the two treatments:

> Another explanation for the differences between text and the experience treatment is that the text-based approach may be more effective for the beginning readers who do not have much experience, while the experience approach might be more effective for the matured readers who are experienced. (p. 54)

Carrell (1983) conducted a similar experiment with English-as-a second-language (ESL) readers. Carrell focused on three components of background knowledge: context, transparency and familiarity. She defined these components as follows:

Context. Context is "prior knowledge that the text is going to be about a particular content area" (Carrell, 1983, 184). Context is derived from a title or picture or other contextual clue (p. 185).

Transparency. Transparency is "the degree to which the lexical items in the text reveal what the text is about during processing" (Carrell, 1983, p. 184). This is similar to Zhu's (1997) text-based treatment.

Familiarity. Familiarity is the reader's "prior familiarity with the content area of the text" (Carrell, 1983, p. 185). This is based on the reader's "prior knowledge or experience of the content of the text" (p. 186).

With reference to these three components of background knowledge, Carrell (1983) tested and compared a group of ESL readers with a group of native English readers. In her analysis, Carrell found that "all three components of background knowledge play a role in the way native speakers read, understand, and recall passages"

(p. 199). However, she also found that "nonnative speakers of English, reading in English, don't read like native speakers; they do not process text as native speakers do" (p. 199). In her findings, Carrell said the following about ESL readers:

> They are not efficient top-down processors, making appropriate predictions based on context, nor are they efficient bottom-up processors, building up a mental representation of the text based on the lexical information in the text. (p. 199)

In struggling to interpret her negative findings (i.e. what nonnative readers are not doing), Carrell observes that ESL readers tend to be linguistically bound to a text and that they "may be processing the literal language of the text, but they are not making the necessary connections between the text and the appropriate background information" (p. 200).

While Carrell's (1983) findings raise several questions, the main question is how to teach foreign language readers to "access and utilize appropriate background information during reading" (p. 201). In answer to this question, several types of reading strategies have been developed to externally induce the schemata, or background knowledge, of the students. Several of these strategies are discussed in the next section.

<u>Schema-theory Based Reading Strategies</u>

Pritchard (1990) defines strategy as "a deliberate action that readers take voluntarily to develop an understanding of what they read" (p. 275). Young (1989) suggests "reading may need to be developed via overt training in reading strategies which focus on comprehension processes" (p. 755). Pritchard (1990) goes on to suggest "differences in comprehension may be related to differences in the strategies readers employ" (p. 291).

Carrell (1984) states that comprehension is a result of the interaction of background knowledge with "conceptual abilities and process strategies" (p. 332). However, Westhoff (1991) notes that foreign language readers are not accustomed to making effective use of the knowledge they already have. Therefore, instruction should "concentrate on its application as a compensatory strategy" (p. 32). He further states that current instruction focuses on what is said and pays little attention to how students can actually grasp meaning. This approach makes students dependent on the teacher for understanding. In the end, students fail to develop the skills they need to cope with unfamiliar text on their own (p. 29). Zhu (1997) also notes "finding ways to evoke readers' past experiences and construct a schema becomes a real challenge to both researchers and teaching practitioners" (p. 12).

What strategies should be taught in the classroom? Westhoff (1992) recommends that the following be considered when using reading strategies:

1. Reading strategies should be practiced, not just explained.

2. Learners should develop an awareness of structures and structure markers.

3. Learning activities should encourage the use of prior knowledge.

4. Since reasoning is one of the most important learning activities, exercises should require students to explain how they arrived at their conclusions. (p. 28)

Westhoff (1991) goes on to say "learners must be assigned exercises requiring them to verbalize what they are doing. In short, what makes students learn is reasoning" (p. 33). According to Levine and Haus (1985), the purpose of teaching schema theory-based reading strategies to students is to teach them "a procedure for building bridges from their prior knowledge to their reading material" (p. 391). In an effort to show the

effects of background knowledge on reading comprehension, several schema theory-based strategies have been developed to teach reading comprehension; these are briefly discussed below.

Pre-reading/Pre-viewing Activities. According to Chen and Graves (1995), previews are "introductory materials presented to students before reading to provide *specific* information about the contents of the reading material" (p. 665). These introductory materials come in many forms – movies, television programs, slides, picture books, travelogues, visiting speakers, etc. (Melendez and Pritchard, 1985, 401). The purpose of these materials is to provide knowledge that the students can use to infer meaning from the text.

Providing Background Knowledge. Chen and Graves (1995) also experimented with providing background knowledge to students prior to reading a text (p. 665). Like previewing activities, providing background knowledge can take on many different forms. Providing background knowledge is different from previewing activities in that background information is more general. It is relevant to the story but not necessarily directly tied to the story.

During-reading Activities. Melendez and Pritchard (1985) suggest that teachers also utilize activities during the reading act. This may take the form of adjunct questions used throughout the text (embedded or adjacent to the text) that require students to "interact with the text and thereby become active readers" (p. 402). Embedded questions appear where the teacher wants the students to stop and reflect on what they have read. Adjacent questions also encourage reflection, but at the reader's own discretion.

Questions should encourage the use of relevant background knowledge that the readers may already have but may not activate on their own.

Another during-reading activity involves mid-reading predictions. Students work in pairs and read up to a certain point in a story. The students then stop reading and write a predicted ended to the story. The students then read each other's prediction and give reasons for the prediction that they made. This type of activity can be done more than once with stories of sufficient length.

Post-reading Activities. Melendez and Pritchard (1985) observe that post-reading activities are often little more than "a literal level rehashing of the reading passage" (p. 402). Instead, Melendez and Pritchard recommend using open-ended questions after reading a text that require students to "infer, evaluate, and/or justify their conclusions" (p.402). One example is to give the students a list of statements related to the reading. The students are instructed to mark each statement true or false based on their knowledge. They are then asked how a character in the reading would mark each statement. Students are then asked to defend their answers.

Mapping is another post-reading activity that helps students gain an overall understanding of what they have read. Melendez and Pritchard (1985) describe mapping in the following manner:

> Mapping refers to the process of selecting key words or phrases from a printed
>
> text and organizing them in a visual display that portrays the mapper's
>
> understanding of the content. Maps may take the forms of hierarchies, flowcharts,
>
> timelines, pictorial displays, or any other visual device by which a reader may
>
> graphically demonstrate comprehension. (p. 403)

Melendez and Pritchard (1985) also acknowledge the significance of the reading-writing relationship and recommend using writing as a tool to facilitate comprehension. Written summaries and retellings is one way to do this in a post-reading activity (p. 403).

New Vocabulary. Hudson (1982) used this strategy to "provide vocabulary items which might be unknown but were essential for comprehension of the text" (p.11). By reviewing new vocabulary with students *before* they read a selected text, students will have some prior knowledge to draw upon when they come across the words in the text.

Crow (1986) notes "an impoverished vocabulary is a serious problem, especially in the area of reading comprehension" (p. 242). He goes on to say that a thirty-minute reading assignment for a native speaker often takes a non-native speaker three to four hours because of the constant need to consult a dictionary. Most teachers, textbooks and readers agree that the teaching of new vocabulary is an integral part of any foreign language program and a key element in helping students understand what they read.

Gorman (1979) conducted a poll with advanced English-as-a-second-language (ESL) students at UCLA and found that over two-thirds attributed vocabulary as the primary contributor to problems in academic reading. Most students also agree that reading anything in another language is fruitless without a good grasp of the vocabulary. In fact, most students want to learn new vocabulary. The most common question in the foreign language classroom is either "What does "X" mean?" or "How do you say "X"?"

Klapper (1993) points out that the most common type of pre-reading activity is to "provide items of vocabulary from the text which either help readers to process difficult linguistic items not normally accessible to contextual inference, or which, often more fruitfully, encourage them to think about and predict content before they begin reading"

(p. 54). This is most commonly accomplished by presenting lists of new vocabulary found in the reading to the students. Since students already have a developed schema for the vocabulary in their native language, presenting new vocabulary in the second language allows students to develop the schemata they will need to recognize the second language vocabulary when they come across it in the reading.

Text Structure. Carrell (1985) reports that text structure can also affect meaning. Whereas *content schemata* refer to our background knowledge of the content of a text, *formal schemata* refer to our background knowledge of text structures and genre (p. 727). By understanding how different kinds of texts are organized, we are able to infer and derive meaning from a text. Hence, the greater our background knowledge in text structure, the better we will be able to understand the text. An understanding of text structure can be taught to benefit students. For example, when reading narrative prose, students can be taught the general problem-solving schema for short narratives (i.e., the story involves a main character who sets out to accomplish a goal, the character develops a plan for achieving the goal, en route to achieving the goal, the character encounters obstacles that must be confronted and overcome, etc.). The same can be done with expository texts: By learning how different texts are organized, students can use the text-structure knowledge to better understand new text that follows the same pattern.

Experience-text-relationship (ETR). Floyd and Carrell (1987) discuss a strategy employed by Au (1979) that consists of the following three phases:

(1) The students express "their own experience or knowledge about the topic prior to reading" (p.103).

(2) The teacher then has the students read short sections of the text. In between sections, the teacher asks the students questions about the content.

(3) The teacher then helps the students draw relationships between their personal experiences and the material in the text. The students' schemata become "redefined and extended" as the students identify what they already know and accommodate new information into their schemata. The purpose of this strategy is to help students discover and integrate new information on their own. (p.104)

Receptive Skill Lesson Development. Thompson (2000) developed a five-stage approach to lesson development based on schema theory. The first stage consists of pre-activities that provide needed background information and activate students' knowledge of the topic. The second stage consists of global activities that train students to consider a text in its entirety. This helps wean students from the tendency to translate word for word. The third stage consists of specific information activities that train students to locate and find specific information and access precision of understanding. The fourth stage consists of linguistic activities that train students to "use the known to learn the new" by inferring meaning and structures from the text. The fifth, and final, stage consists of post-activities that bring the students full circle and relate the reading to the original purpose. Such lesson plans are time consuming to make, but once made, they allow students to get maximum benefit from the text.

Pre-reading plan. Langer (1981) proposes a procedure that he calls the *Pre-Reading Plan* (PreP). Prior to giving reading assignments to their classes, teachers follow the following three steps:

1. Introduce a key word, concept or picture to stimulate a discussion (Floyd and Carrell, 1987, 104). Ask students for initial associations with the concept (ask questions such as "Tell anything that comes to mind when you hear the word/phrase...") (Langer, 1981, p.154).

2. Allow students to reflect on initial associations (ask questions such as "What made you think of...") (Langer, 1981, p. 154).

3. Allow students to reformulate their knowledge (ask questions such as "Based on our discussion and before we read the text, have you any new ideas about....") (Langer, 1981, p. 154). This gives the students the opportunity to "verbalize any changes or modifications of their associations that may have occurred during the discussion phase" (Floyd and Carrell, 1987, 104). The purpose of this strategy is to help students link their background knowledge with the concepts found in the text (Floyd and Carrell, 1987, 104).

Each of the above strategies can externally induce the schemata, or background knowledge, of our students. This is especially important at the beginning and intermediate levels of proficiency (Carrell, 1983, 201). By using these methods and teaching students these types of schema-based strategies, students will acquire the tools and skills that they need to comprehend on their own using the knowledge they already have.

Relationship of the Research Literature to the Present Study

Previous research has focused on the role that background knowledge, or schemata, plays in foreign language reading comprehension. Several strategies have been developed to test this hypothesis. Previous research indicates that schemata *do* play an

important role in the reading process. According to Klapper (1993), the two most common pre-reading activities used to activate students' schemata are (1) vocabulary previews and (2) questions/discussions that elicit "a personal response to the topic and/or what knowledge they (the students) already possess" (p. 54). Two questions emerge from Klapper's claim: (1) Which of these two pre-reading activities has a greater effect on the reading comprehension of intermediate Spanish students?, and (2) Do student pre-reading activity preferences have an effect on how well they perform under each treatment? Both questions are explored in this study.

Summary

Background knowledge plays a key role in the comprehension of input. Schema theory helps model the processing of information and the role that background knowledge plays in comprehension. Carrell (1984) asks how we can teach students to activate their background knowledge, their existing schema, to predict the goals, plans, and scripts of the texts they read (p. 337).

Research suggests that reading strategies based on schema theory do improve reading comprehension. However, there is need for additional research to collect empirical data to determine which pre-reading activities are most effective for students inside the foreign language classroom. The purpose of the current study is to do this by comparing two common schema-theory base pre-reading activities. Such research will guide teachers in teaching reading more effectively. It will also help students comprehend more and learn how to connect their previous knowledge and experience to the new information they encounter as they read.

The next chapter details the procedures and design of the study including the method for choosing participants, the pilot study, general procedures, and the measuring instruments. Chapter Three concludes by stating the research questions and hypotheses.

Chapter 3

Procedures and Design of the Study

<u>Introduction</u>

In view of Klapper's (1993) claim that getting students to think about and predict

content is more fruitful than reviewing difficult vocabulary items, this study focuses on

comparing the effectiveness of these two types of pre-reading exercises. This study

attempts to answer the following research questions:

1. Which pre-reading activity (key word discussion or vocabulary review) has a

greater positive effect on the reading comprehension of intermediate Spanish students?

2. Do student pre-reading activity preferences have an effect on how well they

perform under each treatment?

The previous chapter reviewed the related research literature on schema theory

and the importance of background knowledge in foreign language reading

comprehension. This chapter discusses the design of the study and the procedures that

were followed in conducting the research experiment.

<u>The Pilot Study</u>

The author of this thesis conducted a pilot study in his own Spanish 102 section in

order to test the treatments and work out any oversights and problems before training the

three student instructors involved in the experiment. The pilot study consisted of the

pretest, the three treatment readings, and the student survey.

<u>Pretest.</u> The pretest was administered to the pilot study group five days before it

was administered to the three treatment groups. The pretest consisted of the reading *Cuba*

y el socialismo followed by a reading comprehension test consisting of twenty multiple-

choice questions. To prevent students from answering the questions based on previous knowledge of the subject, the questions were designed to test knowledge that the students could only get from the reading. The multiple-choice format was chosen in order to collect and compare empirical data between the three treatment groups. The results of the reading comprehension test were compiled and analyzed to check for test reliability and validity. Based on the analysis, an effort was made to make the pretest more reliable by modifying some of the questions. Distracters were rewritten for questions that did not discriminate very well, and a couple of questions were entirely replaced by new questions. The pilot study of the pretest also allowed the author of this research to verify that the pretest could be administered effectively in a 50-minute class period (see Appendix G for the pretest reading selection and reading comprehension test).

Three treatment readings. Each of the three reading selections was administered to the pilot study group a few days before it was administered to the three treatment groups. The reading selections covered different topics but were similar to the pretest reading selection in length. Prior to each reading, the students of the pilot study group participated in two pre-reading activities. The first activity lasted approximately five to eight minutes and consisted of a review of new vocabulary words that they would encounter in the reading. The second activity lasted approximately 10-15 minutes and consisted of the Pre-Reading Plan (Langer, 1981) using three thematic vocabulary words from the readings. As with the pretest reading selection, each treatment reading selection was followed by a reading comprehension test composed of twenty multiple-choice questions. After administering each reading selection and reading comprehension test to the pilot study group, the test results were compiled and analyzed to check for test

reliability using the Kuder-Richarson Reliability Formula (KR-20). Based on the analysis, a few questions were modified to make the reading comprehension tests more reliable for the treatment groups. The pilot study of the reading selections also allowed the author of this research to verify that the pre-reading activities, reading selections, and reading comprehension tests could be administered effectively in a 50-minute class period (see Appendix H, I and J for the three treatment reading selections and the corresponding reading comprehension tests).

Student survey. A student survey was administered to the pilot study group a few days before it was administered to the three treatment groups. The survey questioned the students about the effectiveness of each type of pre-reading activity in helping them understand the readings. Students were asked to rate the effectiveness of each pre-reading activity on a ten-point Likert Scale (1 meaning "not useful at all" and 10 meaning "very useful"). The students were also asked which of the two pre-reading activities they preferred and why they preferred one over the other. The thesis chair reviewed the survey before it was administered to the pilot study group. No changes were made to the survey after reviewing the responses from the pilot study group (see Appendix K for the student survey).

Participants

In this study, pre-formed Spanish 102 classes were used for each of the three treatment groups. During the Fall 2001 semester at Brigham Young University, there were a total of six Spanish 102 Sections. One of the sections was taught by the author of this research and was used for the pilot test. The other five sections were taught by three different student instructors. Two of them taught two sections and one of them taught one

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section. For the two student instructors who had two sections, a coin was tossed to determine which section would participate in the study. In the end, three Spanish 102 sections were selected, each with a different student instructor, to participate in the study. A breakdown of the size of each section is found in Table 1.

Table 1

Size of Participating Spanish 102 Sections

Section	Number of Students
3	19
4	20
401	17
Total	56

While Spanish was the second language for the majority of the students, there were some students that had studied other languages as well. No data were collected to determine the specific foreign language experience of each student.

While students were not identified by gender, it is important to note that first-year Spanish courses at Brigham Young University (BYU) typically contain a large majority of females, sometimes as much as 90 percent or more. This is due to the fact that most students are members of The Church of Jesus Christ of Latter-day Saints and many of the male students learn a second language while serving a foreign mission for the Church. Due to their language experience, they start their language instruction at BYU at the 300 level. Out of 18 students in the pilot-study group, 14 were female (78%).

All three student instructors taught for the Department of Spanish and Portuguese and were in their second year of graduate study. Two were female and one was male. One female student instructor was a native of Colombia, whose first language was

Spanish, and the other was from the United States, whose native language was English. The male student instructor grew up speaking both English and Spanish at home, as one parent was a native of Argentina and the other a United States citizen.

General Procedures

Once the sections were selected to participate in the study, the three student instructors received two blocks of instruction on their duties and expectations for the experiment. During the first block of instruction, the student instructors were given a general overview of the experiment and their role in the study. During the second block of instruction, student instructors were taught how to conduct, and were allowed to practice, the two pre-reading activities that were to be performed in the study. A description of the two pre-reading activities used in this study will be given in the next section. The author of this thesis gave the instruction to the student instructors (see Appendix B for the teacher training instructions).

Since human subjects were involved in this study, permission was obtained from the Office of Research and Creative Activities (ORCA) before any of the students participated in the study. Each student was given a copy of the Informed Consent Statement so that they understood that their participation was strictly voluntary (see Appendix A for the Informed Consent Statement).

Prior to the treatments, all three treatment groups completed the reading comprehension pretest to verify that the three sections were comparable in reading ability. Students read an authentic text appropriate for the Spanish 201 level that took approximately 20-25 minutes. After reading the passage, the text was returned to the instructor and the students completed a twenty-question, multiple-choice test. To reduce

guessing, students were instructed to mark the answer to the fifth alternative, "I do not know," if they had no idea what the answer was. Test questions were presented in English to prevent interference from L2 (see Appendix G for the pretest reading selection and reading comprehension test and Appendix C for the pretest lesson plan).

The three treatment groups then completed the three treatment reading selections in Spanish. Each reading selection was administered approximately one week apart. The reading selections were authentic texts appropriate for the Spanish 201 level. Each passage took approximately 20-25 minutes to read. To control for the effect of the teacher as a variable, the three treatments (key word discussion, vocabulary review, and a combination of the two) were rotated amongst the three student instructors for each reading. In the end, each class received all three treatments one time. Table 2 shows the rotation of the three treatments.

Table 2

Rotation of Treatments Among Sections

| Reading | Section | | |
	3	4	401
Reading 1	Vocabulary Review	Key Word Discussion	Combination
Reading 2	Key Word Discussion	Combination	Vocabulary Review
Reading 3	Combination	Vocabulary Review	Key Word Discussion

As with the pretest, after reading each Spanish reading selection, the students returned the passage and took a reading comprehension test composed of twenty multiple-choice questions. Students recorded the answers on a standard SCANTRON form. To reduce guessing, the students were instructed to mark the answer to the fifth

alternative, "I do not know," if they had no idea what the answer was. The test questions were in English to prevent interference from L2.

<u>Pre-reading Activities</u>

Prior to each reading, each treatment group participated in one of the three pre-reading activities. The three pre-reading activities (key word discussion, vocabulary review, and a combination of the two) were rotated amongst the three treatment groups for each reading. In the end, each class received each treatment one time. The three pre-reading activities are discussed below (see Appendix D, E and F for the lesson plans for each reading selection).

<u>Key word discussion</u>. Before reading the passage, one of the treatment groups conducted a key word discussion that lasted approximately 15 minutes. The student instructor led a class discussion of key words modeled after the Pre-Reading Plan (PReP) designed by Langer (1981). The discussion covered the following three phases:

1. <u>Initial associations with the concept</u>. The teacher tapped into the students' existing schemata by saying, "Tell anything that comes to mind when..." (e.g. "...you hear the word 'propaganda.')." The teacher then wrote all of the student responses on the board. This was the first opportunity for students to find associations between a key concept and their prior knowledge (Langer, 1981, 154).

2. <u>Reflections on initial associations</u>. In this phase the teacher asked, "What made you think of... (the response given by a student)." This phase helped the students develop an awareness of their network of associations. It also allowed students to listen to each other's explanations, interact with each other and become aware of their changing ideas (Langer, 1981, 154).

3. <u>Reformulation of knowledge</u>. During this phase, the teacher asked, "Based on our discussion and before we read the text, do you have any new ideas about... (e.g. 'propaganda')?" This phase allowed the students to verbalize associations that had been mentioned throughout the discussion. Theoretically, responses given during this phase were to be more refined than those given in the first phase (Langer, 1981, 154).

The PReP was conducted in English to prevent L2 interference. The words used to initiate discussion of the key topics were the only words used in Spanish (see Appendix D, E and F for the lesson plans for each reading selection). With each reading selection, this treatment was rotated among the treatment groups so that each group received it only one time.

<u>Vocabulary review</u>. Before reading the passage, a second treatment group conducted a vocabulary review for approximately 15 minutes. The student instructor reviewed the major new vocabulary with the class. Except for the vocabulary words themselves, this exercise was also conducted in English to prevent L2 interference (see Appendix D, E and F for the lesson plans for each reading selection). With each reading selection, this treatment was rotated among the treatment groups so that each group received it only one time.

<u>Combined pre-reading activity</u>. Before reading the passage, the third treatment group conducted a combined pre-reading activity for approximately 15 minutes that included both the PReP and the vocabulary review from the first two treatments. The vocabulary review was conducted before the PReP discussion. With each reading selection, this treatment was rotated among the treatment groups so that each group received it only one time.

<u>Data Collection</u>

At the end of each reading, student instructors returned all materials to the author of this study. The SCANTRON forms were coded and sent to the Testing Center at BYU for electronic scoring. The Testing Center also calculated the averages for each section. The author of this research compiled the results of each reading comprehension test onto a spreadsheet to be used later for statistical analysis of the data.

A couple of days after the final reading, the student survey was conducted to allow students to give subjective feedback on how effective each pre-reading activity was in helping them understand the readings. They also indicated which pre-reading activity they preferred and why (see Appendix K for the student survey).

<u>Measuring Instruments</u>

Multiple-choice tests of twenty questions each were used to measure the reading comprehension of the students after each reading. The questions focused on information that the students could only know after reading the passage. After each test was administered to the pilot group, an item analysis was conducted on the test results to check for test reliability and validity. Based on the analysis, an effort was made to make the reading comprehension tests more reliable by modifying some of the questions. Distracters were rewritten for questions that did not discriminate well or questions were replaced by new questions (see Appendix G, H, I and J for the reading comprehension tests). Table 3 shows the Kuder-Richardson reliability score (KR-20) for each reading comprehension test by section.

Table 3

Kuder-Richardson Reliability Scores (KR-20) for the Reading Comprehension Tests by
Section

| | | Reading | | |
Section	Pretest	1	2	3
3	.67	.75	.53	.69
4	.80	.59	.66	.78
401	.84	.74	.72	.78

Description of the Statistical Techniques

Once all of the reading comprehension tests were electronically scored and
compiled into a spreadsheet, a statistical analysis was run on all of the data. Initially, the
means from the reading comprehension tests were compared for each reading based on
the type of treatment received. A more advanced statistical analysis was then conducted
using analysis of variance and linear regression to determine if there was a significant
difference among treatments, reading selections, and Spanish 102 sections. Chapter four
describes the statistical analysis in more detail.

Statement of Research Questions and Hypotheses

In view of Klapper's (1993) claim that getting students to think about and predict
content is more fruitful than reviewing difficult vocabulary items, this study focuses on
comparing the effectiveness of these two types of pre-reading exercises. It attempts to
answer the following research questions:

1. Which pre-reading activity (key word discussion or vocabulary review) has a
greater positive effect on the reading comprehension of intermediate Spanish students?

2. Do student pre-reading activity preferences have an effect on how well they perform under each treatment?

Based on previous research on the influence of background knowledge on reading comprehension, we would speculate that any pre-reading activity that helps students tap into their previously formed schemata would have a positive influence on reading comprehension.

<u>Summary</u>

This chapter described the design of the study and the procedures that were followed in conducting the research experiment. The next chapter will present the analysis of the experimental data collected. The statistical techniques used to interpret the research data will be explained along with the results of the analysis.

Chapter 4

Analysis of the data

<u>Introduction</u>

Research indicates that background knowledge plays a key role in the
comprehension of input. Schema theory helps model the processing of information and
the role that background knowledge plays in comprehension. Research suggests that
reading strategies based on schema theory improve reading comprehension. In terms of
pre-reading activities based on schema theory, Klapper (1993) claims that getting
students to think about and predict content is more fruitful than reviewing difficult
vocabulary items. The purpose of this study is to compare the effectiveness of these two
types of pre-reading exercises. This study attempts to answer the following research
questions:

1. Which pre-reading activity (key word discussion or vocabulary review) has a
greater positive effect on the reading comprehension of intermediate Spanish students?

2. Do student pre-reading activity preferences have an effect on how well they
perform under each treatment?

The null hypotheses tested in this study are (1) neither pre-reading activity (key
word discussion or vocabulary review) has a greater positive effect over the other on the
reading comprehension of intermediate Spanish students, and (2) student pre-reading
activity preferences have no effect on how well they perform under each treatment.

The previous chapter outlined the design of the study and the procedures that
were followed in conducting the research experiment. This chapter will provide an
overview of the data collected and a statistical analysis of the data. First, the descriptive

statistics will be reviewed, after which the data for each variable will be presented and an explanation will be given as to how the data relate to the current research questions. Finally, an overview of the subjective student survey will be discussed followed by an analysis of the correlation between student preference and performance on the reading comprehension tests. All statistical analyses were performed using Statistical Analysis Software (SAS) based on a General Linear Model (GLM). An alpha level of .05 was set for each analysis.

<u>Pretest Analysis</u>

All three treatment groups were administered a pretest to determine if the three groups were comparable in their reading ability. The mean pretest scores for each section are found in Table 4.

Table 4

<u>Descriptive Statistics for Pretest</u>

Section	Mean	SD	n
3	10.25	3.19	16
4	9.75	4.19	20
401	10.07	4.55	14
Total			50

Results of the analysis of variance on the pretest data revealed no significant difference among the three treatment groups ($p=.80$). For the purposes of this research study, they were considered equal in initial reading ability.

Results and Data Analysis

The descriptive statistics for the three readings are found in Table 5.

Table 5

Descriptive Statistics for the Three Readings

	Treatment								
	Class Discussion of Key Words			Vocabulary Review			Combination		
Section	Mean	SD	n	Mean	SD	n	Mean	SD	n
3	11.44	2.87	16	9.19	3.83	16	10.80	3.23	15
4	9.72	2.91	18	10.00	4.07	18	11.41	3.45	17
401	11.64	3.67	11	12.69	3.61	13	9.82	3.46	11
Total			45			47			43

After constructing a data table, consisting of each student's identification number, section, treatment, pretest score, reading comprehension test scores and reading selection, an analysis of variance was conducted for each variable to determine its effect on student performance on the reading comprehension tests. The pretest was used as a baseline reading comprehension score for each student. The analysis of variance was conducted to determine if and how each variable affected the change in score between the pretest and the reading comprehension tests. See Table 6 for the ANOVA results for each variable.

Table 6

Analysis of Variance of Change in Scores from Pretest to Reading Comprehension Tests

for Class, Reading Selection, and Treatment

Variable	DF	Sum of Squares	Mean Squares	F Value	p
Class	2	22.95	11.47	0.84	.4398
Reading Selection	2	106.43	53.22	11.30	.0001
Treatment	2	3.65	1.82	0.39	.6808

Class. The class, or section, that a student was in was not a significant factor

(p=.4398) in determining how well students did on the treatment reading comprehension

tests. In essence, all the classes were equal since the mean scores on the reading

comprehension tests were not significantly different between classes. This also accounts

for the teacher variable. Having one teacher as opposed to another had no bearing on the

outcome of the change in score on the treatment reading comprehension tests. The mean

change in score from the pretest score for each class is found in Table 7.

Table 7

Mean Change in Score from the Pretest Score for Each Class

Section	Mean Change in Score
3	0.2697
4	0.2992
401	1.1673

Reading selection. The reading selections were found to have a significant effect

(p=.0001) in that student performance on the treatment reading comprehension tests

depended on which reading selection was used. The mean change in score from the pretest score for each reading is found in Table 8.

Table 8

Mean Change in Score from the Pretest Score for Each Reading

Reading	Mean Change in Score
1	-0.5494
2	1.6128
3	0.6727

The average score on the reading comprehension test for Reading 1 dropped over half a point. On the other hand, the average score on the reading comprehension test for Reading 2 went up over one and a half points. The average score on the reading comprehension test for Reading 3 went up just over half a point. This indicates that Reading 1 was much more difficult than Reading 2. Reading 3 was only slightly more difficult than Reading 2. The significance (p value) of the differences in difficulty between the three readings is found in Table 9.

Table 9

Significance (p values) of the Differences in Difficulty Among the Three Readings

| Reading | p | | |
	1	2	3
1	X	.0003	.0407
2	.0003	X	.1118
3	.0407	.1118	X

The difference in difficulty between Readings 1 and 2 and between Readings 1 and 3 was significant. However, the difference in difficulty between Reading 2 and 3 was not significant.

Treatment. The treatment (class discussion of key words, vocabulary review, or both) was not significant ($p=.68$) in that one treatment did not significantly improve student scores on the reading comprehension tests. The mean change in score on the reading comprehension tests for the three treatments is found in Table 10

Table 10

Mean Change in Score from the Pretest Score for the Three Treatments

Treatment	Mean Change in Score
Key Word Discussion	.7908
Vocabulary Review	.3907
Both	.5546

While all three treatments show a positive change in treatment reading comprehension scores (with class discussion of key words being the highest), statistically, the change was not significant ($p=.68$).

Interaction Among Variables. By conducting an analysis of variance on the interaction of the three variables, no significant interaction was found between treatment and reading selection ($p=.41$), treatment and class ($p=.43$), and reading selection and class ($p=.41$). In essence, all three treatments yielded basically the same results, regardless of which passage was being read, what class the student was in, or what treatment was being used.

Pretest. Using linear regression, a significant relationship (p=.0001) was found between the pretest scores and student performance on the treatment reading comprehension tests. See Table 11 for the pretest linear regression results.

Table 11

Linear Regression Data for Pretest Y-intercept and Slope

Parameter	Estimate	Standard Error	t Value	p
Y-intercept	5.06	0.87	5.82	.0001
Slope	-0.48	0.06	-7.91	.0001

To determine the meaning of the significance, the line of best fit was determined for the change in scores between the pretest and the treatment reading comprehension tests. The y-intercept (y=5.06) and the slope (dx/dy=-.48) indicate that students who scored lower on the pretest tended to improve their score on the reading comprehension tests, while students who did well on the pretest tended to lower their score on the reading comprehension tests. This can be accounted for by simple regression towards the mean. See Figures 1 and 2 for a graphical representation of the line of best fit for the change in score per reading and treatment.
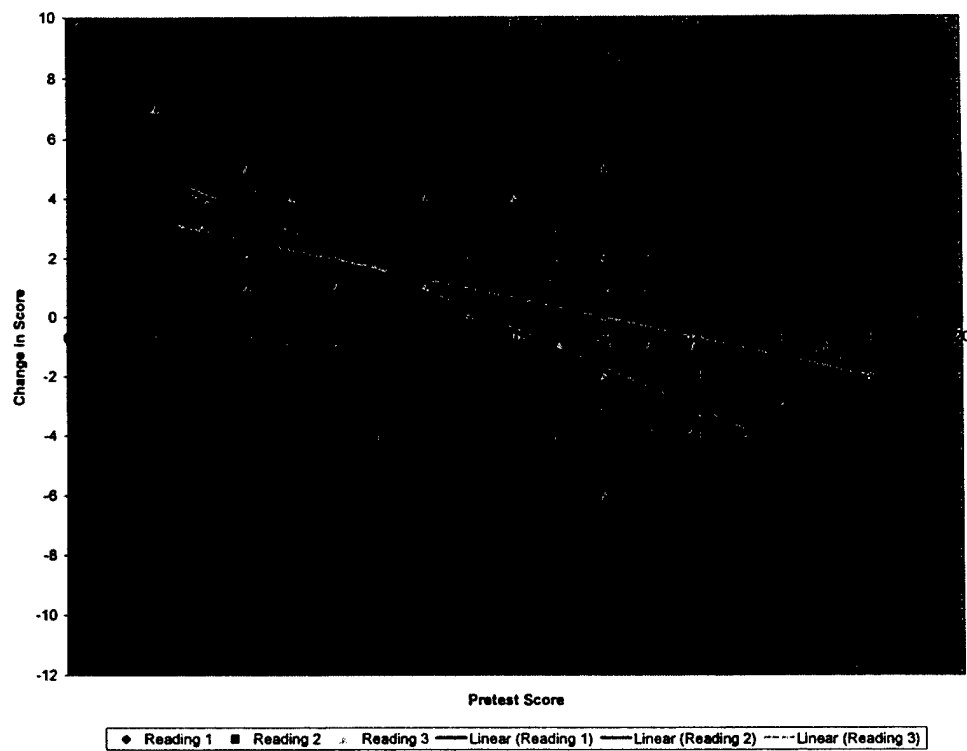
Figure 1. Change in scores per reading selection.
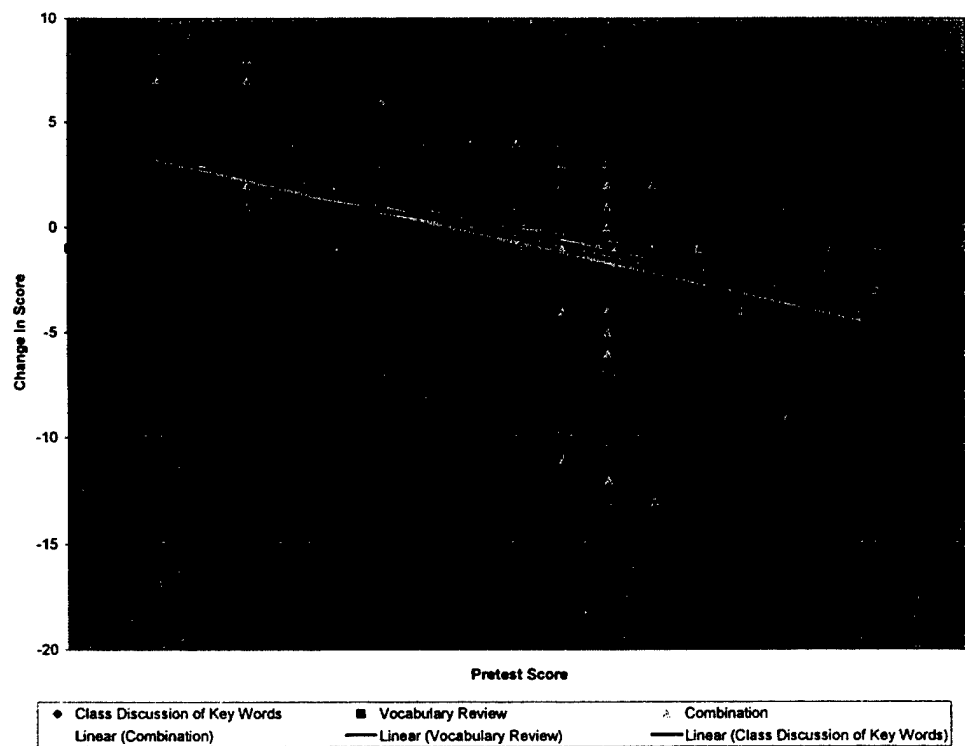
Figure 2. Change in scores per treatment.

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Student Survey and Reported Preferences

A few days after the last reading, each student filled out the research survey (see Appendix K). Each student rated the effectiveness of the two pre-reading activities (vocabulary review and key word discussion) in terms of how useful the activity was in helping them understand the reading. On a ten-point Likert scale, students indicated whether they believed the pre-reading activity to be "very useful" (10) or "not useful at all" (1). Out of the 46 surveys collected, only 37 students had participated in both the class discussion of key words and vocabulary review pre-reading activities. The average score for the class discussion of key words was 4.7. The average score for the vocabulary review was 5.9. When asked which pre-reading activity they prefer, 13 said the class discussion of key words and 24 said the vocabulary review. Table 12 summarizes this information.

Table 12

Mean Scores of Student Survey Indicating Preference of Treatment

| | Treatment | |
	Class Discussion of Key Words	Vocabulary Review
Mean Score	4.7	5.9
Number of students who indicated preference of the treatment	13	24

Students were also asked why they preferred one pre-reading activity over the other. Although student responses varied, some comments were more common than others.

Students that indicated they preferred the vocabulary review reported that it was more "applicable," "specific," "concise," and "concrete." In general, they felt that seeing

unfamiliar words before the reading and discussing their meaning helped them recognize those same words in the reading. A few students commented that the class discussion of key words did not help because it sometimes "took us away from the actual topic of the article."

Students that indicated they preferred the class discussion of key words reported that it gave them an idea about what the passage was about. This enabled them to better understand unfamiliar words from the context. It also allowed them to make a better connection with the context. A few students commented that there were a lot of vocabulary words to go over in a short amount of time. They felt more comfortable spending more time with only three key words (see Appendix L for a complete list of student responses).

Student Pre-reading Activity Preference

Do students perform better with a pre-reading activity that accommodates their preference in pre-reading activities? Out of the 37 students that completed the survey and participated in both the schema and vocabulary treatment, 14 students scored higher with their preferred treatment, 14 students scored lower with their preferred treatment, and 9 students scored exactly the same with both treatments. Table 13 summarizes this information.

Table 13

Count of Student Pre-reading Activity Preferences

Condition	Number of Students
Students scoring higher with preferred pre-reading activity	14
Students scoring lower with preferred pre-reading activity	14
Students scoring the same with both pre-reading activities	9

Since only half of the students scored better after receiving their preferred treatment, it is evident that student preference was not a significant factor.

Summary

This chapter reviewed the purpose of the present study and presented an analysis of the data collected from the research experiment with regards to the research questions under investigation. A general overview of the student responses to the research survey was also provided. The next chapter will summarize the current study and discuss the implications of the data analysis. The limitations of the current study will also be discussed as well as the conclusions and recommendations for further study.

Chapter 5

Conclusions and Recommendations

Introduction

Most beginning level college courses in Spanish focus on grammar and developing the listening and speaking skills of their students. Little attention is given to developing reading and writing skills until the second year of language study. Such is the case at Brigham Young University in Provo, Utah. First-year Spanish courses focus on grammar, listening, speaking and culture and second-year intermediate courses focus on reading and writing through the study of foreign cultures.

While focusing on the separate skills in this order is generally accepted, the transition between the two types of instruction is not always easy for the student. Students that spend their first year learning grammar and how to speak often struggle during the second year when they are expected to read large amounts of authentic materials in the target language.

To aid their students in reading comprehension, teachers have often conducted pre-reading activities. These activities vary greatly in form and purpose. Several of these activities are based on schema theory, which claims that we learn new knowledge by tapping into our previous knowledge, background and experiences. By helping students construct links or bridges between their previous knowledge and new information they are learning from a text, teachers can help students better comprehend new information.

According to Klapper (1993), the two most common types of pre-reading activities used to activate students' schema are (1) vocabulary previews and (2) questions/discussions that elicit "a personal response to the topic and/or what knowledge

they (the students) already possess" (p. 54). This study was conducted to investigate and determine the validity of Klapper's claim is correct.

Overview of the Study

The problem. Recognizing that background knowledge plays an important role in understanding new text, this study looks at the difference between two pre-reading activities that help students tap into their background knowledge and previously-formed schemata: key word discussion and vocabulary review. This research attempts to answer the following two questions:

1. Which pre-reading activity (key word discussion or vocabulary review) has a greater positive effect on the reading comprehension of intermediate Spanish students?

2. Do student pre-reading activity preferences have an effect on how well they perform under each treatment?

The investigation. In this study, pre-formed Spanish 102 classes were used for each of three treatment groups. Each treatment group was taught by a different student instructor.

Prior to the treatments, all three treatment groups completed a reading comprehension pretest to see if they were equal. The students read an authentic text appropriate for the Spanish 201 level that took approximately 20-25 minutes. After reading the passage, the text was turned in and the students completed a reading comprehension test composed of twenty multiple-choice questions.

All three treatment groups read the same three reading passages in Spanish. The passages were authentic texts appropriate for the Spanish 201 level. Each passage took approximately 20-25 minutes to read.

Before reading the passage, one treatment group conducted a key word discussion for approximately 15 minutes. The student instructor led a class discussion of key words modeled after the Pre-Reading Plan (PReP) designed by Langer (1981). A second treatment group conducted a vocabulary review for approximately 15 minutes. The student instructor reviewed the major new vocabulary items with the class. A third treatment group conducted a pre-reading activity for approximately 15 minutes that combined both the PReP and the vocabulary review from the other two treatments. The vocabulary review was conducted before the PReP discussion.

To prevent teacher interference, the three treatments (key word discussion, vocabulary review, and a combination of the two) were rotated among the three student instructors for each reading. In the end, each class received all three treatments one time. As with the pretest, after reading each Spanish passage, the students completed a reading comprehension test composed of twenty multiple-choice questions.

At the end of the treatments, the scores from all of the reading comprehension tests were analyzed and compared to see if there was a significant difference between the three treatments (key word discussion, vocabulary review, and a combination of the two). All statistical analyses were performed using Statistical Analysis Software (SAS) based on a General Linear Model (GLM). An alpha level of .05 was set for each analysis.

A student survey was administered after the final reading that allowed the students to give subjective feedback on how effective they felt each pre-reading activity was in helping them understand the readings. They also indicated which pre-reading activity they preferred and why.

Findings and Conclusions

After a statistical analysis of all the research data, conclusions can be drawn about the difference among treatments, the effect of student preference, and the effects of other variables.

Difference among treatments. An analysis of variance was conducted on the pretest and treatment reading comprehension test data. No significant difference in the change in scores between the pretest and the treatment reading comprehension tests was found between the vocabulary review and the class discussion of key words ($p=.68$). This may be due to the fact that both tap into students' previous knowledge in their own way. It may indicate that the technique is not as important as the fact that students are somehow prepared beforehand to read a passage and understand it.

One would expect a combination of both pre-reading activities to have a greater effect than any one activity by itself. All three treatments lasted the same amount of time (15 minutes). However, the combined treatment did not significantly effect the change in scores compared to the other single treatments. This may indicate that the amount of time spent preparing students to read is more of a factor in improving reading comprehension than the type of activity used to prepare the students.

Effect of student preference. Out of the 46 surveys collected, only 37 students had participated in both the schema and vocabulary pre-reading activities. When asked which pre-reading activity they prefer, 13 (35%) said the class discussion of key words and 24 (65%) said the vocabulary review. While it is uncertain why the majority of the students preferred the vocabulary review, one reason may be because it is the treatment with

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which they are most familiar. First-year foreign language textbooks are often full of vocabulary lists that students are required to learn. Students are also familiar with the practice of looking up vocabulary words that they do not know in the dictionary when they read an unfamiliar text. Another reason may be that vocabulary is more important, or makes a bigger difference, to the novice/intermediate reader.

Out of the 37 students that completed the survey and participated in both the schema and vocabulary treatment, 14 students scored higher with their preferred treatment, 14 students scored lower with their preferred treatment, and 9 students scored exactly the same with both treatments. This indicates that student preference for a given pre-reading activity has little effect on how well the student will comprehend the text. Some students will do better after experiencing their preferred treatment and others will do worse. Again, since both treatments stem from schema theory and help students tap into their background knowledge, the difference between the two treatments may be negligible.

Effects of other variables. While many variables were present in the current research study (e.g., class, teacher, reading selection), none of them, including their interactions with each other, significantly affected the change in scores, except for reading selection (p=.0001). Student scores varied depending on the reading selection, or text, that they read. This is to be expected. For more difficult reading selections, we would assume that students would not comprehend them as well as they would easier reading selections. All of the reading selections were taken from the same intermediate reader (Gill, 1980) in an effort to make them of similar difficulty. However, for unknown reasons reading selection did have an effect on how well the students comprehended. The

average score on the reading comprehension test for Reading 1 dropped over half a point. On the other hand, the average score on the reading comprehension test for Reading 2 went up over one and a half points. The average score on the reading comprehension test for Reading 3 went up just over half a point. This indicates that Reading 1 was much more difficult than Reading 2. Reading 3 was only slightly more difficult than Reading 2. While reading selection was significant on its own, there was no significant interaction between reading selection and any other variable, i.e., treatment or class; that is, no matter how difficult the reading selection was, students performed the same regardless of treatment or which section they were in.

Regression towards the mean. By comparing the change in reading comprehension test scores with the pretest scores in terms of treatment or reading, we find an inverse linear relationship (see Figures 1 and 2 on page 47 in Chapter Four for a graphical representation). The students who performed poorly on the pretest tended to improve their reading comprehension test scores greatly, while students who performed well on the pretest tended to do worse on the reading comprehension tests. This is a classic example of regression towards the mean. For example, in any given study, if a student performs well on the pretest and then takes another similar test, he will probably do worse and move closer towards the mean score. On the other hand, if a student performs poorly on a pretest and takes a second comparable test, he will probably do better and move closer towards the mean score. In another sense, if a student were to take the same test 100 times, he would sometimes score well and other times not so well. However, more often than not he would score close to his mean score. This is the pattern

observed in the present study. Poor pretest students tended to do better on the reading comprehension tests and good pretest students tended to do worse.

The present study is just a snapshot of the effect of different pre-reading activities on reading comprehension. The observed regression towards the mean may indicate that in order to truly understand the effect of these pre-reading activities, we must observe them over a longer period of time and through several iterations.

Another interpretation of this inverse linear relationship is that good readers do not need pre-reading activities as much as poor readers. In one sense, poor readers can improve more than good readers. Good readers may also find pre-reading activities to be a waste of time since they already possess the skills necessary to understand the text at the level they are reading. While we would expect all students to improve with the help of pre-reading activities, we would also expect our better readers to need less help.

Limitations of the Study

As in most research studies, there are a number of limitations. This is especially true when studying human subjects in an academic environment. The major limitations of this study include issues with random sampling, the randomization of reading selections, the control of treatments, Hawthorne effect, mortality, and time.

Random sampling. At any academic institution, pure random sampling is nearly impossible. Ideally, students would be randomly selected and assigned to treatment groups. This would prevent any uncontrolled variable on the part of the subjects (intelligence, experience, preferences, etc.). For this study, treatment groups were pre-formed groups consisting of second-semester beginning Spanish classes (Spanish 102). While many variables were controlled for by giving all three treatments to every subject,

the researcher cannot account for the predisposition of the students that enrolled in these particular sections.

The fact that this study was conducted at Brigham Young University (BYU) also creates problems with external validity. As a private university sponsored by The Church of Jesus Christ of Latter-day Saints, BYU encourages and supports the enrollment of students unlike those found at most other universities, public or private. Most of the students at BYU are members of the Church and share a common religious background. While the findings of this study may apply to a BYU setting, they may not be valid at other universities. This is especially true since the majority of first-year Spanish students are female due to the fact that many of the male students learn a second language while serving a foreign mission for the Church. Due to their language experience, they start their language instruction at the 300 level.

Randomization of reading selections. In this study, all subjects used the same reading selection for the pretest. By doing this, the researcher was able to establish that all three treatment groups were comparable. However, it also prevented the researcher from comparing the other three reading texts with the pretest reading selection to determine if the three treatments (the pre-reading activities) actually made a significant difference on the students' reading comprehension by themselves. Even though all three readings were taken from the same intermediate reader, any of the reading selections could have been more difficult than the others. If the pretest reading selection were known to be significantly harder than the three treatment reading selections, the results from the treatment reading comprehension tests would indicate something other than if the pretest reading selection were known to be significantly easier than the treatment

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reading selections. The best way to determine if the individual pre-reading activities interacted with the reading selections would be to randomize the reading selections. For this study, this would mean that some students would have used Reading 1 for the pretest, others would have used Reading 2, etc. Another way to determine how the pre-reading activities interacted with the readings would be to determine the difficulty level of each reading. This could be done using a readability scale. Ideally, passages of the same difficulty level would be used for each reading.

Control of treatments. By rotating the three treatments among the three students instructors, the researcher was able to control for the teacher effect. Although all three student instructors were graduate students at BYU, each came from a different background with different experiences and teaching styles. Even though all instructors were given the same training for the three treatments, no controls were implemented to insure that they followed the instruction; therefore, there may have been differences in the way the pre-reading activities were conducted.

Hawthorne effect. Because this study involved human participants, the Institutional Review Board (IRB) required that the students be informed of the study and given the option to participate. They were also informed that their participation had no effect on their grade, although extra credit points were given to those students who participated. Knowing all this could have prompted a positive or negative reaction to the study. Students may have worked extra hard knowing they were part of a research experiment, or they may have not tried very hard at all since they knew it did not affect their grade in any way. There is no evidence that either was the case.

Mortality. With experiments involving human subjects, mortality can become a serious issue. This study began with 50 subjects that completed the pretest. Ideally, each subject would have participated in all three treatments for a total of 150 observations. However, only 135 observations (90%) were collected as nine students missed one treatment and three students missed two treatments (15 treatments total). Only 46 of the 50 students (92%) completed the student survey. Only 37 students (74%) participated in both the key word discussion and vocabulary review and were thus able to indicate which of the two they preferred over the other. Table 14 shows how many students participated in each reading and completed the survey.

Table 14

Count of Student Participation for Each Reading and the Student Survey

Section	Pretest	Reading 1	Reading 2	Reading 3	Student Survey	Student Survey and both treatments
3	16	16	16	15	13	12
4	20	18	17	18	19	15
401	14	11	13	11	14	10
Total	50	45	46	44	46	37

The missing 15 treatments and four surveys may have altered the collected data, thus causing a significant variable to become insignificant or vice-versa. By comparing the average pretest scores and reading comprehension test scores of those that did and did not participate in all the treatments, we find that those that did not participate in all the treatments had a lower average on both the pretest and the reading comprehension tests than those that did participate in all the treatments. Table 15 shows the average test scores for each group.

Table 15

Average Test Scores for Those Who Participated in all three Treatments and Those Who Did Not

	Students That Participated In All Three Treatments	Students That Missed One or Two Treatments
Average Pretest Score	10.47	8.5
Average Reading Comprehension Scores	10.97	9.38

Time. In the classroom, time is very valuable. While most Spanish courses have students read outside of class instead of during class to save time, in this study the students were required to complete the readings in class to ensure better experimental control. In order to provide adequate time for the students to complete the readings, students were given 20-25 minutes to read. Students were also given 10 minutes to complete the reading comprehension tests. This being the case, teachers had only 15 minutes in which to conduct the pre-reading activities. This was not a lot of time, especially for the combined treatment where students participated in both a vocabulary review and a key word discussion. The fact that time was limited for the pre-reading activities may have influenced the experimental data.

Recommendations for Further Research

While this study attempted to determine if there was a significant difference in the effect of two different pre-reading activities on reading comprehension in Spanish, several other related research questions were not addressed, and others surfaced during the course of the study.

Pilot Study. The pilot study was not completely finished before the treatment readings began. Due to time constraints, each reading was pilot-tested a few days before

it was given to the treatment groups. This provided adequate time to conduct an item analysis on the reading comprehension test and make modifications in an effort to make it more reliable. However, by conducting the pilot test separately from start to finish, perhaps during a previous semester, the researcher could possibly gain insight and experience that could benefit the student instructors during their training.

Effect of individual treatments. This study found no significant difference between two different schema-theory based pre-reading activities on reading comprehension in Spanish. However, this study was not designed to determine if the individual pre-reading activities made a significant difference on reading comprehension by themselves. In order to determine this, the pretest reading selection must be compared with the treatment reading selections. This is only possible by randomizing the reading selections. For this study, this would mean that some students used Reading 1 for the pretest, others used Reading 2, etc. Randomizing the reading selections across the pretest and the three treatment readings would make it possible to run a statistical analysis on all the readings and compare them to determine which ones were more difficult than the others.

Gender differences. This study did not take into account differences between males and females. The students were only identified by a four digit numerical code. Future research could monitor gender to see if one performs differently from another under the same treatments. Future research could also look at student preferences by gender to determine if one gender performs better with their preference than another.

Effect of pre-reading strategies over time. Most skills take time and repetition to perfect. This may also be true of these pre-reading activities. In this study, students were

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exposed to each treatment once and then a second time when both treatments were used in the same pre-reading activity. While no significant difference was observed between the two treatments, it may be possible that prolonged exposure to a certain treatment has a greater effect over another. Future research could investigate this possibility by randomizing treatment groups and giving one treatment to each group over a series of readings.

Use of gain scores. In this study, the pretest was used as a baseline from which to determine student gain scores on the treatment reading comprehension tests. Future research could instead conduct an analysis of variance (ANOVA) on the mean scores by treatment for the treatment reading comprehension tests.

Effect on good versus poor readers. In this study, students who did poorly on the pretest scored better on the reading comprehension tests, and students who did well on the pretest scored worse. Future research could look into the reason for this inverse linear relationship. The students who performed well on the pretest could be separated into a separate set of treatment groups and given more difficult readings. Pre-reading activities may be more useful to brighter students with more advanced readings.

Effectiveness of other types of pre-reading activities. This study compared the effectiveness of two pre-reading activities based on schema theory. While the difference between the class review of key words and vocabulary review was not significant, future research could also compare schema-theory based pre-reading activities with other pre-reading activities that are not based on schema theory.

Teaching learning strategies. The pre-reading activities used in this study involved a classroom environment where the teacher helped students tap into their

previously acquired knowledge structures. Activities were conducted as an entire class so that students could learn from the schemata of other students. These activities also involved a great deal of preparation on the part of the teacher.

Ultimately, the goal is for students to learn on their own, outside of the classroom environment. Future research could look into learning strategies that students can implement by themselves to induce their own schemata. Au's (1979) Experience-text-relationship (ETR) and Langer's (1981) Pre-reading plan (PreP) come the closest to allowing students to induce their schemata on their own. With ETR, students can ask themselves content-related questions and tie them into their previous experiences. With PreP, students can do individual brainstorming on key words that they find in the title, headings, pictures and text. Such techniques would have to be taught to the students and practiced in class before they are able to do them successfully on their own.

<u>Summary</u>

This study looked into the effectiveness of two different pre-reading activities on reading comprehension in Spanish. It also explored the effect of student preference of the two treatments. While no significant conclusions were found with respect to either research question, valuable information was gleaned from both the empirical data and the feedback from the students themselves on the research survey.

Overall, this study shows an inverse linear relationship between student pretest scores and treatment reading comprehension test scores. Students who did poorly on the pretest scored better on the reading comprehension tests, and students who did well on the pretest scored worse. Either students regressed towards the mean, or it may be possible that the pre-reading activities were helpful for poor readers. More research is

required to determine if pre-reading activities would be more beneficial for good readers using more advanced texts.

Student responses on the research survey show that the majority of students prefer a vocabulary review over a class discussion of key words. However, a number of students, although a minority, find the discussion of key words to be more beneficial. According to this study, student performance on the reading comprehension tests was not significantly influenced by student preference. Since both pre-reading activities tap into the students' background knowledge in their own way, this may indicate that the specific activity may not be as significant as the time spent doing the activity.

In the end, the use of pre-reading activities in the classroom merits further research to determine which types are most effective and for whom they are effective. Ultimately, we want to develop pre-reading learning strategies that we can teach to our students so that they can tap into their background knowledge on their own and enhance their reading comprehension.

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Appendix A

Informed Consent Statement

Informed Consent Statement

This research is being conducted by Charles W. Nolan, a BYU masters student, to determine the effects of Schema Theory and vocabulary-based pre-reading activities on reading comprehension in Spanish. Participants in this research were chosen based on their enrollment in SPAN 102. This research consists of four separate reading passages that will each take approximately 15-20 minutes to read. After reading each passage, the research participants will complete a multiple-choice test consisting of 15-20 reading comprehension questions. There are minimal risks to your participation in this study such as the discomfort of taking a reading comprehension test. Benefits include exposure to pre-reading activities that may enhance your reading comprehension. This is particularly important as you transition from SPAN 102 to SPAN 201 where the focus is on reading and writing. Involvement in this research project is voluntary. You may refuse to participate or to withdraw at any time without penalty. There will be no reference to your identification at any point in the research. If you have questions regarding this study you may contact Charles W. Nolan at 377-6206. If you have questions regarding your rights as a participant in research projects, you may contact Dr. Shane S. Schulthies, Chair of the Human Subjects Institutional Review Board, 122A RB, Brigham Young University, Provo, UT 84602; phone: (801) 378-5490. Completion of any of the reading comprehension tests implies your consent to participate in this research.

Appendix B

Teacher Training Instructions

Teacher Training Instructions

Treatments

All three treatment groups will read the same three reading passages. The passages will be authentic texts appropriate for the SPAN 201 level. Each passage will take approximately 15-20 minutes to read. Before reading the passage each treatment group will conduct one of the following pre-reading activities for approximately 10-15 minutes:

Treatment group X will conduct a Schema Theory-based pre-reading activity. The student instructor will lead a class discussion modeled after the Pre-Reading Plan (PReP) designed by Langer (1981). The discussion will cover the following three phases:

    1. Initial associations with the concept. The teacher taps into the students' existing schemata by saying, "Tell anything that comes to mind when..." (e.g. "...you hear the word "dyslexia."). The teacher then writes all of the student responses on the board. This is the first opportunity for students to find associations between a key concept and their prior knowledge.

    2. Reflections on initial associations. In this phase the teacher asks, "What made you think of...(the response given by a student)." This phase helps the students develop an awareness of their network of associations. It also allows students to listen to each other's explanations, interact with each other and become aware of their changing ideas.

    3. Reformulation of knowledge. During this phase, the teacher asks, "Based on our discussion and before we read the text, have you any new ideas about...(e.g. "dyslexia")?" This phase allows the students to verbalize associations that have been discussed throughout the discussion. Hopefully, the responses given during this phase are more refined than those given in the first phase (pp. 152-154).

The PReP will be conducted in English to prevent L2 interference. The only Spanish vocabulary that will be discussed will be the words used to initiate discussion of the key topics.

    Treatment group Y will conduct a vocabulary-based pre-reading activity. The student instructor will review the major new vocabulary with the class. Except for the vocabulary words themselves, this exercise will also be conducted in English to prevent L2 interference.

    Treatment group Z will conduct a combined pre-reading activity that includes both the PReP and the vocabulary review in treatments X and Y.

    To prevent teacher interference, the three treatments (X, Y, and Z) will be rotated amongst the three student instructors for each reading as follows.

	Mike	Shaharazarde	Gloria
Reading #1	Treatment X	Treatment Y	Treatment Z
Reading #2	Treatment Z	Treatment X	Treatment Y
Reading #3	Treatment Y	Treatment Z	Treatment X

Testing

As with the pretest, after reading each passage, the students will turn in the passage and take a multiple-choice test consisting of 15-20 reading comprehension questions. Again, to reduce the chance of guessing, the students will be instructed to mark the answer to the fifth alternative, "I do not know," if they have no idea what the answer is. The test questions will be in English to prevent interference from L2.

Appendix C

Pretest Lesson Plan

Pretest Lesson Plan

Activity	Description	Resources	Time
Pass out Paperwork	-Hand out individual copies of the following: -Statement of Consent. -Reading Passage (*Cuba y el socialismo*). -SCANTRON sheet. -#2 pencil.	-Statement of consent -Reading passage -SCANTRON -#2 pencil	10-15 minutes
Statement of Consent	-Briefly explain the purpose and the method of the research. -Review statement of consent. -Explain <u>extra credit</u> (2 points for each reading completed for a total of 8 points. 5 additional points if they complete ALL FOUR readings).	<u>Transparency</u> of Statement of Consent	
SCANTRON	-Explain how to fill out the SCANTRON. -Have students fill out the SCANTRON (last four numbers of SSN only).	<u>Transparency</u> of SCANTRON form	
Read Passage (Teacher must keep treack of time!)	-Students read passage -As soon as students finish reading (or at the end of 20 minutes, whichever comes first), they raise their hand. The TA collects the passage and gives them a copy of the test.	Reading passage (*Cuba y el socialismo*)	20 minutes
Reading Comprehension Test (Teachers ARE NOT to read the tests!)	-As soon as students finish reading (or at the end of 20 minutes, whichever comes first), they raise their hand. The TA collects the passage and gives them a copy of the test. -Students are free to leave once they complete and turn in their test, SCANTRON and #2 pencil.	Reading comprehension test (20 multiple-choice questions)	10 minutes
Collect research materials	-collect reading passages, tests, SCANTRONS and #2 pencils and <u>return everything</u> to Chip Nolan in the folder you received it in. Thank you!		End Of class

Appendix D

Reading 1 Lesson Plan

Reading 1 Lesson Plan

Activity	Description	Resources	Time

Pass out Paperwork	-Hand out individual copies of the following:
	    -Reading Passage (*La democracia llega a España*).
	    -SCANTRON sheet.
	    -#2 pencil.
		-Reading passage
		-SCANTRON
		-#2 pencil
			5 minutes

Statement of Consent	-Review statement of consent. Explain extra credit.	Transparency of Statement of Consent	
SCANTRON	-Explain and have students fill out the SCANTRON.	Transparency of SCANTRON form	
Pre-reading Activity	Treatment X (Schema Theory) – see Schema Theory sheet. Treatment Y (Vocabulary) – see vocabulary sheet. Treatment Z (Combination Schema theory/Vocabulary) – see both Schema Theory and vocabulary sheets. **DO VOCABULARY REVIEW BEFORE SCHEMA THEORY ACTIVITY!**		15 minutes
Read Passage (Teacher must keep track of time!)	-Students read passage	Reading passage (*La democracia llega a España*)	20 minutes
Reading Comprehension Test (Teachers ARE NOT to read the tests!)	-As soon as students finish reading (or at the end of 20 minutes, whichever comes first), they raise their hand. The TA collects the passage and gives them a copy of the test. -Students are free to leave once they complete and turn in their test, SCANTRON and #2 pencil.	Reading comprehension test (20 multiple-choice questions)	10 minutes
Collect research materials	-collect reading passages, tests, SCANTRONS and #2 pencils and return everything to Chip Nolan in the same folder in which you received it. Thank you!		End Of class

Vocabulario

- <u>perseguir</u> – to persecute

- <u>carrera</u> - race

- <u>botas</u> - boots

- <u>plomo</u> - lead

- <u>despolitizada</u> – without political experience

- <u>ámbito de incidencia</u> – area of incidence (influence)

- <u>aforo</u> – seating capacity

- <u>tiraje</u> - circulation

- <u>pasquines</u> - posters

- <u>ventaja</u> - advantage

- <u>pintadas</u> – graffiti (paintings on walls)

- <u>escaso</u> – small, little, scarce

- <u>desechar</u> – to reject

- <u>restar</u> – to take away

- <u>despliegue</u> – presentation

- <u>escaño</u> – seat (as in congress, the senate)

- <u>sinfín</u> – large number

- <u>rostro</u> - face

- <u>siglas</u> – initials, acronym

- <u>etapa</u> – period, stage (as in an activity has three stages)

- <u>alcance</u> – reach

- <u>ejercer</u> – to exercise

Schema Theory

1. What comes to mind with you hear the word <u>campaña electoral (electoral campaign)</u>?

    --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>electoral campaigns</u>?

---

1. What comes to mind with you hear the word <u>propaganda (propaganda)</u>?

    --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>propaganda</u>?

---

1. What comes to mind with you hear the word <u>mitin (rally)</u>?

    --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>rallys</u>?

Appendix E

Reading 2 Lesson Plan

Reading 2 Lesson Plan

Activity	Description	Resources	Time

Pass out Paperwork	-Hand out individual copies of the following:
	    -Reading Passage (*La segunda generación:*
	             "entre dos culturas").
	    -SCANTRON sheet.
	    -#2 pencil.
		-Reading
		 passage
		-SCANTRON
		-#2 pencil
			5
			minutes

Statement of Consent	-Review statement of consent. Explain <u>extra</u> <u>credit</u>.	<u>Transparency</u> of Statement of Consent	
SCANTRON	-Explain and have students fill out the SCANTRON.	<u>Transparency</u> of SCANTRON form	
Pre-reading Activity	<u>Treatment X</u> (Schema Theory) – see Schema Theory sheet. <u>Treatment Y</u> (Vocabulary) – see vocabulary sheet. <u>Treatment Z</u> (Combination Schema theory/Vocabulary) – see both Schema Theory and vocabulary sheets. **DO VOCABULARY REVIEW <u>BEFORE</u> SCHEMA THEORY ACTIVITY!**		15 minutes
Read Passage (Teacher must keep track of time!)	-Students read passage	Reading passage (*La segunda generación: "entre dos culturas"*).	20 minutes
Reading Comprehension Test (Teachers ARE NOT to read the tests!)	-As soon as students finish reading (or at the end of 20 minutes, whichever comes first), they raise their hand. The TA collects the passage and gives them a copy of the test. -Students are free to leave once they complete and turn in their test, SCANTRON and #2 pencil.	Reading comprehension test (20 multiple- choice questions)	10 minutes
Collect research materials	-collect reading passages, tests, SCANTRONS and #2 pencils and <u>return everything</u> to Chip Nolan in the same folder in which you received it. Thank you!		End Of class

Vocabulario

- <u>soler (ue)</u> – to tend, to frequently have
- <u>imponerles</u> – to impose on them
- <u>surgir</u> – to arise
- <u>agudo</u> - sharp
- <u>rasgos</u> – characteristics
- <u>crisol</u> – melting pot
- <u>ida y vuelta</u> – return trip
- <u>a pesar de que</u> – even though
- <u>recato</u> - modesty
- <u>darse cuente de</u> – to realize, to understand
- <u>a su vez</u> – for his/her part
- <u>a la escondida</u> - secretly
- <u>aborrecer</u> – to detest
- <u>majadería</u> - nonsense
- <u>altibajos</u> – ups and downs
- <u>manejar</u> – to control
- <u>peleas</u> – conflicts, fights
- <u>bienestar</u> – well-being
- <u>apoderarse</u> – to take possession of
- <u>jornal</u> - salary
- <u>callejón</u> – dead-end street
- <u>vencer</u> – to conquer
- <u>pandillas</u> - gangs
- <u>desafío</u> -defiance
- <u>hurtar</u> – to steal
- <u>corros</u> - groups
- <u>desenfadado</u> - free

Schema Theory

1. What comes to mind with you hear the word <u>inmigrante (immigrant)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>electoral campaigns</u>?

---

1. What comes to mind with you hear the word <u>ghetto (ghetto)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>propaganda</u>?

---

1. What comes to mind with you hear the word <u>"entre dos culturas" (between two cultures)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>rallys</u>?

Appendix F

Lesson 3 Lesson Plan

Reading 3 Lesson Plan

Activity	Description	Resources	Time

Pass out Paperwork	-Hand out individual copies of the following:
	    -Reading Passage (*Más allá del sentido común*).
	    -SCANTRON sheet.
	    -#2 pencil.
		-Reading passage
		-SCANTRON
		-#2 pencil
			5 minutes

Statement of Consent	-Review statement of consent. Explain <u>extra credit</u>.	<u>Transparency</u> of Statement of Consent	
SCANTRON	-Explain and have students fill out the SCANTRON.	<u>Transparency</u> of SCANTRON form	
Pre-reading Activity	<u>Treatment X</u> (Schema Theory) – see Schema Theory sheet. <u>Treatment Y</u> (Vocabulary) – see vocabulary sheet. <u>Treatment Z</u> (Combination Schema theory/Vocabulary) – see both Schema Theory and vocabulary sheets. **DO VOCABULARY REVIEW <u>BEFORE</u> SCHEMA THEORY ACTIVITY!**		15 minutes
Read Passage (Teacher must keep track of time!)	-Students read passage	Reading passage (*Más allá del sentido común*).	20 minutes
Reading Comprehension Test (Teachers ARE NOT to read the tests!)	-As soon as students finish reading (or at the end of 20 minutes, whichever comes first), they raise their hand. The TA collects the passage and gives them a copy of the test. -Students are free to leave once they complete and turn in their test, SCANTRON and #2 pencil.	Reading comprehension test (20 multiple-choice questions)	10 minutes
Collect research materials	-collect reading passages, tests, SCANTRONS and #2 pencils and <u>return everything</u> to Chip Nolan in the same folder in which you received it. Thank you!		End Of class

Vocabulario

- capaz - capable
- dotado - gifted
- clarividente - clairvoyant
- curandero –amateru healer
- curación - healing
- empedernido – very addicted
- pata - paw
- conejo - rabbit
- comprobar (ue) – to prove
- OVNIS (Objetos Voladores No Identificados) – UFOs
- magos – magicians
- a través de - through
- contrasentido - contradiction
- trasladar – to move
- sanar – to heal
- mazo de naipes – deck of cards1
- frasco – jar/bottle
- florero - vase
- cartomancia – reading the future using cards
- brujería - witchcraft
- fuerza de voluntad – will power
- sobreponerse – overcome
- superchería - fraud
- egresado - graduate
- asombrar – to surprise
- trampas - cheating
- disponer – to arrange
- alambres - wires
- imanes - magnets
- aguja - needle
- peso - weight
- encender – to turn on
- acertar

SPECIALIZED VOCAB

- parasciología – parapsychology (the study of phenomena (telepathy, clairvoyance, psychokinesis) that are not explained by natural laws).

- curaciones síquicas – psychic healings

- clarividencia – clairvoyance (the power to perceive things that are out of the natural range of human senses).

- telepatía – telepathy (communication through means other than the senses, as by the exercise of mystical powers).

- sicokinesis – psychokinesis (the production of motion, especially in inanimate and remote objects, by the exercise of psychic powers).

- precognición – precognition (knowledge of something in advance of its occurrence).

Schema Theory

1. What comes to mind with you hear the word <u>paranormal (paranormal)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>electoral campaigns</u>?

---

1. What comes to mind with you hear the word <u>síquico (psychic)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>propaganda</u>?

---

1. What comes to mind with you hear the word <u>parasicología (parapsychology)</u>?

   --write student responses on the board

2. What made you think of (pick out 2-3 main responses to question #1)?

3. Based on our discussion and before we read the text, have you any new ideas about <u>rallys</u>?

Appendix G

Pretest Text and Reading Comprehension Questions

Pretest
Cuba y el socialismo

En 1959, triunfó la revolución cubana contra el gobierno corrupto de Batista; poco después Fidel Castro asumió la jefatura del gobierno, un puesto que todavía ocupa. Al principio, Fidel prometió que se restauraría la constitución y que habría elecciones muy pronto. Luego, se declaró comunista y estableció en la isla el primer gobierno socialista de América. Su régimen inspira ardientes defensas y apasionadas críticas.

Casi todo el mundo está de acuerdo de que en Cuba el analfabetismo ha bajado mucho. Los grandes casinos, prostíbulos y negocios de drogas que florecían bajo Batista ya no existen. En la Habana de hoy se usan muchos de los hoteles lujosos de antes como escuelas, hospitales o edificios de gobierno. Los admiradores de Fidel afirman que su política podría haber sido diferente, si los Estados Unidos hubiera tomado una postura menos beligerante.

Los críticos de Fidel dicen que la isla no ha logrado liberarse de veras; que sólo ha cambiado de dueño, pues ahora Cuba depende económicamente de Rusia en vez de depender de los EEUU. El azúcar sigue siendo el producto principal pues Castro fracasó en su intento de diversificación. Además, las elecciones prometidas nunca se realizaron y faltan muchas libertades como las de prensa y de palabra.

Después de la subida al poder de Castro, un gran número de cubanos huyó de la isla. Muchos de ellos creían que los EEUU acabarían con el régimen de Fidel. Pero en 1961, fracasó el mal concebido ataque a la Bahía de Coshinos, planeado en parte por la C.I.A. Ahora, parte de la comunidad cubano-americana mantiene su hostilidad al gobierno de Castro y otra parte cree que el diálogo es posible y deseable.

El siguiente artículo presenta un retrato personal del jefe cubano. Así, cada lector podrá juzgar por sí mismo a Fidel Castro, el político mejor conocido y más discutido de Latinoamérica.

Habla Fidel Castro
Fernando Morais y José Fajardo
de la revista colombiana Cromos

En la política cubana actual, hay dos líneas básicas que podemos considerar novedades: por un lado, la agresiva y abierta intervención de sus soldados en África, y por otro, el deseo de reaproximación con los Estado Unidos. ¿Qué está ocurriendo, pues, con la política exterior cubana? Ese cambio puede observarse también en las calles de la capital, por donde deambulan unos raros ejemplares que se suponía definitivamente erradicados de la isla: ¡turistas yanquis!

Cuba está entrando en una nueva etapa, tal vez la misma de Fidel Castro, en cuya barba brillan los primeros hilos de plata.

Se sabe muy poco sobre la vida privada o la personalidad del guerrillero que se convirtió en Jefe de Estado. No hay en Cuba una sola biografía oficial de Fidel y sus amigos más íntimos insisten en mantener el tema envuelto en el misterio. El Presidente cubano es, según sus asesores, enemigo del culto a la personalidad.

De su pasado remoto hay algunos datos seguros. Se sabe que es hijo de un rico estanciero de la provincia de Oriente y que se trasladó a La Habana a los 17 años, para

estudiar Derecho. A los 20 se casó con Mirta, con quien tuvo un solo hijo: "Fidelito", que actualmente tiene 30 años. ¿Quién es, dónde está y cómo vive el hijo del Presidente cubano? Aquí, entra de nuevo el misterio. Según la versión más difundida, "Fidelito" se habría graduado de ingeniero químico en Alemania Oriental y hoy viviría en La Habana con un nombre falso, "por razones de seguridad" y para evitar que "la sombra del padre le origine facilidades perturbadoras".

El matrimonio de Mirta y Fidel terminó en 1953. Después, no se sabe de ninguna mujer que, oficialmente, haya pasado por la vida de Castro.

Se habla de la amistad de Castro con la actriz de cine Gina Lollobrígida, quien estuvo en Cuba en varias ocasiones. Pero, hasta hoy son desmentidas con vehemencia en Cuba las insinuaciones de que hubo un romance entre ambos. Al parecer, Fidel sólo guarda un recuerdo visible de Gina: un pesado reloj de pulsera, digital, que ella le regaló y que sustituyó a los dos viejos Omegas que él usaba simultáneamente en los primeros años de gobierno.

Por cierto, esa costumbre de usar dos relojes dio ocasión para dos explicaciones. Sus amigos dicen que Fidel es obsesivo en materia de puntualidad y "que tenía miedo de que le fallara uno de los relojes". Sus enemigos, sin embargo, tienen una versión menos favorable: dicen que Castro usaba un reloj para marcar la hora de La Habana y otro para saber la de Moscú...

A continuación, transcribimos algunas de las declaraciones hechas por Fidel Castro en una entrevista con la revista brasileña *Veja*, cedida a *Cromos*.

- Toda una generación de cubanos viene oyendo que el gran enemigo de Cuba es Estados Unidos. ¿Cómo cree usted que esa gente interpretará una posible reanudación de relaciones de Cuba con Estados Unidos?

FC – El mundo de hoy es un mundo de armas nucleares, donde la tecnología militar se desarrolló tanto que transformó la guerra en algo prácticamente imposible.

Si podemos colocar un granito de arena a favor de la paz, lo haremos. Eso no significa que vamos a renunciar a nuestros principios marxistas-leninistas. Como imagino que tampoco los Estados Unidos van a renunciar a sus principios capitalistas por el hecho de que vengan a tener relaciones con nosotros. Seguramente, conseguirán ejercer alguna influencia sobre nosotros, pero también es cierto que nosotros ejerceremos alguna influencia sobre ellos. Ahí veremos cuál de las dos sociedades está más preparada políticamente.

Para que mejoren las relaciones con los Estados Unidos, ellos tendrán que comenzar por entender que tenemos nuestros principios y que no podemos ser desleales a ninguno de ellos.

Cuando se habla de los cubanos en África, nadie se acuerda de la progresiva ayuda civil que Cuba ofrece a los países del Tercer Mundo. Siempre se coloca énfasis en la ayuda militar, una ayuda que esos países nos piden. Piden asesores, técnicos, instructores y es un derecho de nuestro país ofrecer esa ayuda a los pueblos que quieren tener una vida independiente. Sería absurdo, por ejemplo, que colocáramos, como prerrequisito para tener relaciones con los

Estado Unidos, que ellos retiraran sus tropas de Turquía, Europa Occidental, Okinawa, Corea...y las decenas de países donde tienen instructores militares y tropas.

- Hasta el final de los años sesenta, Cuba participaba de los movimientos revolucionarios del mundo. Hoy, Cuba ayuda con tropas a gobiernos constituidos. ¿Cómo se dio ese cambio?

FC – Debes saber que al bloqueo económico contra Cuba se sumaron, prácticamente, todos los gobiernos de América Latina. Esa gente se sentía en el derecho de promover el bloqueo y la contrarrevolución en Cuba. Nosotros no consideramos con entera libertad, por lo tanto, para apoyar los movimientos revolucionarios en esos países. Ahora, si surge un movimiento revolucionario en un país que tiene relaciones con nosotros, o que respete nuestra soberanía, por mayor que sea nuestra simpatía por los movimientos revolucionarios, nos abstendremos de cualquier apoyo a ese movimiento. Ése fue, es y continuará siendo nuestra política. No cambiamos nada.

- ¿Y la tesis de la "exportación de la revolución", en qué quedó?

FC – Somos partidarios del respeto y de la coexistencia pacífica entre estados de diferentes regímenes sociales. Y todos los países que estén dispuestos a vivir de acuerdo con esas normas serán respetados por nosotros. Se habló mucho de la tal "exportación de la revolución". En realidad, las revoluciones no pueden ser exportadas. Sólo el pueblo de cada país puede hacer la revolución.

Answer the following questions <u>according the the information in the article</u> you just finished reading. DO NOT GUESS! If you do not know or remember an answer, mark "e" as your response.

1. What did Castro promise he would do at the beginning of his rule?

a) Establish political ties with the U.S.
b) Sever political ties with the U.S.
c) Restore a communist form of government.
d) Restore the constitution and hold elections.
e) I do not recall.

2. What did Castro do shortly after he became head of state?

a) Established a socialist government.
b) Established a new ministry of education.
c) Reorganized the structure of the military.
d) Restored the constitution and held elections.
e) I do not recall.

3. Most critics agree that _____ has gone down in Cuba.

a) unemployment
b) infant mortality
c) illiteracy
d) the cost of living
e) I do not recall.

4. Gambling, prostitution and _____ flourished in Cuba before Castro's rule.

a) organized crime
b) drugs
c) gang violence
d) political corruption
e) I do not recall.

5. In Cuba, many luxury hotels have been converted into schools, government offices or _____.

a) casinos.
b) subsidized housing.
c) hospitals.
d) museums.
e) I do not recall.

6. Before Castro, Cuba depended on _____ for economic aid.

a) Russia
b) the United States
c) Africa
d) China
e) I do not recall.

7. The main national product in Cuba is _____.

a) cigars
b) pinapple
c) sugar
d) seafood
e) I do not recall.

8. The _____ was cited as playing a role in planning the attack on the Bay of Pigs.

a) C.I.A.
b) F.B.I.
c) N.S.A.
d) U.S. Army
e) I do not recall.

9. Castro was the son of a _____.

a) Cuban politician.
b) rich farmer.
c) university professor.
d) lawyer.
e) I do not recall.

10. Why did Castro move to Habana?

a) To live with his mother.
b) To study political science.
c) To study law.
d) To work in a casino.
e) I do not recall.

11. At what age did Castro marry his wife Mirta?

a) 17
b) 20
c) 23
d) 26
e) I do not recall.

12. How many children did Castro have?

a) 1
b) 2
c) 4
d) 7
e) I do not recall.

13. What did "Fidelito" study in East Germany?

a) Spanish literature.
b) Political science.
c) Physics.
d) Chemical engineering.
e) I do not recall.

14. "Fidelito" uses a false name in Cuba for "_____ reasons."

a) privacy
b) financial
c) unknown
d) security
e) I do not recall.

15. According to his friends, Castro wore two watches because _____.

a) he wanted a back up in case one broke.
b) they were both given to him by close family members.
c) he wanted to watch the time in two time zones.
d) he collected watches.
e) I do not recall.

16. According to his enemies, why did Castro wear two watches?

a) he wanted a back up in case one broke.
b) they were both given to him by close family members.
c) he wanted to watch the time in two time zones.
d) he collected watches.
e) I do not recall.

17. Some Third World countries have asked Cuba to provide them with advisors, technicians and _____.

a) military equipment.
b) medical supplies.
c) money.
d) instructors.
e) I do not recall.

18. Before etablishing ties with the U.S., Castro said that it would be absurd to ask them to do what?

a) Offer statehood to Cuba.
b) Pull U.S. troops out of foreign countries.
c) Give financial aid to Cuba.
d) Release all Cuban political prisoners in the U.S.
e) I do not recall.

19. What is Castro's current political stand towards revolutionary uprisings in other countries that respect Cuban sovereignty?

a) Do nothing to support them.
b) Publicly condemn them.
c) Provide humanitarian aid.
d) Provide military assistance.
e) I do not recall.

20. At the end of the article, what did Castro say about the "exportation of revolution?"

a) A revolution will not succeed without outside assistance.
b) The seeds of revolution usually come from an outside source.
c) There is no need to export revolution from one country to another.
d) Only the people within a country can move a revolution forward.
e) I do not recall.

Appendix H

Reading 1 Text and Reading Comprehension Questions

Reading 1
La democracia llega a España

Muchos se sorprenden al saberlo, pero España tiene una larga, aunque frustrada y turbulenta, tradición liberal. En 1873, se estableció la Primera República, que duró menos de un año. Durante el siglo XIX y la primera parte del siglo XX, hubo una oposición constante entre las "dos Españas", conservadora y liberal.

En 1931, hubo elecciones y ganaron lo republicanos. Pero el gobierno de la Segunda República no podía mantener el orden, debido a los ataques terroristas de los dos bandos. En 1936 un grupo de militares se rebeló y así empezó una de las guerras más crueles de la historia moderna. Los militares o "nacionalistas" luchaban por la restauración de sus tradiciones, que creían amenazadas por los intereses extranjeros y ateos del comunismo. Los "republicanos" luchaban por un gobierno más popular pero bajo diferentes banderas: la república, el socialismo, el comunismo, el anarquismo, el regionalismo; y por lo tanto, este grupo tenía la gran desventaja de no estar unido. La intervención de Hitler a favor de los nacionalistas y la de Rusia a favor de los republicanos complicó más la situación. Al fin, en 1939, los nacionalistas triunfaron y el General Francisco Franco se estableció como "Caudillo de España, por la gracia de Dios" con el partido fascista como el único partido político legal.

Durante casi 40 años, su régimen personal gobernó a España, alternando la represión con algunas medidas de liberalización. Según un dicho popular, a veces era Dictadura, otras veces "Dictablanda". En 1975 murió Franco y poco después España se preparó para sus primeras elecciones en casi 40 años.

La lectura que sigue es un artículo publicado en 1977, poco antes de las elecciones, para explicar al pueblo cosas tan básicas como "¿Qué es una campaña electoral?" A pesar del pesimismo general, los partidos del centro ganaron fácilmente. Juan Carlos, nieto del rey anterior, quedó como rey constitucional, con un parlamento verdadero que contiene diputados de muchos partidos diferentes, incluyendo a socialistas y comunistas.

Se venden políticos
por Ricardo Diez y Roberto González
de la revista española *Destino*, publicada en Barcelona
(España, 1977)

Miércoles, 15 de junio. Para muchos de los habitantes de este país, va a ser la primera vez en su vida que puedan ejercer un derecho que en otros países del mundo es norma habitual: el derecho al voto.

El ciudadano mayor de veintiún años podrá designar a los individuos que, bajo su punto de vista, sean más idóneos para ocupar escaños en el Parlamento y el Senado. Esta elección la tendrá que hacer de entre un sinfín de rostros, nombres y siglas, casi todas ellas muy parecidas y que anuncian tras de sí unos ambigüos programas que parecen decir todos lo mismo.

¿Qué es una campaña electoral?

La campaña electoral es la etapa previa al día de las elecciones, en la cual los partidos políticos utilizan todos lo recursos a su alcance para captar el mayor número posible de votos.

El no disponer de una tradición electoral, hace más difícil esta captación, sobre todo para los partidos que hasta hace poco estaban perseguidos. El control por parte del Sistema de todos los resortes del Estado la convierte en una campaña desigual, donde los favoritismos a una derecha inmovilista o "civilizada", van a ser abundantes, en detrimento de los demás partidos. Será como una carrera en la que todos salen al mismo tiempo, pero unos con las botas cargadas de plomo.

La corta duración de la campaña – tres semanas - , implica una gran cantidad de trabajo a realizar y el empleo de grandes sumas de dinero. Si tenemos en cuenta que estamos en una sociedad donde la mayoría está despolitizada, nos podemos hacer una idea del gran despliegue de propaganda que van a efectuar los partidos.

La última semana de la campaña es la decisiva. En ella, los partidos utilizarán sus mejores armas: la contrapropaganda, el desprestigiar a líderes, partidos e instituciones. La competencia es total, como si de un producto se tratara. La necesidad de ofrecer una imagen de triunfo es adoptada por todos los partidos, lo cual condiciona a los votantes que todavía no se hayan decidido.

Medios que se usarán para la propaganda

Televisión. Es el medio más eficaz, su ámbito de incidencia abarca a todo el territorio del Estado.

Radio. Es el medio masivo de más alcance después de la televisión. Por lo tanto, será importante.

Mitin. El mitin tiene el inconveniente de la limitación de su aforo. La eficacia que tiene es el contacto directo con los candidatos.

Prensa. El alcance de un anuncio en prensa está limitado al tiraje del periódico que se elija. A los partidos les interesa más la información vertida sobre sus movimientos. Los comentarios serán más y mejores según la tendencia del periódico.

Pasquines. La ventaja más acusada del pasquín es su bajo costo. Su inconveniente, la colocación, que necesita mano de obra y que deja las paredes empapeladas.

Las pintadas. Este medio ha sido muy usado por partidos y organizaciones de todo tipo durante el reciente período de clandestinidad.

Sus ventajas son su escaso costo y su sencilla manipulación. Su inconveniente, la perpetua permanencia en el lugar donde sean efectuadas. Por este inconveniente, la mayoría de los partidos, temiendo la antipatía del ciudadano, han desechado la utilización de este medio que podría restarles votos. En su lugar se ha adoptado el mural, que consiste en pintadas artísticas y decorativas.

<u>Boletines informativos</u>. Son muy usados por los partidos en general. Resumen la postura del partido con respecto a distintos problemas.

<u>Otros medios</u>. Al acudir al cine, podemos vernos asaltados por el anuncio político. Algunos partidos, los más ingeniosos, van a pasear por calles y plazas las imágenes de sus candidatos proyectadas en pantallas transportadas por un vehículo provisto de altavoces, los cuales lanzarán sus proclamas al viento.

Con éstos no se acaban los medios a emplear; la imaginación de cada partido es seguro que hará florecer algunos más.

Answer the following questions <u>according the information in the article</u> you just finished reading. DO NOT GUESS! If you do not know or remember an answer, mark "e" as your response.

1. Spain's first republic lasted just less than a _____.

a) month
b) year
c) decade
d) century
e) I do not recall.

2. The government of the second Spanish republic could not maintain order due to _____.

a) the lack of a well-equipped army.
b) terrorist attacks by both political parties.
c) increased crime in the Capital of Madrid.
d) a shortage of policemen across the nation.
e) I do not recall.

3. The Nationalists triumphed over the Republicans in 1939 because the Republicans lacked _____.

a) financial support.
b) unity of purpose.
c) strong leadership.
d) military backing.
e) I do not recall.

4. General Francisco Franco governed Spain for almost _____ years.

a) 10
b) 20
c) 30
d) 40
e) I do not recall.

5. After the election in 1977, Juan Carlos became the _____ of Spain.

a) president
b) dictator
c) constitutional king
d) commander-in-chief
e) I do not recall.

6. 15 June 1977 is a special day in the history of Spain because it marked the _____.

a) beginning of Juan Carlos' rule.
b) end of Francisco Franco's rule.
c) first Spanish election in over 40 years.
d) 500th birthday of the nation.

e) I do not recall.

7. The legal voting age in Spain is _____.

a) 18.
b) 19.
c) 20.
d) 21.
e) I do not recall.

8. The lack of _____ made the Spanish elections in 1977 more difficult.

a) sufficient time
b) an electoral tradition
c) government support
d) financial support
e) I do not recall.

9. The Spanish electoral campaign lasts _____.

a) two weeks.
b) two months.
c) three weeks
d) three months.
e) I do not recall.

10. According to the article, the last week of the electoral campaign is considered the most _____.

a) difficult.
b) costly.
c) demanding.
d) decisive.
e) I do not recall.

11. What method of propaganda is considered the most effective?

a) Television.
b) Radio.
c) The town meeting.
d) The press.
e) I do not recall.

12. What method of propaganda has the greatest reach?

a) Television.
b) Radio.
c) The town meeting.
d) The press.
e) I do not recall.

13. As a method of propaganda, what is the main advantage of a political rally?

a) They can be held anywhere.
b) Attendance is by invitation only.
c) They provide direct contact with the candidates.
d) They can be held wherever the candidates choose.
e) I do not recall.

14. As a method of propaganda, what is the main disadvantage of a political rally?

a) They require a detailed security plan to protect the candidates.
b) They only appeal to the younger generation.
c) They do not allow candidates to give prepared responses.
d) Their influence is limited to the seating capacity of the facility.
e) I do not recall.

15. As a method of propaganda, what is the main limitation of the press?

a) Its reach is limited to the circulation of the magazine.
b) It is very costly.
c) It does not provide voter feedback to the candidates.
d) The ads may never reach the consumer.
e) I do not recall.

16. As a method of propaganda, what is the main advantage of campaign posters?

a) They can be printed in color.
b) They can be distributed very quickly.
c) They cost very little to produce.
d) They can be posted where many people can see them.
e) I do not recall.

17. As a method of propaganda, what is the main disadvantage of campaign posters?

a) They are very expensive to produce.
b) People tear them down.
c) They require many man hours to post.
d) They get wet when it rains.
e) I do not recall.

18. In addition to the low cost, what is one of the main advantages of using graffiti for political propaganda?

a) It appeals to the younger generation.
b) It is authentic.
c) It looks like it "comes from the people".
d) It is easy to do.
e) I do not recall.

19. To avoid complaints from its citizens, many political candidates now use _____ instead of graffiti.

a) campaign posters
b) murals
c) brochures/pamphlets
d) billboards
e) I do not recall.

20. What was the main purpose of the article?

a) To encourage citizens to vote.
b) To encourage citizens to get involved in the electoral campaign.
c) To explain the basics of the electoral campaign.
d) To explain the most effective propaganda method.
e) I do not recall.

Appendix I

Reading 2 Text and Reading Comprehension Questions

Reading 2
La segunda generación: "entre dos culturas"

Los hijos de familias inmigrantes suelen tener problemas especiales de identidad y de inseguridad. Con frecuencia, nacen y crecen en un barrio étnico o "ghetto". A veces no hablan el idioma del país, o lo hablan mal y con acento. En la escuela, están avergonzados de las características que los diferencian: su acento, apellido, apariencia, o hasta su modo de vestir. En casa, sus familias tratan de imponerles ideas y costumbres que son completamente opuestas a las de su nuevo ambiente. De ahí surgen agudos conflictos entre las generaciones.

Frente a esta problemática, el niño tiene varias opciones: la asimilación que implica el rechazo total de la cultura de sus padres; la fusión o combinación de rasgos de las dos culturas; o la reacción en contra de la cultura dominante.

Tradicionalmente la filosofía de los Estados Unidos ha favorecido la asimilación, el concepto del "crisol". Pero para algunos grupos, como los puertorriqueños, esto resulta difícil a causa del color de su piel, la barrera del idioma y la situación especial de Puerto rico.

Después de la guerra entre España y los Estado Unidos, aquél le cedió Puerto Rico a éstos por el Tratado de París de 1898. En 1917, la Ley Jones reconoció a los puertorriqueños la ciudadanía estadounidense. En 1952, la isla pasó de ser Territorio de los EEUU a ser Estado Libre Asociado (ELA), su condición actual. Aunque hay un grupo de Independistas y otro de Estadistas, cada vez que tienen elecciones en la isla, la gran mayoría vota por el *status quo*.

Muchos puertorriqueños emigran a Nueva York con la idea de hacer un viaje de ida y vuelta: ganar "chavos"y regresar. Pero como el desempleo en la isla es aún mayor que en el continente, un gran número no vuelve nunca. En Nueva York, a pesar de que encuentran obstáculos especiales y discriminación, algunos logran triunfar. En la siguiente lectura, uno de estos, un profesor puertorriqueño de la *City University* de Nueva York, recuerda algunos de los conflictos y choques culturales de su niñez y juventud en los ghettos de esa ciudad.

El ghetto puertorriqueño
Carlos Rafael Rivera
selecciones de un artículo de *Cuadernos del ruedo ibérico*

Un conflicto entre dos morales

...Gran parte de las muchachas con quienes salía me desconcertaban con sus actitudes: mezclaban el recato con la promiscuidad amorosa sin decidirse por lo uno o por lo otro. Ahora me doy cuenta de que las muchachas estaban atrampilladas entre dos exigencias: la de una moral libertina de la sociedad norteamericana y la de una moral de pueblecito rural y de tiempos del siglo XVI que les imponían sus padres.

La costumbre del dating norteamericano no cuadraba bien con la moral de estos padres puertorriqueños. Mientras que en la sociedad norteamericana lo normal para una chica de diecisiete años es citar a muchachos diferentes, a veces uno, dos o tres por semana, con el consentimiento (y aun la exigencia) de sus padres, la chica puertorriqueña sufría la censura y aun la violencia de sus padres que la obligaban a ver sólo a un

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muchacho, "¡en la casa!" El muchacho, a su vez, se veía obligado a pedir la entrada y la cuestión se formalizaba sin el deseo de los "novios".

Las muchachas, ante este conflicto, optaban por salir con muchachos a la escondida. Como resultado, se comportaban según expliqué.

Yo estaba tan confundido como las muchachas. Me rebelaba ante la absurda manía de los padres que querían a sus hijas de veintiún años en la casa antes de las nueve de la noche. Por otra parte, no me fiaba de muchachas que salían hasta después de la medianoche. Comenzaba a sentirme suspendido entre dos culturas que se excluían mutuamente.

El deterioro de la familia

Los amigos míos no soportaban el español, detestaban la música latina y aborrecían las majaderías de sus padres. Muchos de ellos venían de familias que comenzaban a deteriorarse con el impacto del choque cultural. Por lo común, el trabajo del hombre puertorriqueño en Nueva York sufría grandes altibajos, mientras el de las mujeres, en su mayoría empleadas en la industria textil, no fluctuaba tanto. Como resultado, era la mujer quien manejaba el dinero en varias ocasiones. De ahí surgían peleas matrimoniales, cuando el hombre, basándose en los derechos morales que le adjudicaba la sociedad machista hispanoamericana, se empeñaba en apoderarse del jornal de su mujer.

Los muchachos, ante la manifestación del deterioro de sus familias, optaban por rebelarse contra sus padres.

Desgraciadamente, caían en un callejón sin salida, pues los norteamericanos tampoco los aceptaban. El resultado para estos muchachos era un aislamiento insoportable. Los muchachos trataban de vencer este obstáculo uniéndose en bandos o pandillas cuyos fines iban desde la mera expresión del desafío hasta el tráfico ilícito de narcóticos. La cuestión era hacer algo o "estar en algo". La lealtad era al grupo, a los "hermanos" y las "hermanas" de la pandilla.

La cultura del ghetto

Bebíamos vinillo en compañía de chicas. Por lo común había alguien con un radio portátil y escuchábamos música de rock. Se bailaba mucho y se bailaba bien (era necesario para poder frecuentar). Se vestía a la última modo, aunque ésta resultaba carísima y, por lo tanto, traía problemas en los hogares. Algunos de los muchachos se veían obligados a hurtar para vestir a la moda. Se cultivaba un tipo de jerga o *hip talk* que se usaba casi exclusivamente en nuestros corros. El estilo de habla era agresivo y desenfadado.

Bailar, vestir, hablar: en el ghetto neoyorquino hay que saber hacer cada uno bien...al estilo del ghetto. Aquí no vale gran cosa la sabiduría académica.

Yo intenté lidiar en el terreno escolar y en el del ghetto a la vez. En aquel tiempo, salvo raras excepciones, o se triunfaba en uno o en otro. El mundo de una escuela de administración comercial no mezclaba bien con el del ghetto...

Rompimiento definitivo

Tras mi triunfo, me di cuenta de que lo triste del ghetto es que los que vivimos en él lo respetamos demasiado. De acuerdo con los criterios del ghetto neoyorquino, todo lo que no sea del ghetto "no está en na'", "It ain't nothin'." La competencia dentro del ghetto es feroz. ¡Todo! Hasta el habla es competencia.

El ghetto es un fiel esperanto de la sociedad norteamericana. Muchos de los que viven en él lo glorifican (y de veras, el ghetto tiene algo de poético y misterioso). ¡A veces llegamos a creer que es lo mejor del mundo! Es una especie de culto violento a la juventud; pero es también un callejón sin salida, donde no raras veces el tipo *super bad-super cool* termina como narcómano, loco o muerto-de-hambre en las filas de Bienestar Público, si no lo matan.

Así, pues, romper con la mentalidad del ghetto no es nada fácil. Significa no responder a las demandas que impone ese medio social. Significa salirse de la competencia dentro del ghetto y analizar las limitaciones de ese mundo hermético...

Answer the following questions <u>according the information in the article</u> you just finished reading. DO NOT GUESS! If you do not know or remember an answer, mark "e" as your response.

1. The children of immigrant families tend to have problems with _____.

a) learning a second language.
b) reading and writing.
c) respecting authority.
d) identity and insecurity.
e) I do not recall.

2. The "ghetto" is described as a(n) _____.

a) ethnic neighborhood.
b) run-down slum.
c) neighborhood plagued by crime.
d) a poorly-educated neighborhood.
e) I do not recall.

3. Which of the following was NOT mentioned as a characteristic that sets Puerto Rican immigrants apart from their peers at school? Their _____.

a) accent.
b) economic situation.
c) last name.
d) appearance.
e) I do not recall.

4. The article suggests _____ options for Puerto Rican youth that find themselves trapped between two cultures.

a) two
b) three
c) four
d) five
e) I do not recall.

5. While United States philosophy favors assimilation, Puerto Ricans find this difficult due to _____.

a) the color of their skin.
b) their poor economic situation.
c) their lack of education.
d) the need to work multiple jobs.
e) I do not recall.

6. In 1898, the United States received the island of Puerto Rico from _____.

a) Cuba.
b) France.
c) England.
d) Spain.
e) I do not recall.

7. The majority of Puerto Ricans would like to see _____.

a) no change in their current status.
b) Puerto Rico become a state in the U.S.
c) Puerto Rico become an independent country.
d) a stronger alliance with the U.S.
e) I do not recall.

8. Many Puerto Ricans immigrate to New York with the idea of _____.

a) buying a home and settling down.
b) getting an education.
c) never returning to Puerto Rico.
d) earning money and returning to Puerto Rico.
e) I do not recall.

9. Many Puerto Ricans stay in the U.S. because _____ is worse in Puerto Rico than in the United States.

a) illiteracy
b) the exchange rate
c) the education system
d) unemployment
e) I do not recall.

10. What is the profession of the author of the article?

a) Psychologist.
b) Political Scientist.
c) Journalist.
d) Professor.
e) I do not recall.

11. In North American culture, 16-year-old girls typically date _____.

a) one boy exclusively.
b) older boys.
c) several boys at a time.
d) in groups with other couples.
e) I do not recall.

12. The majority of Puerto Rican women are employed by _____.

a) the fast food industry.
b) hotels.
c) the textile industry.
d) restaurants.
e) I do not recall.

13. To escape the rejection of their North American neighbors, Puerto Rican youth often _____.

a) join gangs.
b) play soccer. riticized
c) work a job after school.
d) skip school.
e) I do not recall.

14. Dressing in the latest style causes friction at home because _____.

a) the clothes are expensive.
b) parents think the style is immodest.
c) parents fear their children will loose touch with their cultural past.
d) the clothes cannot be found at local stores.
e) I do not recall.

15. In the ghettos, the Puerto Rican youth sometimes create a type of _____ that is used exclusively among themselves.

a) music
b) slang
c) dance
d) sport
e) I do not recall.

16. Which of the following was NOT mentioned as being important to do well to survive in the ghetto?

a) Dance.
b) Dress.
c) Fight.
d) Speak.
e) I do not recall.

17. In the ghetto, _____ is not valued.

a) athletic ability
b) dancing ability
c) academic ability
d) speaking ability
e) I do not recall.

18. In the ghetto, everything (even speaking) is _____.

a) criticized.
b) a competition.
c) challenging.
d) valued.
e) I do not recall.

19. Many Puerto Ricans that live in the ghetto come to believe that it is _____.

a) the worst place in the world.
b) impossible to leave.
c) the best place in the world.
d) a cultural oasis.
e) I do not recall.

20. The author concludes by saying that _____ is not easy.

a) living in the ghetto
b) breaking the ghetto mentality
c) dating Puerto Rican girls
d) learning a new culture
e) I do not recall.

Appendix J

Reading 3 Text and Reading Comprehension Questions

Más allá del sentido común

¿Es posible que ciertos individuos sean capaces de leer nuestros pensamientos, de predecir el futuro o de curar enfermos por medio de poderes mentales? Aunque muchos de nosotros dudamos que estos poderes existan, nuestra sociedad ya se sirve de ellos. En varias ciudades, la policía emplea a personas dotadas de poderes "psíquicos", quienes ayudan a resolver crímenes. Algunas compañías usan los servicios de "clarividentes"para encontrar agua o minerales en la tierra. Muchos enfermos recurren a curanderos, especialmente cuando lo médicos ya no les ofrecen ninguna esperanza. Y algunos fumadores empedernidos insisten en decir que sólo con la ayuda de un hipnotista han podido dejar el vicio.

Actualmente, la mayoría de la gente piensa que es una tontería que alguien lleve consigo una pata de conejo o que trate de evitar un gato negro. Estas supersticiones parecen ridículas, sobre todo cuando uno comprueba, al conocer otras culturas, que son arbitrarias. Los chinos y los egipcios de la antigüedad, por ejemplo, consideraban el 13 como un número de buena suerte. Además, es paradójico que en nuestra época, caracterizada por una gran actividad en las ciencias, abunden charlatanes de toda clase que quieren vendernos teorías pseudocientíficas sobre OVNIS, astrología, pirámides, etc. En muchos casos es obvio que estos "magos"desean que aceptemos sus ideas solamente porque quieren el dinero y la fama.

Sin embargo, no es verdad que todo sea engaño. Parece que existan individuos dotados de fuerzas que las leyes racionales no pueden explicar. El siguiente artículo clasifica los diferentes tipos de poderes "parapsicológicos"y describe los estudios que en la actualidad realizan los científicos en los laboratorios con el objeto de separar verdad de mentira. ¡Ojalá que a través de ellos podamos descubrir más acerca de la realidad que existe dentro y fuera de nuestro cerebro!

Parasicología: la ciencia de lo misterioso
De la revista chilena Ercilla

Para una humanidad que toma como hechos normales que el hombre camine por el espacio y que lleguen fotografías de Mercurio, resulta un contrasentido que se sepa tan poco de un modesto ser humano que es capaz de trasladar muebles con solo mirarlos, de sanar a un enfermo tocándolo con la palma de la mano, o de saber que es un rey de corazón la carta oculta en el mazo de naipes.

Por sólo citar un ejemplo de miles: desde Lima llegó la noticia del matrimonio de Augustina Morante Gálvez, la niña que en su infancia hacía volar objetos – se supone gracias a un extraño poder mental – con tal escándalo que debió ser recluida en un convento. Frascos y floreros volaban por los aires cada vez que Augustina recibía una orden que no era de su total agrado.

¿Razones? Inexplicables. Expertos la examinaron sin poder acertar qué occuría. La información termina señalando un buen deseo para el esposo de Augustina: que no le lluevan objetos cuando tenga una discusión con su extraña esposa.

El límite

Durante casi cien años la mayoría de los científicos ortodoxos han ignorado las manifestaciones de lo paranormal, relegándolo al mismo campo donde se encuentran la astrología, la cartomancia y otras actividades calificadas de magia o brujería. Estos oscuros antecedentes plantean un problema a los investigadores serios: hay que separar los fenómenos paranormales verdaderos de la tontería, para estudiarlos racionalmente.

Tras la observación científica de miles de casos, se llegó a clasificar los hechos parasicológicos en cinco categorías:

1) Curaciones síquicas: capacidad de detener o invertir el progreso de males incurables, generalmente por imposición de las manos.

2) Clarividencia: posibilidad de recibir información de objetos inanimados, sin emplear ninguno de los cinco sentidos.

3) Telepatía: habilidad de leer los pensamientos de otras personas.

4) Sicokinesis: capacidad de mover objetos inanimados, por medio de la "fuerza de voluntad".

5) Precognición: facultad de predecir acontecimientos en contra de los dictados de las probabilidades o de la coincidencia.

"Milagro, milagro"

La primera de estas categorías – curación síquica – se conoce desde la Antigüedad. Los médicos reconocen el valor de la voluntad del enfermo para sobreponerse a la enfermedad. Pero el éxito de algunos curanderos síquicos parece ir más allá de una simple levantada de ánimo.

El sicólogo Lawrence Le Shan confesó a *Newsweek* que el 90 por ciento de los casos de curación síquica son pura superchería, "pero hay un diez por ciento de casos verdaderos". Fueron situaciones en que el médico diagnosticó un mal irremediable, pero súbitamente – después de una visita a un curandero – se produjo el "milagro"; los síntomas habían dejado de existir.

Cartas y pensamientos

Respecto a la clarividencia se han hecho numerosos experimentos para tratar de responder al interrogante: ¡por qué algunas personas adivinan más que otras las cartas de un naipe echado boca abajo? Actualmente, en la Fundación para las Investigaciones de la naturaleza Humana de Durham, Carolina del Norte, hay un egresado de Leyes de Harvard, William Delmore, que asombra a los investigadores: adivina el 70 por ciento de las cartas que le echan. ¿Cómo lo hace? Sigue siendo un misterio.

Los telépatas también dan tema para las investigaciones. En la Universidad de Stanford el policía retirado Pat Price tiene a los expertos con un palmo de narices: es capaz de describir con exactitud los detalles de objetos y lugares que son familiares a una persona que recién conoce.

Interés oficial

La sicokinesis, o capacidad de mover objetos a voluntad, es la que produce hechos paranormales más espectaculares, pero también la más susceptible de trampas. Es cuestión de disponer con ingenio alambres o imanes. Pero hay casos que han dejado perplejos a los estudiosos: el Instituto de Investigaciones de Stanford afirmó que el mago israelita Uri Geller había movido la aguja de una balanza de laboratorio sin poner peso en el platillo.

La Universidad de Durham, por su parte, también realiza estudios sobre precognición – la capacidad de predecir hechos futuros. Usan para ello una complicada máquina que enciende alternadamente cuatro luces, en un orden controlado por desechos radioactivos del estroncio 90, uno de los fenómenos más impredecibles del Universo. Sin embargo, tres jóvenes bien dotados hicieron en un período 63.066 aciertos; las probabilidades en contra de su *score* acumulativo eran de dos mil millones contra una. Asombroso.

"Pasaron todos los siglos antes que descubriéramos la energía nuclear – señala el profesor Tiller de la Universidad de Stanford. Debe haber otras fuerzas de la naturaleza, y seguramente en ellas se apoyan estos hechos paranormales."

Answer the following questions <u>according the information in the article</u> you just finished reading. DO NOT GUESS! If you do not know or remember an answer, mark "e" as your response.

1. Some companies are known to use clairvoyants to _____.

a) predict the future of their stocks.
b) heal members who are ill.
c) learn the trade secrets of their competitors.
d) find water and minerals in the earth.
e) I do not recall.

2. According to the article, some heavy smokers have a hard time quitting without the help of a _____.

a) hypnotist
b) clairvoyant
c) telepath
d) witch doctor
e) I do not recall.

3. According to the article, most people consider superstitions to be foolish because they are _____.

a) childish.
b) unfounded.
c) arbitrary.
d) uneducated.
e) I do not recall.

4. Anciently, the Chinese considered _____ to be a lucky number.

a) 7
b) 13
c) 21
d) 49
e) I do not recall.

5. Parapsychology is the study of _____.

a) mental processes and behavior.
b) intelligence, aptitude, and emotional disturbance.
c) mental disorders of unknown origin.
d) phenomena that are not explained by natural laws.
e) I do not recall.

6. According to the article, man's poor understanding of parapsychological phenomena appears to be a contradiction in light of man's ability to _____.

a) develop nuclear weapons.
b) break the sound barrier.
c) walk in space.
d) perform open-heart surgery.
e) I do not recall.

7. What happened every time that Augustina Morante Gálvez was told to do something that she did not want to do?

a) She fell to the floor unconscious.
b) Her door locked shut by itself.
c) The radio turned on by itself.
d) Vases flew through the air.
e) I do not recall.

8. For almost 100 years, the majority of orthodox scientists have ignored paranormal manifestations, calling them nothing more than magic or _____.

a) deception.
b) hoaxes.
c) witchcraft.
d) priestcraft.
e) I do not recall.

9. According to the article, the main problem facing serious investigators of paranormal phenomena is ___.

a) separating true phenomena from the hoaxes.
b) finding financial support for their research.
c) finding willing participants in their study.
d) publishing their findings in a professional journal.
e) I do not recall.

10. Psychic healing is generally done by _____.

a) the laying on of hands.
b) drinking herbal tea.
c) praying to one of the saints.
d) reading psychic cards.
e) I do not recall.

11. The ability to move inanimate objects by the exercise of psychic powers is known as _____.

a) clairvoyance.
b) telepathy.
c) psychokinesis.
d) precognition.
e) I do not recall.

12. The ability to predict occurrences before they happen is known as _____.

a) clairvoyance.
b) telepathy.
c) psychokinesis.
d) precognition.
e) I do not recall.

13. The ability to receive information from inanimate objects without using the five senses is known as _____.
a) clairvoyance.
b) telepathy.
c) psychokinesis.
d) precognition.
e) I do not recall.

14. The ability to read other the thoughts of other people is known as _____.

a) clairvoyance.
b) telepathy.
c) psychokinesis.
d) precognition.
e) I do not recall.

15. Most doctors recognize the importance of _____ in overcoming illnesses.

a) proper medication
b) personal sanitation
c) personal willpower
d) adequate rest
e) I do not recall.

16. According to Lawrence Le Shan of Newsweek, _____ percent of psychic healings are frauds.

a) 95
b) 90
c) 70
d) 50
e) I do not recall.

17. One clairvoyant in North Carolina surprised investigators by correctly guessing _____ percent of the cards drawn randomly from a deck.

a) 95
b) 90
c) 80
d) 70
e) I do not recall.

18. Telepaths have surprised investigators by being able to describe in exact detail the objects and places that are familiar to a person that they _____.

a) never met.
b) recently met.
c) randomly met.
d) met online.
e) I do not recall.

19. According to the article, which paranormal phenomenon is most susceptible to hoaxes?

a) clairvoyance.
b) telepathy.
c) psychokinesis.
d) precognition.
e) I do not recall.

20. What is the main purpose of the article?

a) Explain why paranormal phenomena are not respected in scientific circles.
b) Classify the different types of parapsychological powers.
c) Describe the types of people that possess paranormal powers.
d) Analyze the need to conduct more scientific research in the area of parapsychological phenomena.
e) I do not recall.

Appendix K

Student Survey

Student Survey

1. Teacher:_____

2. Last four numbers of your Social Security Number: _____

3. Mark the readings that you completed (the pre-test is not included):

_____ La democracia llega a España (*Se venden politicos*)
_____ La segunda generación: "entre dos culturas" (*El ghetto puertorriqueño*)
_____ Más allá del sentido común (*Parasicología: la ciencia de lo misterioso*)

4. Rank the readings in order of difficulty (1 being the most difficult):

_____ La democracia llega a España (*Se venden politicos*)
_____ La segunda generación: "entre dos culturas" (*El ghetto puertorriqueño*)
_____ Más allá del sentido común (*Parasicología: la ciencia de lo misterioso*)

5. Before the readings, two types of pre-reading activities were used. On as scale from 1 to 10, rate the usefulness of each pre-reading activity in helping you understand the readings.

Vocabulary Review

Not useful at all   1   2   3   4   5   6   7   8   9   10   Very Useful

Class Discussion of Key Words

Not useful at all   1   2   3   4   5   6   7   8   9   10   Very Useful

6. Which of the two types of pre-reading activities do you prefer?

_____ Vocabulary Review
_____ Class Discussion of Key Words

7. Why?

8. Do you think that the reading comprehension tests adequately tested your understanding of the readings?

9. Why or why not?

Thank you for participating in this research study!

Appendix L

Student Survey Responses

Which of the two types of pre-reading activities do you prefer? (vocabulary review or class discussion of key words). Why?

Comments from those who chose Vocabulary Review

-It allowed me to become more familiar with words I didn't know.

-More applicable.

-Specifics, we knew exactly what the word meant.

-If we had more time with the vocabulary than just reading them off I would understand it all much better. When it is so quick all I know is that he read that off but I don't know what it means.

-Because the actual words appear in the readings and it makes it easier to understand.

-If I got to do the vocab more then I would have remembered more.

-Seeing the words before helps me recognize them better.

-I can use context clues only to a certain degree. I need to know that vocab to understand what is happening. However, we went over the vocab so fast that it didn't help much.

-It allowed one to understand the reading better. The key word discussion put ideas in my head that weren't in the reading.

-So I know the words that I'm reading.

-There were so many vocab words to remember, that it was difficult to recognize them in the reading. But it did help me understand some sections that wouldn't have made sense without the review. The class discussion however, didn't seem to help me that much. It almost seemed like a waste of time.

-Because if I can understand the words I like to figure it out for myself-what it's talking about. The discussions just kind of went around in circles-pointless babbling.

-If I knew the words then I could better understand the passage.

-Because then it helped with vocab I didn't know for the reading, while the other didn't do anything really at all for me.

-Because then it helps me to understand the word and put it into the text.

-I remembered some of the words, so it was useful. The class discussion, while fun, was not very useful.

-Because I understood most of the other words, so I already knew what it was talking about. The vocab just made it more clear.

-Because if I learn key vocab words I do better understanding the concepts in Spanish. Maybe if we had the discussion in Spanish it would help more.

-Made reading easier.

-Because it is concise and provides me with the needed information.

-Class discussion took us away from the actual topic of the article sometimes. Vocabulary is more concrete.

-I know what the words mean when I see them in the readings.

-Helped to plant the meaning of new words in my brain, even through they weren't sight words yet.

-It make the reading easier to understand (otherwise I'm inferring words from context).

-Class discussion of key words didn't help at all really because the key words we discussed were in English and didn't help me to understand the reading any better.

Comments from those who chose Class Discussion of Key Words

-It made you think of corresponding words.

-I retain better.

-Made more sense with the context.

-It took longer so the words stuck better. The vocab review was really fast.

-The vocabulary review doesn't stick in the brain-too many words, to little exposure. The class discussion offers a little more time to think.

-Who can remember that many words after having them flashed in front of you for 5 minutes?

-The vocabulary was pretty easy to understand so it didn't help to review it much.

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-I remembered more when we took the test.

-We went through the vocabulary review to fast. The words didn't stick with me. We weren't able to see it and say the words and make the connection.

-The vocab review didn't do much but help me recognize a few of the words. I only remembered meaning of one or two of them and then recognized a few others. I remembered the key words in the class discussion, though.

-I can remember terms and make connections much easier. I was prepared for the topic before reading about it.

-We understand what the words mean from different people's point of view.

-I like it better because it gave you an idea about what the passage was about. That way, when I read, I was able to guess the vocabulary.

-Because when I understood the whole concept, the other vocabulary was easier to understand and remember.

-A list of vocab words is just a list. You try to remember as many as you can, but mentally there is no real connection between the words themselves and the reading. I often would forget them in the short time reviewing them or once I was engrossed in the reading I would forget whatever means I had used to remember them. The class discussion of key words was interesting, first off, it also let me see relationships between words. Also, it helped me know beforehand what the flavor of the reading would be. So I would know to recognize the words when I cam across them.

-I prefer speaking only in Spanish that way the words come back to me when I find myself in the context where I would use that word and I stop translating directly.

-There were too many vocabulary words to go over in such a short amount of time. The key words made for better understanding, although there wasn't enough time for each for them to be effective for me.

-The vocabulary review is too fast, but you do cover more words that you probably don't remember later. The vocabulary review words were usually all new whereas the class discussion words were easy cognates. Still, discussion is helpful for getting it in your memory.