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Usage of the "Speed Reading" Technique to qualify the reading-comprehension of the English learning in the subject of Reading and Vocabulary in English I, in the career of Bachelor of Arts option English, Universidad Pedagógica de El Salvador, 2007.

Uso de la Técnica "Speed Reading" para cualificar la Lecto-comprensión del aprendizaje del Idioma Inglés en la Materia de Lectura y Vocabulario en Inglés I, en la Carrera de Licenciatura en Ciencias de la Educación Especialidad Idioma Inglés, Universidad Pedagógica de El Salvador, 2007.

Graduation Research to obtain the degree of Bachelor of Arts in English Education

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En la Universidad Pedagógica de El Salvador, a las catorce horas del día uno de diciembre del año dos mil ocho, siendo éstos el día y la hora señalados para la defensa de la tesis: USAGE OF THE "SPEED READING" TECHNIQUE TO QUALIFY THE READING-COMPREHENSION OF THE ENGLISH LEARNING IN THE SUBJETCT OF READING AND VOCABULARY IN ENGLIS I, IN THE CAREER OF BACHELOR OF ARTS, OPTION ENGLISH, UNIVERSIDAD PEDAGÓGICA DE EL SALVADOR, 2007., presentada por los estudiantes JOSÉ ABELARDO LÓPEZ VELÁSQUEZ, MANUEL DE JESÚS GÓMEZ BERMUDEZ Y NANCY JEANNETTE RIVERA ORDÓÑEZ, para optar al grado Académico de Licenciatura en Ciencias de la Educación, especialidad Idioma Inglés. El tribunal estando presente los interesados, después de haber deliberado sobre la defensa de su tesis, ACUERDA:

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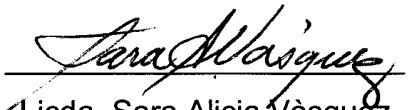
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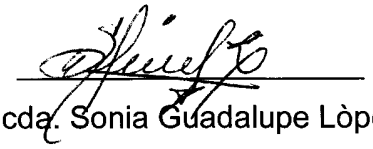
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INTRODUCTION

The present work suggests a new learning alternative for students and teachers of Reading and Vocabulary I. This consists basically of the technique created by Evelyn Wood known as ¨Speed Reading¨. The purpose of the technique is to increase readers' speed without reducing the comprehension of the assigned material.

Reading is the recovering and apprehension process of any type of information or ideas stored in a document. The information and ideas are transmitted through any code type, depending on the language. Reading communication can involve visual, mental or tactile factors. Reading is also an active skill-based process of constructing meaning and knowledge through coding and decoding symbols.

Reading is a fundamental skill to have access to higher learning, and it is the only way to acquire new scientific knowledge. At the moment of reading any materials, it is really important to take into account reading strategies which help to correct some of the reading problems. Due to the rate of speed for multiplying knowledge has greatly increased in the age of information, new reading tips related with the learners' habits and discipline must be developed for having better results.

Moreover, this research intends to encourage students of Reading and Vocabulary in English I, to increase the reading-comprehension through the Speed Reading Technique. It comprises important steps to get to a good reading skill performance and also, to encourage the reading habit.

OBJECTIVES

GENERAL OBJECTIVE

To evaluate the “Speed Reading” Technique and its results in the Reading and Vocabulary in English I class semester IV section 02-A in the career of Bachelor of Arts English option, Pedagogica, 2007.

SPECIFIC OBJECTIVES

- To describe the different components of the “Speed Reading” Technique.

- To apply in the students of Reading and Vocabulary in English I the basic tips in the “Speed Reading” Technique as a methodological alternative during the semester IV, 2007.

To analyze the results of “Speed Reading” in the Reading and Vocabulary in English I class, semester IV, section 02-A 2007; as an effective technique for improving the reading-comprehension at Pedagógica.

CHAPTER I

CONCEPTUAL FRAMEWORK

BACKGROUND

Most of the time people read a lot in quantity, but they can not explain what they were reading because they were reading carelessly and without understanding and retaining information. Nowadays, readers of any educational level around the world frequently face these reading problems. However, experts in the reading field are creating different types of techniques in order to solve them. [1]

The U.S. Air Force did one of the most important researches in the 1940's. It was about the reading training rates using the tachistoscope, which was a machine, designed to flash images at varying rates on a screen. These trainings started with large images of aircrafts. Then, the images were reduced in size, and the flashing-rate was increased. Psychologists and educational specialists found that with training an average person could identify minute images of different planes on the screen for only one-five hundredth of a second, and the results had implications for reading.

Moreover, the U.S. Air Force soon discovered by using the same methodology that they could flash four words simultaneously on the screen at rates of one five-hundredth of a second with full recognition by the reader. These

[1] English Teaching Forum Magazine, Neil J. Anderson, volume 37, number 2, edition April-June 1999.

trainings demonstrated that, with practice, reading speeds could be increased from reading rates to skimming rates.

On the other hand, during the 80's **Hansen** and some colleges discovered that rapid-reading techniques in native readers can improve the reading speed and get better comprehension. Based on this research, **Coady and Anderson** added that ESL students are also benefited from rapid reading techniques because the results of their studies were the same or at least similar for the ESL and EFL students. Another important contribution about this comes from **Nuttall** who described that students with slow reading fall into a "vicious cycle" which is a decreased of interest about reading as well as a slower development in the vocabulary and less exposure to the English language. Completely opposite of the "vicious cycle" mentioned by Nuttall is the "Matthew effect" created by **Merton** (1968) which suggests that the more students read the more they increased their ability. By giving to students more exposure to the English language, it can be obtained greater possibilities to overall language proficiency.[2]

The researches mentioned above supported the idea that through rapid-reading techniques students can improve their academic performance with the use of simple and useful basic tips, students can be conscious about the importance of the reading skill. Also, students can now develop and find new solutions to correct bad habits in reading. Then, this research is based in one of those modern techniques: "The Speed Reading Technique." **Evelyn Wood** created this

[2] English Teaching Forum Magazine, Neil J. Anderson, volume 37, number 2, edition april-june 1999.

technique through what she called the “hand motion movement.” She greatly used the “hand motion movement” as a tool for increasing the reading speed. As a teacher, she was committed to understand why some people were naturally faster at reading than others, and she tried to force herself to read very quickly. It is told that while brushing off the pages of the book she had thrown down in despair, she discovered that the sweeping motion of her hand across the page caught the attention of her eyes and helped them move more smoothly across the page. She then utilized the hand as a pacer and called it the “Wood Method”. [3] Some years later, **Stanley D. Frank** unveiled it for the first time in a book for the general public, as the book showed secrets that had been revised by her. This learning program was so effective and popular that quickly spread around the world.

The Speed Reading Technique is based on the idea that every person reads a word using different parts of his or her body especially the hands; of course, after mind and sight. The readers can emphasize their reading by using a finger to point out, or something to indicate the word that is being read. Through practice, people can avoid retracing, which consists in reading the whole information not only once but twice. This means common readers come back to read once again the paragraph that they have already read.

This Technique has been successfully used by many people around the world especially in the United States; enabling them to get free of all obstacles found in the learning process. By showing us the natural capacity of our minds, this

[3] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program*, British Encyclopedia, Britain, 1994, p.ix.

technique helps us to increase the reading speed, by remembering or keeping more of what we have read. Moreover, it improves comprehension and develops our concentration capacity.

The Speed Reading Technique applications are available in computer programs, books, and in the internet. These programs present the information as a serial stream before describing it and interpreting it. Speed Reading is more difficult to acquire when students are older, and it is easier to learn when they are younger. Some benefits can be seen right away, but real Speed Reading abilities are developed with technique practice and frequency. Many people can increase their speed reading before they have fully applied the technique.

On the other hand, comprehension is to read with a clear understanding of what you have read. Children have a small level of comprehension when they read for the first time, but after years of reading, the child or the adult will develop a greater level of comprehension. In the Speed Reading Technique, some useful stages have been taken into account: *The Vocalization* also known as self-oral reading that happens when the reader includes the phono-articulator system which includes: tongue, pharynx and lips. *The Sub-vocalization* consists in two different forms: Muscular, it is when readers use the phono-articulator system by ¨whispering¨, and the *Mental*: It happens when the reader listens to an internal voice during his reading reproducing internally what the reader reads. [4] Then, after students have reached these techniques, the next level is *The Mental Soaring* or

[4] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005. p.33

the “subsonic”. It means finding the most important details in long readings. Finally, the last stage is *The Subvocal linear* (“under the voice”).

According to Stanley D. Frank, the Speed Reading Technique can be applied individually or in groups of readers. This Technique will not only increase their reading speed rate, but also their reading comprehension. One of the benefits of speed reading is the ability of reading information as many times as necessary that is required for getting a good comprehension level. In time, people who read a material in a normal way will present a big difference in reading with people who read practicing the Speed Reading Technique. While you read the material several times, you will get a complete sense of understanding about such material that you have chosen. On the other hand, this understanding is achieved at once in Speed Reading and much faster.

The effectiveness of the Speed Reading Technique research in “Reading and Vocabulary in English I” will be implemented with new techniques with the purpose of presenting different and useful alternatives. With simple and effective daily practice the student approaches the reading skill. The student will correct and find new solutions to the bad reading habits. The new techniques are going to be presented in some classes, and they will be applied in exercises and tests. The Speed Reading Technique will show its benefits to the students with the use of the innovative basic tips in the every day life. Students will have this Technique as an useful tool for their own learning.

Experts in reading have given us new ways to use and understand how important is the Reading Speed by using useful tools to develop and correct the reading habits. Experts such as Hansen who discovered that rapid-reading techniques in native readers can increase the comprehension and those readers can read faster than before, but Coady and Anderson added to this point the same results; because not only for native readers is the Reading Speed but also for ESL readers. Another contribution about this comes from Nutall who analyzed that sometimes readers lost the reading skill's importance and readers seem without interest in reading any material. But Nutall gave an opposite point of view by suggesting that readers or students who read constantly they increase their ability in this skill. Moreover, our most significant author to this research is the Evelyn Wood creation which is supported and developed by Stanley D. Frank and Andreas Seibert. They gave another point of view in the application of Speed Reading Technique. Evelyn Wood and Stanley D. Frank suggest that the hand motion is a useful tool for increasing the speediness but Andreas Seibert differed in this point because he said that the hand can not go faster than the mind. As we know we can reach the speediness with constant practice and applying the different tips for correcting the reading habits and the readers or students can improve their comprehension and concentration.

JUSTIFICATION

Every day, students of different university levels around the world face new academic challenges. These challenges have as a goal the sharpening of skills according to the field of study, and also the improvement of competences in students which are demanded in their jobs as professionals.

Universidad Pedagógica, as a valuable instrument that forgets professionals in our country, needs to look for dynamic techniques and methods which encourage the student's development in all of the academic areas in preparation for their careers. Furthermore, students are evaluated through competences that are mainly focused in the skills and abilities shown and practiced. Those competences can be forged in the students through a complemented effort among university authorities and teachers of Pedagógica.

Conscious of this situation and assuming our role as part of the Pedagógica University, we as a group thought about possible alternatives that accomplish such tasks and focus in reading skills which are essential for the English learning acquisition. Perhaps, more than reading, it is necessary to obtain good reading comprehension which is essential not only for introducing information, but to comprehend and to process knowledge adequately.

Reading-Comprehension must be developed adequately if students want to take advantage all the benefits that it contains, but many times, reading problems are presented even in students at university level. Fortunately, it is never too late to

improve reading skills through the use of different reading techniques in which students are able to correct any kind of reading obstacles.

By being aware of this need shown by the students at Pedagógica, this work will present an alternative form of improving “READING.” Reading deals with the understanding of meaning of symbols by looking at them and mentally assimilating the idea or concept. There are different factors why reading is relevant in the acquisition of a new language. Through reading students are opening themselves to a world of information in order to increase their knowledge. Also, it can be taken as a competence if the reading average is above the desired level of 250 words per minute for university students.

Reading is an essential component in all types of evaluations, such as tests, book reports, summaries, etc., and this is why teachers in charge of reading subjects must be conscious of the need for implementing reading techniques. Despite of this, teachers who are in charge of subjects that occasionally deal with reading, sometimes underestimate the reading skill. Through this research we found that “Speed Reading” is one of the most trustable techniques used around the world for correcting different reading problems, and improving reading-comprehension. This will be displayed and adapted to a single class to show its benefits. Evelyn Wood, the creator of the “Speed Reading” technique has an excellent reputation and prestige in different schools, universities and institutions,

such as the US Army and the White House during President Kennedy's administration for its excellent results in the use of such techniques. [5]

"Speed Reading" is an original technique based on different stages that take reading to new higher levels. It increases the number of words per minute, and it corrects different bad habits that students have acquired during their academic lives. Another important factor of "Speed Reading" is that it can be used by students of all ages, as it results in a higher standard of reading and provides new tools for the students that use those techniques in this competitive world. It seems that it can become the perfect tool to overcome difficulties in academic aspects and also provide a time-saving advantage for the students whom have mastered the techniques.

Furthermore, this work will present a new methodological alternative for teachers at Pedagógica who teach the subject of Reading and Vocabulary I. They will be informed of all the advantages of Speed Reading and how it can be applied correctly in the classroom. Teachers at Pedagógica will have the alternative to choose a new method with better results. All of the above is only with the intention to increase the students' performance in the reading-comprehension skill.

[5] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, p.7., and http://en.wikipedia.org/wiki/Speed-Reading.

"Speed Reading" and its characteristics can benefit the graduate students as an additional skill in their career path, including "profesorado" or "licenciatura" programs. Students at Pedagógica need more aggressive methods to provide them an edge in the job market.

STATEMENT OF THE PROBLEM

How are we going to infer about the outcomes of the reading-comprehension in the knowledge acquisition and academic performance for students of Reading and Vocabulary in English I in this research? This research will try to identify the different problems in the correct development of the reading skill, as well as a possible alternative in order to correct reading habits which have been affected the reading-comprehension of the students.

The Reading and comprehension skill is one of the most important factors in the acquisition of a new language. Reading is sometimes viewed as a passive skill; however, it has a very active role in the development, assimilation and comprehension of the English language learning. Reading has become a very important issue for the academic life of all students from the English major at Universidad Pedagógica de El Salvador.

Since Salvadoran students began studying in kindergarten, they have learned the basic statements of reading, so reading and comprehension problems begin at the same time. Very often, these problems worsened while the students are advancing through the different levels. These can be a consequence of the

different teaching methodologies implemented by teachers. Fortunately and with the intervention of proper techniques, those problems can be improved.

Problems of reading can vary in complexity, and the rate of damage done in comprehension also tends to vary. Some common problems caused by students' weak habits are anticipation, retracing, the inadequacy in distance of the book, and many others. [6] All previous problems are affecting students of all levels: public and private schools, universities, and schools of El Salvador.

As it has been mentioned before, reading-comprehension is determinant in the learning of a language and also for anything that someone wants to learn. Through reading, people get in touch with new information, which will be introduced into the short-term memory or long-term memory according to the value of the information for the student. It is here where a serious problem is found. The information will be kept by the learner as well as it is introduced in the memory. As it has been seen, all of those reading problems mentioned before affect directly the performance of the introduced information.

Besides that, according to researchers done about reading as a habit and preference, found that students at university level do not like reading and most of them do not practice it. It was also found that most of the books they read were related just to their career limited themselves their intellectual growing. The reality

[6] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005. p.31

in the university is not so far, students need to realize the role of reading as part of their academic process. A new reading technique is mandatory to oxygen the entire process and it encourages the reading habit in students. Reading is a very important skill to possess an excellent academic development, and finding a good technique to help them to improve their reading habits become an institutional necessity. [7]

On the other hand, the role of the teachers in the development of the reading skill is very important. Would the strategies and effectiveness of the teacher's methodologies determine the good performance of his students in the course? The student's performance can be identified by their results and comprehension of the Technique in any course. This problem can be better identified if the course is related directly with reading such as English Literature, North American Literature, and Reading and Vocabulary in English I and II.

Because of the new academic demands in the work places and standardized evaluations of different entities such as universities and government evaluations, teachers need to improve different types of techniques which are innovative and capable to correct the reading problems that students present at University levels. However, there is a price that teachers have to pay if they want to improve the reading –comprehension skill: Different obstacles need to be faced, such as the reluctance shown by students, trial and error methodologies and constant preparation in innovative techniques and methodologies.

[7] http://bvs.sld.cu/revistas/ems/vol18_1_04/ems06104.htm

Concerned on this problem, this research will try to display a new methodological alternative for teachers and students of Pedagógica. This new alternative is the “Speed Reading Technique.” It has been proved around the world, especially in The United States, as one of the most reliable improver techniques of reading-comprehension. This innovative new method can be capable to solve the student’s academic problems in the already mentioned area. Simultaneously, it will increase the University’s prestige because the Pedagógica will honor its mission to use innovative techniques.

Is Speed Reading Technique able to provide both long-term and short-term benefits to the readers? The most important future benefits can be exposed during the ECAP and the TOEFL tests for students who finish the Teacher Degree and for those who finish the Bachelor of Arts Degree program. Fortunately, several of their subjects have flexible programs in which the teacher can include new techniques or alternatives based on the Speed Reading Technique to improve the results.

FINDINGS AND LIMITATIONS

There are different skills for learning English, but Reading is one of the most important skills for students and people who have the interest or habit of learning by themselves. Because it is the way in which it introduces the information gathered in books, magazines, or different resources. Many reading techniques have been developed in reading courses or subjects applying it, but Speed Reading has proved to be one of the most reliable.

According to the Evelyn Wood Program of Dynamic learning Speed Reading Technique is a system that works. Since 1959, it has been successfully applied by hundreds of thousands of people worldwide, helping them break free for the self-imposed fear that affects learning. By teaching to tap the natural power of the mind, the E.W. technique helps us to dramatically increase reading speed, retain more of what is hear and read, improve comprehension, and develop our concentration powers. People notice a real difference in the reading speed and comprehension, through the seven-day program, people get the secrets of effective note-taking, find tips for instantly improving writing, and much more. [8]

This research is going to be guided by the ED. D. Stanley author of *"The Evelyn Wood Seven-Day Speed Reading and Learning Program."* ED. D. Stanley, an educator and a publishing executive who for the first time in a book unveiled all the secrets that have made the completely revised Evelyn Wood dynamic learning program so effective and popular. He mentioned in his book some basic new tips, which help the reader to be more comfortable and confident about his or her capacity. Stanley is later contradicted in some techniques by Andreas Seibert[9] in his work *Lectura Avanzada.* Seibert, a pioneer of Speed Reading courses in Latin America, tells in his book about the reading problems that common readers usually face; he invented, for the very first time, the term "Noises" (RUIDOS) for those problem habits in reading. He divides those problem habits in four categories: "from source, from message, from canal and from receptor." "Those noises can be

[8] The Evelyn Wood Seven-Day Speed Reading and Learning Program.
[9] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005.

produced by printing mistakes, inadequate lighting and furniture, mistakes in composition and poor concentration."[10]

Stanley and Seibert have mentioned in their book that in the Speed Reading Technique are new tips and techniques. The authors have given emphasis in that because they share the idea of having a guide to correct and improve the reading habits. Stanley provides with some tips like: "Be sure you can see the page," "Select a quiet, comfortable environment," "Break your book in," "Becoming an active page-turner," "Use the underlining hand motion," "Do not regress as you read," etc. Although, the hand motion movement strategy was mentioned by Evelyn Wood as part of her plan of increasing reading speed during the 70's; three decades later Seibert disagree with such technique and established that finger/pencil movement produces slow reading, because the reader's mind goes faster than a finger or a pen goes. Furthermore, he said it is one of the most common causes for deficit in concentration. These as the tips mentioned before, are the complement to improve and take advantage of the Speed Reading Technique.

The Speed Reading is a useful new technique and an alternative for teachers and students from different levels. This research attempts to increase the comprehension and speediness of reading as well as the grade average for students from "Profesorado" or "Licenciatura" at Pedagógica during the semester 02-07. However, there are possible limitations to this research project such as the

[10] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005, p. 31.

time it takes to apply the whole technique, excercises, reading controls, as well as the English level of the students which becomes possible obstacles to the complete apprehension of such technique.

CONCEPTS AND CATEGORIES

The Speed Reading Technique is a collection of methods, which intends to increase higher rates of reading without unacceptable reduction of comprehension and retention; fast reading is only a portion of the whole advantages presented in this technique. It helps us to dramatically increase reading speed, retain more of what we hear and read, improve comprehension, and develop our powers of concentration. Moreover, it corrects any misreading habits and introduces readers into to a higher level of **reading-comprenhension,** which consists in the ability to understand something, for example when the reader read a piece of writing, or listen to someone speaking, and they answer questions: listening/reading comprehension. [11]

In this Technique, reading can be developed as an **active skill.** It consists in having a continuous process and improvement in that skill. It is active since we begin the reading habits and when we practice them. Moreover, the Speed Reading has some techniques that help us to have the reading as an active skill by using the **Vocalization** also known as self-oral reading. It happens when the reader includes the phono-articulator system, which includes: tongue, pharynx and

[11] Macmillan, English Dictionary for advanced learners of American English, Printed and bound in China 2006, p. 278.

lips. **Sub-vocalization** is when Amateur readers show the **Muscular Subvocalization** which consists when the reader uses the phono-articulatory system "whispering". And **Mental Subvocalization** happens when the reader listens to an internal voice during his reading reproducing internally what he reads.

Stanley stands for **mental soaring** "the secret to success in which reading involves high-speed assimilation and comprehension, and to recall the subject matter." [12] He dates that "the superior students are able to collect material into well-organized personal notes or **'recall pattern'.**" [13] The Recall Pattern means having the most important ideas not only in the mind but also in the written form.

"Layering" is a technique with the purpose of assimilating written material. Also, it was call **The Multiple Reading Process** which is the essential foundation for high speed reading, moreover shows how to plan a study strategy with time – and energy-saving technique. [14] Super efficient assimilation and organization of printing materials and the first step toward Mental Soaring is **"subsonic"** reading. The subsonic involves understanding a few things. It means, in long readings finding the most important details. It makes mind working as fast as possible. Also, the **"subvocal linear"** is reading the words and thinking about the **sound in the head** ("under the voice") and are read in the normal way, horizontally line after line. The **"linear"** feature becomes the reader's eyes. The dominant movement of the eyes is almost always the same: left to right, back and forth across the page.

[12] Ed. D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994. pp. 3-5
[13] Idem, pp. 3-5.
[14] Idem, p. 3-5

Reading and Vocabulary in English I is taught in the second year in the fourth semester. It is designed to develop the ability and the skill of comprehensive reading in English, so this class gives an opportunity to present the Speed Reading Technique and in which the researches are going to describe, apply, and evaluate the students' Technique application. **Students enrolled in the class** need to have taken and passed the prerequisite that is the Comparative Grammar English-Spanish taught in the second semester.

CHAPTER II

THEORETICAL FRAMEWORK

THEORETICAL AND METHODOLOGICAL BASES

Reading Comprehension is a fundamental tool in the professional development of all English specialists. It is essential for acquiring new knowledge in the learning of a second language. Reading-comprehension also increases the experience with the target language through literature found in magazines, newspapers, and interesting books. Moreover, it empowers the apprehension of the language with the good domain of all the factors involved in this process. Students need to perform correctly the different components of reading-comprehension in order to obtain all the benefits given by reading. This skill has reached any expectation in our research by implementing a new way in the comprehension of any text for our everyday life. The combination of reading and comprehension is a way of getting new knowledge in any resource that the students has during their studies.

Reading is a crucial skill for students of English as a Second Language (ESL).[1] Reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading. Grabe states that reading is "a dialogue between the reader and the text". [2] Tierney and Pearson, 1994, state that reading is seen as an active cognitive

[1] Elba Villanueva de Debat, Forum, Argentina, 2006, Volume 44, Number 1, p.8.
[2] Idem, p.9.

process in which the reader's background knowledge plays a key role in the creation of meaning. [3] Another author, Smith, 1994, states that reading is not a passive mechanical activity but "purposeful and rational, dependent on the prior knowledge and expectations of the reader (or learner). Also, he states that it is a matter of making sense of written language rather than decoding print to sound". [4] Reading has become an appropriate resource in any place in earth for every author, every person, everybody who knows that this skill is another form for getting new culture. As we know, reading makes students and people more active by having it as a hobby. Many people or students now have gotten this ability and this habit for mere entertainment.

Reading is the process of recognition, interpretation, and perception of written or printed material. The process of reading deals with language form. Reading is a process of communication from the writer to the reader. It involves the recognition of letters, words, phrases, and clauses, and in some respects; it can be considered a simpler process than comprehension. [5] It gives to the students a sense of process information from any resource and the students can be immersed in the kind of reading that they are scanning. Words give any perception and feeling which are included in the text.

According to He Ji Sheng, comprehension is a process of negotiating understanding between the readers and writer. It is a more complex psychological

[3] Elba Villanueva de Debat, Tierney and Pearson, 1994; Forum, 2006, Volume 44, Number 1, p.8.
[4] Elba Villanueva de Debat, Smith, 1994; Forum, 2006, Volume 44, Number 1, p.8.
[5] He Ji Sheng, Forum, Singapore, October 2000, Volume 38, Number 4, p. 13.

process and includes linguistic factors, such as phonological, morphological, syntactic, and semantic elements; in addition to cognitive and emotional factors. The reader receives information from the author via the words, sentences, paragraphs and so forth, and tries to understand the inner feelings of the writer. The reader does not read just for reading, the reader has to understand and be capable of developing the knowledge gain in the text already read. The reader must transmit while he gets deep into the text all the writer's feelings and livings.

Beside that, Ji Sheng discussed the linguistic factors which comprehension involves. The first one, Phonology is a subfield of linguistics, which studies the sound system of a specific language. Whereas phonetics is about the physical production and perception of the sounds of speech, phonology describes the way sounds function within a given language or across languages. The important part of phonology in comprehension is studying which sounds are distinctive units within another one, for example, /P/ and /B/ which are different units of sounds, when they are read in a word the sound is very similar but completely different in meaning, such as "pin" and "bin." Linguistics has a big importance in the comprehension of any information; it is completed with the sounds of a language and the production of the sounds. Students must assimilate that every sound of the words has a difference in their meaning. Sounds can be similar or equal but their meaning is totally different.

Morphology that is the second one is the field of linguistics studies the internal structure of words. It deals with word formation, while they are generally

accepted as the smallest units of syntax. Morphology is related to reading-comprehension because the readers are capable to relate new words through the recognition of word-meanings, such as “dish” and “dishwasher.”
If the reader is aware of the meaning of “dish,” he may intuit what a “dishwasher” is. Words can give us the meaning instantly by knowing some of them which are composed. Maybe we do not know the meaning of a composed word but having an idea is easily to get the meaning.

Syntax is the study of the rules that govern the structures of sentences, which determine their grammatical relation. Syntax is related to reading because it deals directly with the good arrangement of words in sentences. If the reading possesses a good syntax, it will facilitate the speediness and apprehension of the content given. This linguistic field has an importance in having in a correct order because the idea is easy and complete, and it facilitates the reader’s apprehension and comprehension. The word order or correct syntax is the best way for developing the reading skill with a comprehensive form.

The last one is semantics. It is a branch of linguistics that deals with the meaning of words and especially with the development and change in these meanings. Readers are benefited from semantics because it helps to understand the word meaning and the different changes that it has suffered through the ages. As it seems, semantics is related to reading because its elements introduce students to a correct reading process. This last branch gives to the reader a

complete sense of comprehensive and easily way to get the meaning, the understanding, and the process of facilitating the development of the reading skill.

On the other hand, the learning of reading for students is a process that begins some years before the first grade, and in which the basis of reading are taught and introduced to them with the fantastic world of pre-school reading. Kindergarten is very important for the good domain of reading because students are involved for the first time with the different aspects of the reading skill. Cognizance is one of those already mentioned factors; it affects directly the Reading-comprehension process of the student. [6]

According to some investigations and studies, there are some children who are better prepared to learn how to read and write when they begin their kindergarten. [7] Those researches shown that it doesn't depend upon the good curriculum of school or teacher preparation; however, it is due to a group of cognitive processes immersed in the intrinsic development and the innate capacities of acquiring knowledge. Those cognitive processes existed before the formal learning of reading, and they are really relevant for an initial triumph. [8]

The development of the phonological conscience is associated with the verbal development. Furthermore, it is also related with the children´s psycholinguistic development. The visual orthographic recognition of the words

[6] http://www.scielo.cl, No. 30, 4004, pp. 7-19.
[7] http://www.scielo.cl, No. 30, 4004, pp. 7-19.
[8] Idem.

before the reading learning and the knowledge of the alphabet letters is included in the psycholinguistic development. This is essential for the verbal process, and later it will be applied to the written language form.

Some aspects such as the reader's age, gender, experience, and culture are important considerations for teachers who want to select readings that will motivate their students' input. According to Elba Villanueva de Debat an specialist of Linguistics of the University of Cordova in Argentina, states that the nature of reading and how people learn to process textual information in their brain has been researched by cognitive and behavioral scientists for many decades, and their work has contributed in contrasting the theories about what is best in the teaching of reading. [9] The process of information through reading is a series of stages that transform the cognitive human process of learning. This means that, by getting a deep inside, the good reading habits transform the reader in a person with an amazing brain, of course, if people read in an appropriate way. [10]

A prominent researcher about the cognitive consideration is David Ausebel (1968), who was an early cognitive psychologist. He made an important distinction between meaningful learning and rote learning. Rote learning is a technique, which avoids understanding of a subject and instead focuses on memorization. The major practice involved in rote learning is learning by repetition. An example

[9] Elba Villanueva de Debat, Argentina, Forum, 2006, Volume 44, Number 1, p.9.
[10] Elba Villanueva de Debat, Argentina, Forum, 2006, Volume 44, Number 1, p.9.

of rote learning in the reading skill is simply memorizing lists of words or rules in any language, where the information becomes temporary and a subject to be lost. Meaningful learning, on the other hand, occurs when new information is presented in a relevant context and achieving deep understanding of complex ideas that are relevant to students' lives, for example, when people are reading any kind of material, and it is related to what the reader has lived before or associates immediately to his context. This is the moment that the learning becomes a relevant knowledge to readers and permanent in their memories. In this step, the cognitive structure is modified in the reader's brain.

In addition, David Ausubel stated that reading something that is not meaningful would not become permanent. Rote learning is a type of reading without purpose and interest in meaning to the reader. It affects directly the time that students spend studying for a test or presentation with a lot of unuseful information. Rote learning will not be effective in today's world because there is too much information and too little time to assimilate it.

Meaningful Learning is presented at the moment that people read any kind of material or information, taking it into account the importance that reading could bring in their minds. It is really necessary that the brain and mind work in a cognitive way when people read. At the moment that the mind gets new information, there is a development of intelligences acting and meaningful reading must be operating.

It is necessary to introduce readers with innovative techniques that improve reading abilities of assimilation and speediness by allowing their meaningful reading to increase. Speed Reading is a system that works. Since 1959, the Evelyn Wood Program of Dynamic learning has been successfully employed by hundreds of thousands of people worldwide, helping them break free for the self-imposed habits that correct reading.

By teaching us to employ the natural power of the mind, the E. W. Technique helps us to dramatically increase reading speed, retain more of what we hear and read, improve comprehension, and develop our concentration powers. The readers will notice a real difference in the reading speed, and they will get the secrets of an effective reading. The Speed Reading Technique is a collection of methods, which intend to increase higher rates of reading without unacceptable reduction of comprehension and retention: Fast reading is only a portion of the whole advantages presented in this technique.

Stanley D. Frank released a book to the general public with all the secrets that have made successful the completely revised Evelyn Wood dynamic learning program, which was so effective and popular. It can be said that he updated the Speed Reading Technique created by Evelyn Wood. He finds it to be a really important and necessary tool to become a good reader with an advance level in speed and comprehension.

Stanley stands for mental soaring: the secret to success in which reading involves high-speed assimilation and comprehension, and also recalling the subject matter. He states that the superior student is able to collect material into well-organized personal notes coining the term: "recall pattern".[11] In addition to having outstanding reading abilities, the topflight student knows how to listen in class and knows how to absorb key concepts during oral presentations and how to take notes on lectures. Finally, he can recall what he has read and use it effectively at test time. Any student is able to apply this program to his education process. Furthermore, readers know that to think is much, much faster than to read.

Stanley shows in detail many ways to increase reading speed. One of them is "layering" known as The Multiple Reading Process, which is the essential foundation for high speed-reading and consists basically in assimilating the written material.[12] Moreover, it shows how to plan a study strategy with time – an energy-saving technique. The reader can easily establish a schedule for reading any material and then the reader can accomplish it better.

After students reach this stage, they can move to the Mental Soaring or "subsonic" reading. Mental Soaring involves a wide variety of skills that students must develop gradually, over a period of weeks and months. It is the dynamic

[11] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, pp. 3-5
[12] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, p. 11

learning experience, and its goal is to achieve “supersonic” reading skills and honors in the learning academic performance. The first step in Mental Soaring is to understand what might be called the skill of “Subsonic” that involves understanding a few things. It means, in long reading logs finding the most important details. It makes mind working as fast as possible.

According to Stanley, amateur reading involves two dominant characteristics: one of them is a “hidden voice,” it means a tendency to pronounce the printed words silently. The other one is the reading form from left to right across the page line by line.[13] Much similar to the “hidden voice” is the “subvocal linear”. It is reading the words and thinking about the sounds in the head (“under the voice”) and are read in the normal way, horizontally line after line. The dominant movement of the eyes is almost always the same: left to right, back and forth across the page.

Stanley states in his book a visual-vertical technique that involves eliminating the silent sounding of the words and replacing it with visual perception. It is characterized by a dominant sweep of the eyes vertically down the page, rather than by the usual horizontal, left to right movement. Stanley recommends becoming a proficient subvocal linear reader and after to master that skill. Then, the reader will be in a position to tackle the visual-vertical approach. [14] Andreas Seibert, a pioneer of “Speed Reading” courses in Latin America differs from

[13]Idem p.12
[14] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1992, p. 20

Stanley about the subvocal linear reader. Seibert states that is not useful to develop the skill because it does not help the reader's speed.

At the very first moment that a reader starts his reading habit, Stanley suggests to develop the normal way "under the voice" after developing the visual-vertical technique because at the beginning, the reader hears it in his head and logically reads line by line from left to right. But then, he needs to develop more his ability in reading and try not to think in the sounds but in the whole idea by reading vertically using a sweep of the eyes down the page.

Stanley provides a number of ongoing uses for efficient subvocal linear reading. Here are some of them: poetry and dense textbook material. Poetry is to read the poem a loud and to get the readers attention. Dense textbook material is to read down and to read line by line to get the full meaning. The sounds of the words are particularly important, and it is a good idea to revert to the subvocal approach, but if the main objective is to absorb the meaning of the passage as effectively as possible, the visual-vertical approach will be most appropriate. The subvocal linear technique represents a kind of "sound barrier" for speed-reading. To break through it, you need to employ different tools and techniques.[15]

In addition, Stanley has mentioned some basic new tips and techniques, which help the reader to be more comfortable and sure about his capacity:

[15] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, p. 23.

“Be sure you can see the page.” He advises to wear properly prescribed glasses if it is necessary. If the reader does not have the right prescription, he will automatically be limited in how efficiently or quickly he can read.

In the same way as Stanley, Andreas Seibert provided some ideas about the next point: **“Select a quiet, comfortable environment.”** Andreas points to reach full potential; the reader needs a quiet room or corner, with as few distractions as possible. Lighting must be bright; nobody can read well in a dark area; on the contrary, a light with too much reflection can induce headaches. It is absolutely essential to have a solid, firm writing surface on which to write down notes. Also, choose a chair that is comfortable but upright.

It is not the same thing thinking as preparing what the reader is going to read. Then, Stanley gives the next step: **“Break your book in”** The reader prepares a book, which is easy to handle. Breaking in makes page turning much easier and also helps preserve the book in good condition. To break in a book, place it on the reader desk or another flat surface that it rests on its spine, on the binding. Then, open both the front and back covers slowly, until they rest flat on the table. Finally, flip through the upper and lower corners of the pages of the book, to make them more flexible for page turning.

In Addition, while the reader is going through a book it is important not only reading it, and understanding it but also turning the pages. So it was created; **“Becoming an active page-turner”** First, the reader assumes an active attitude.

After, he designs his own learning framework and sets up the best structures for assimilating new information. To become an active page-turner, begin sitting up straight, with the feet flat on the floor. To sit up straight and to choose the rate at which he will turn the pages encourages participation and enhances concentration.

Because of the existence of right and left-handed readers, Stanley includes both types and provides some ideas for them. Both-handers place the book flat on the table and wrap their left forearms and hands around the top or back of the book. The index finger of the left hand should snuggle just under the page at the upper right-hand corner. With the left hand and index finger in this position, the reader is in position to flip the page over slightly just as you finish reading the bottom part of the right-hand page. It is important: the reader's page-turning hand and finger should always be in position by the time the reader has reached the middle of the right-hand page in his reading.[16]

Sometimes books have small or large letters, but in some cases most readers **"Use the underlining hand motion"** The reader moves his hand from left to right across the page under the line of the page he is reading, as though he was drawing a line underneath the words. This is the very heart of the Speed Reading Technique in which Evelyn Wood based her innovative reading improver.

Stanley mentions some purposes of this technique:

[16] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, p.28.

The motion helps the reader to coordinate his eye movements with his hands at a predetermined step as he reads. The steady underlining motion helps to keep his eyes from stopping on single words or terms in the text. The motion keeps the reader moving forward in the text and minimizes or eliminates regression.

Furthermore, **"Don't regress as you read"** assuming an active approach toward reading and using the underlining hand motions, those will minimize a tendency to read back over the material the reader has already covered. There will be plenty of opportunities to go back over a passage at the end of a study or reading session, if he feels he has to.

Andreas Seibert who has been working to improve reading- comprehention, states in his book, *Lectura Avanzada,* about the reading problems that common readers usually face; he coined, for the very first time, the term "Noises" (ruidos) for those problem habits in reading.[17] Andreas divides those problems in four categories: "Noises" from **source**, it can be produce for printing mistakes or any problem that comes form the reading logs, from **message**, it happens when writer commit mistakes in grammar compositions or maybe in coherence; from **canal**, it usually occurs when reader faces an inadequate lighting and furniture; and from **receptor**, which corresponds to any problem in the reader concentration.

He also talks about possible obstacles that produce erroneous reading in the lecturer, which are the following:

[17] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005.

· **Head movement during reading:** It happens when the reader usually moves his head instead of his eyes, resulting in little retention and slow reading.

· **Finger-pencil movement:** It consists in the use of the finger or pencil as a pointer of what is being read. Even when this strategy was mentioned by Evelyn Wood as part for his plan of increasing reading speed during the 70's; three decades later, Andreas Seibert disagrees with such technique and establishes that finger/pencil movement produces slow reading because the reader's mind goes faster than a finger or a pen goes. Furthermore, he said it is one of the most common causes for deficit in concentration.

· **Lighting:** Lighting can be artificial and natural (sun light); it is said that sunlight is suitable for reading. [18]

Artificial lighting must be measured. Neither excessive lighting nor extremely thin; experts suggest that a lamp should be located at the left side when one reads.

· **Body Posture:** One of the main factors to read faster is a correct body posture. The reader should be attentive; his body posture should be straight, his muscles relaxed and his feet on the floor. Andreas described some disadvantages of incorrect postures, such as:

- Headaches

[18] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005, pp.31.

- Muscle cramps in the neck area, nape, and shoulders.
- Overloads and afflictions in the inter-vertebral discs.
- Overloads and afflictions of the spinal chord, especially in the lumbar area.
- Diminishing of the inter-vertebral discs.
- Problems in the pelvis region with an ill-effect on the spinal chord.
- Aches in the gluteus zone when under pressure.
- Uneasiness in legs and feet.[19]

It is easy to see how posture does not affect only the reading and comprehension, but the health of the reader.

· **Inadequate distance of the book:** The inadequacy in distance of the book produces a poor perception; it causes three inaccurate movements of eyes which are the following:

Sudden Movement: It is when the reader reads word by word.

Anticipation: It is basically the omitting of words in a text.

Retracing: It happens when the reader reads again something that he already read.

Retracing is caused by different factors such as misunderstanding of words. This means that a reader confuses similar words. Another cause is when a reader does not know the meaning of a word and also the context. Incorrect composition is a good source for retracing too; sometimes a reader needs to take into account

[19]Idem p.32

the existence of technical books in specific fields such as medicine, physics, history, chemistry etc. Another one is the textual memorization or oral reproduction of the text without understanding the reading. Retracing moreover is caused when the reader's attention is captured by factors such as noise or something else. [20]

Retracing affects directly the speed and comprehension of the reader, and it also breaks out the complete idea of the reading. As it seems, retracing is a very complex reading habit. It makes something really hard to avoid; however, Seibert established that through a series of exercises given in his books and frequent practice of those exercises people could avoid such habit.

Sudden movement, anticipation and retracing are common problems of the incorrect distance of the book. According to Andreas Seibert, the adequate distance of the book depends upon the age of the reader, as it can be seen in the following chart:

AGE	DISTANCE(cm)
16 YEARS	8
38 YEARS	12
44 YEARS	25 (Beginning of Presvicia)
50 YEARS	50
60 YEARS	50

Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005, p.32

[20] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005, p.33

Each person is totally different in the learning acquisition, most of it in the reading skill; and every person has his or hers own manner of catching ideas depending of their age or their reading habit.

· **Vocalization:** According to Andreas Seibert, it is common for people to read aloud or in a low voice trying to hear what they read in order to get a better comprehension. However, He said, "The result of reading aloud or in aloud voice is a loss of retention and comprehension because the information involves three different senses at a time: Visual, phonetic and auditory. So, it becomes a source of distraction instead of an advantage for the readers."[21]

When a reader uses vocalization, he limits himself to the respiratory system capacity instead of his intellectual one. Furthermore, he wastes energy adding unnecessary senses when he reads. Finally, his comprehension suffers an inferior rate of quality. The reader must be aware about the negative effects of vocalization in all aspects of reading. As a reader gets abolishing these habits, he would be opening the doors of many advantages when he reads; such as good speed, better comprehension, etc. It does not matter if the reader feels comfortable with vocalization or not, what it is true is that the reader's reading suffers hugely, and vocalization needs to be avoided through the "subvocal linear" reading.

· **Sub-vocalization:** Amateur readers show two different forms of sub-vocalization: Muscular: it is when readers use the phono-articulate system ¨whispering¨.

[21] Seibert, Andreas; *Lectura Avanzada*, Pacific Printing, S. A., Guatemala, 2005, p.33

Mental: It happens when the reader listens to an internal voice during his reading reproducing internally what he reads. [22] Andreas Seibert contradicted Evelyn Wood in some of the techniques, but through studying Evelyn Wood's "Seven Days Method," we found how both methods complemented each other by giving structure to the existing Speed Reading Techniques.[23]

EMPIRICAL FRAMEWORK

According to "The New Approach" [24] news most Salvadoran people do not posses adequate reading habits; this problem can be seen not only in students or people who already finished the high school preparation but also in students of universty level. The reasearch done for them was stablished that about 51% of the population in El Salvsador have not read a whole book, surprisingly it also said that about 48% have never been in a library. Those facts identify a good perception about salvadorean reading habits.

About this respect professors who are in charge of any subject in which reading is incorporated have to look for real solutions to this problem and encourage proper reading habits in their students as part of their academic lives. In our research we found the teacher roll in the subject of Reading and Vocabulary in English I class as an element capable to take students into a new attitude toward the Reading.

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[22] Seibert, Andreas; *Lectura Avanzada,* Pacific Printing, S. A., Guatemala, 2005, p.33
[23] Ed. D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994.
[24] http://www.libros.com.sv/nueva/categoria.php?id

The teacher who is responsible of the Reading and Vocabulary in English I class could take into account many aspects such us: the students' levels of reading, preferences of reading, and the careful selection of reading logs according to the group's necessities. However, the objectives and exigencies of the subject will determine the material presented in the course. Reading and Vocabulary in English I give to the teacher a great opportunity to work in the correct development of the reading skill.

In our field observation to the students group, it was experience the effort of the teacher in order to increase the students' academic level. All this through the implementation of different methodologies and techniques such as: TOEFL preparation and now, the Speed Reading Technique. In the subject students' deal in a way with those new challenges, which will prepared them for acquiring higher academic level.

The Reading and Vocabulary in English I is a specialization subject which has as a prerequisite: the Comparative Grammar English-Spanish class. The Reading and Vocabulary in English I is designed to develop the ability and the skill of comprehensive reading in English, to encourage in the students the attitude, abilities, and dexterities needed to extract information from a text. Moreover, the subject stresses into increasing the interest for reading, and obtaining the pleasure

of reading from the understanding and comprehension of a text, an article, or a specific book. [25]

The Reading and Vocabulary in English I subject has its own competences. Its general objectives are to use effective techniques for reading in order to find the main idea and subsequent ideas of a text and to use new vocabulary in diverse specific fields. Its specific objectives are to recognize the meaning of a word without using the dictionary, to analyze and find the different ideas from a text, and to acquire the gift of reading.

Students present a wide variety of physical and academic characteristics that a teacher needs to adhere to. There is no question about the direct effect that the teacher's methodology has in the results of the students at the end of the course. A peculiarity of the Reading and Vocabulary in English I class is that one of the general objectives states about the use of effective techniques for reading in order to find the main idea of a text. Such characteristic in the subject intends the usage of the innovative techniques like the Speed Reading Technique. It gives to the teacher a great opportunity to implement and look for better results in the academic level of his or her students.

The Reading and Vocabulary in English I program shows all the theory related to increase the comprehension of a text when it is read. Students contribute not only with their effort to internalize and understand the theory, but

[25] Reading and Vocabulary in English I Program.

also by reading pedagogical passages to find pleasure in the activity. The official language of the class is English to wake up the necessity to use it throughout the whole career. There is even this research project to enhance the course production and intrinsic motivation towards reading.

Students' must be aware about their role as a fundamental element to accomplish the objectives traced in the subject. Those objectives prepare the students academically to face future subjects in which a higher level of reading-comprehension is required. Subjects such as Reading and Vocabulary II, English Literature, and North American Literature provide Reading and Vocabulary I with relevance in the students' academic development and sue them an open mind to enhance perfectly the techniques and tools given in the course to improve their reading-comprehension skill.

To have completed the pre-requisite subjects and to possess an acceptable English Language domain are necessary to enroll the course. However, through the many interactive experiences within the class, we have found a conflict in the University's requisites and the reality of the student´s outcome: Most of the students were immersed in the basic and intermediate level of English and a deficit of reading comprehension was shown.

Students were presented with a diagnostic evaluation to determine the reading-comprehension performace. It consisted in time-taking reading and a series of comprehension questions which would determine the avarage of words

reading per minute and the comprehension about the reading done. It was also observe that some of the problems which were mentioned by ED. D. Stanley were comon in their reading habits. Reading habit such as body posture or retracing were observed as well as head motion movement and so on. It seems as an excellent field to impliment the Speed Reading Technique.

Being aware of the challenges that students have to face at the end of the career and the immediate ones in the subject, the students´ attitude about the new technique was perfect in order to perform it and to reach all the benefits available through the Speed Reading Technique. However, it is very important to take into account the English level of the students because it will determine the advantages that students could reach after practicing the Technique.

THEORETICAL AND METHODOLOGICAL RESEARCH FORMULATION

The Speed Reading Technique was used, developed, applied, and evaluated in a short period of time. We focused our research in the Reading and Vocabulary in English I class where we could show and applied different tips about the technique. We tried to implement the innovative Speed Reading Technique in some sessions to present it and to practice the most important stage for our research: **The Sub-vocal Linear Stage.** Also, we wanted the students' attention, apprehension, application, perception, and interest in the use of the Technique.

Our first presentation was to introduce our research to the students from the class. We gave some demonstrations about what we have considered the base of our research, which is the stage mentioned above. We took the most useful techniques from Speed Reading for students to apply them in that subject. We used The Sub vocal Linear Stage in some classes, exercises with readings for measuring the student's speed reading and comprehension were given to the students in order to implement the stage of the technique; the practices about the tips consisted in giving reading logs, taking the time, asking some questions and counting the words in it. All these activities were relevant to find out the speed reading and comprehension level of students as well as an idea about the reading habits positives or negative those students posses. After those kinds of exercises students were evaluated with a mid term exam its purpose was to fresh up the reading technique.

Moreover, we had the pleasure to have a person who has helped us to know and practice more about the technique. He was trained in the United States, and he learned while he was in the USA army. His name is Raul Recinos, and he helped us with technical support to apply more effectively the Speed Reading Technique. During some classes, he gave some presentations about the Technique. In the first one, he gave students as an introduction, the history of the Technique with the intention of showing to the students the important of the technique nowadays and the use in places of high relevance such as the White House during President Kennedy administration. Raul Recinos was interacting with

the class. Then, he took some sessions to explain the purpose of the Technique, and he also gave some practice sessions.

As we were suggesting such technique, we also gave some presentations and exercises as well as evaluations that tried to measure students' performance of the Technique as part of their academic preparation in the Reading and Vocabulary I class. Also, the teacher in charge of the subject had an excellent participation during those classes. He was familiar with the technique development, application and evaluation in the subject and in that way he analyzed students' benefits in those classes.

On the other hand, being conscious of the time demanded to complete all of the different stages that comprises the Speed Reading Technique, we limited the techniques to reach just to the sub-vocal linear stage. In this stage, Stanley develops six different tips: "be sure you can see the page," "select a quite comfortable environment," "break your book in," "becoming an active page turner¨, and the most important one to improve reading-comprehension and speed which is "the underlining hand motion."

There were some different causes why the technique was not developed in a complete dimension. First of all, there was a program already planned to be developed, and it was necessary to adjust the Speed Reading technique to the ongoing objectives. Second, the time required to teach the technique, not only the theory but also the practice, was not enough, and finally the English level of the

students was very heterogeneous because some of them did not possess at least the intermediate level required in order to understand the instructions in English. All of the above did not permit the professor to teach at the same rhythm the Speed Reading technique within the group.

However, it does not mean that the Speed Reading Technique was ineffective in the subject. One of the characteristics of this technique is the adaptability it possesses in different situations as well as the easy application of the very basic principles that compose it. The results can be observed right from the first stage. If the students are able to develop correctly the different steps already mentioned and with out-of-classroom practice, they will be able to increase the reading speed from 250 words per minute which is the average of readers at University-level to an incredible number of 900 words per minute and developing in them a high level of comprehension as well as the increasing of the reading speed improving in that way both at a time, all these just by utilizing the six steps established by Stanley.

In addition, The United States is one of the modern countries around the world with an excellent educational curriculum. This country is a good example because of the way it applies The Speed Reading Technique. Speed Reading is available in many educational institutions such as schools, colleges, universities, and in the private sector to reinforce reading weaknesses. [26] This allows people to

[26] Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994, p. 8.

get immersed in the essential reading habits and obtain the dexterities needed to read correctly since they are children. Students in the United States have excellent results in reading; the skill increases as they become adults. In El Salvador, students are not given the opportunity of Speed Reading because neither public nor private schools offer free Speed Reading courses. If public schools in El Salvador such as Concha viuda de Escalón which is located in one of the most important cities in El Salvador does not offer these kinds of Speed Reading courses, universities can take the initiative to provide such courses and the spaces where they can be implemented. Universities in El Salvador might help the future professionals to acquire the skill and knowledge required to improve their reading techniques.

In El Salvador to find places in which The Speed Reading Technique is taught is very difficult. The Internet was an important tool because we were able to obtain information such as telephone numbers, addresses, and forums where the courses were being offered. The information gathered through our research in Internet and institutions were the following Speed Reading academies: *"Nueva Acropolis"*, *"Instituto de Lectura Mejor"*, Evolution Academy and other software distributors such as Agora and Read 21. [27]

The cost varies depending upon the academy or the institution in which the technique is taught. For example, the lowest price in academies was $350 at *Instituto de Lectura Mejor;* however, in institutions such as Evolution Academy, the

[27] www.lecturavelozyeficienteread21.com

cost increases up to $800 per student. The cost of the software was extremely different when we searched the Internet because the price dramatically decreases to $48 per software program. If you add the economic condition of most of the students at Pedagogica that is average at best and the prices of the academies in El Salvador, the opportunity for students to have access to that innovative technique becomes inaccessible.

Another important factor about this technique is the time required for the students who are studying the technique, and it is mainly practicing. According to Instituto de Lectura Mejor Academy, the length of the course is three months. This is why the information provided by the academy states that if a student wants to enrol into the Speed Reading Technique course, it is necessary to have the proper timeframe and financial resources available. It is really comfortable to know that teachers can at least introduce students to a higher level of reading with a little bit of creativity and effort. It can also be a topic to discuss with the university authorities in order to analyze the application of this technique as an alternative method to be offered in the curriculum because it can be a path towards entering into a modern world.

THEORETICAL DEFINITION AND DEVELOPMENT

Based in some characteristics observed in Students of the Reading and Vocabulary in English I class, we could see they were a group who really desired to go forward, in a way, they were completely conscious about their role as students. That is why they faced the challenges presented by the teacher with a

great expectation and motivation. Though, it does not mean there were no academic problems and difficulties when they were experiencing and learning the Speed Reading Technique.

On the other hand, one of the teacher's responsibilities is the learning transmission. Sometimes, in the Reading and Vocabulary I class the learning transmission is given adequately. There are different activities developed by the teacher who is in charge of the class. Activities such as the use of innovative methodologies include a selection of reading materials for EFL students. When a teacher gives to his students' specific materials according to their necessities, there is a high learning level. Another way to improve the students' academic standards is through the implementation of innovative techniques according to the subject given. The teacher whose main purpose is that his students could get a big knowledge acquisition does an extra effort with the only goal that his or her students learn. The teacher in Reading and Vocabulary in English I class has implemented such characteristics, and they encouraged to his students to the academic excellence. Any activity that the teacher developed was done thinking about how to reach the subject's program goals and even go forward beyond them.

The teacher developed the program contents, but also he implemented a series of presentations of a new alternative that is our research the "Speed Reading Technique". The teacher recognized during the semester that Speed Reading was going to be a great tool for students and that such technique was appropriate to the subject's goals.

The Reading and Vocabulary in English I Class is designed with the purpose of creating in the students a reading habit. This reading habit must include a high level of understanding and comprehension. This subject demands from the students and teachers a real compromise because of the complexity of the objectives traced in the program. The benefits are expected to surpass throughout the career and add the necessary skills in the professional's future. This class developed an unexpected interest from students and teacher for correcting and improving the bad habits with all the contents to try to reach the objectives. Moreover, this helped our investigation with the implementation of the Speed Reading Technique as a new alternative in class. Directly or indirectly, this subject tried to improve and change the methodology taught in years with the purpose of using an innovative technique for gaining the ability and habit of the reading speed.

Reading is the best way to acquire learning either as a habit, when the reader loves and enjoys it; or as a compromise, when the reader reads without any interest. This skill is a process that allows readers to get knowledge in short or long texts. Reading is the first activity developed in the Reading and Vocabulary in English I class. Reading is used at any time during the class with reading logs or books presented by the teacher in which students had to read for getting information. Since the beginning, the teacher's work was to identify the different levels of reading that the group had. When the teacher knows the different levels of reading, it is easier the selection of reading material according to each necessity and preference.

Reading problems were the most common difficulties found in the subject and in the students. There were some problems such as: How to follow instructions? In the class the teacher and the researchers gave some instructions for the exercises and most of them could not follow them. Problems in concentration, they were supposed to read but they were focused in something out of content. The Students' English level was different because the group was heterogeneous. The Students' in Reading and Vocabulary I class possess diverse reading habits because we could notice that they did not know how to read correctly. There is a lot of Spanish translation from the students' side. Almost all the students were trying to translate word by word in every paragraph of the reading because the existence of the second language barrier. They were trying to apply such methods that just affect their concentration, understanding, speediness as well as the opportunity to improve their English language level. So, the research area is a productive field to notice the effectiveness of the Speed Reading Technique.

Comprehension is the correct interpretation and assimilation of something new. When students are capable to use comprehension in the reading, they are not practicing simple reading; they are using comprehensive reading. When this type of reading is applied, lots of benefits come to the students mainly in the retention and understanding of message. Comprehension in reading is acquired through the use of different techniques and exercises. The development and

improvement of reading comprehension is necessary to acquire higher academic standards.

Speed Reading is a technique created to improve all the academic aspects of the students' lives. This Technique is based in the use of the body, especially the hand and eye muscles. The use of the hand is known as the hand motion movement. In this movement, readers use specifically the finger to point out what they read. This exercise is applied intending to improve the eye muscles and increases the ocular field to read faster. During the first intervention of the Speed Reading Technique the students seemed interested in it. They wanted to know all the secrets that make Speed Reading one of the best reader improvers around the world. The same interest prevailed in the course development especially for those who present problems with the English language. They looked at it as a reliable source to improve the troubles they were facing.

CHAPTER III

OPERATIVE FRAMEWORK

DESCRIPTION OF THE INVESTIGATION SUBJECTS

This research took as a control group the class of the Reading and Vocabulary in English I; semester IV; section 02-A, in the career of Bachelor of Arts option English at Universidad Pedagógica in 2007. During different interventions, there were a series of aspects analyzed by the researchers in the class. Those observation factors were previously discussed and determined by the researchers and the advisor having as a goal to accurate display the contrast of students reading habits before the technique and the reaches at the end of the Speed Reading Technique course presentation.

During the first intervention, students seemed distrusted about the researchers' presence in the classroom. For a while, the group was observed as in a common day class in order to see the teacher dynamics, techniques, and development of the class. Also, on the students' side, it was observed their academic characteristics in the classroom such as English level, reading habits, attitude towards the subject, and environment of the classroom; as well as, other aspects that enriched this research project. The first impressions about the group were different because there was few participation, and some parts of the class seemed as if they did not comprehend completely the thematic of the class. This in a way encouraged the researchers' effort in order to apply a new method that could help them to improve their academic performance.

Some of the most important observed aspects were the English level of the class as a whole; most of them were in intermediate or basic English level, with a few exceptions that accurately shown an advanced or high-intermediate English level. Furthermore, there was no presence of any reading technique; and there were common problems such as inadequate head motion movement, regression, and incorrect posture of the body. However, there was an atmosphere of initiative and desire for learning that prevailed in the students before, during, and at the end of the Speed Reading Technique. That willingness was necessary to perform the Speed Reading Technique in the group.

During The Speed Reading Technique presentations, students seemed interested in the technique apprehension. They paid attention to the instructor's presentations. They also answered questions and asked any doubt they could have about the technique. Another important aspect observed during the performance of the exercises required by the technique was that all the students kept practicing and using them according to the directions given, and even when they were doing something out of the time given to practice the technique.

All of these aspects affected positively the reading habits that students presented throughout the Speed Reading Technique presentations. In that way, students tried to avoid the misreading habits, and at the end of the course, they put in practice the tips given during the different classes. As it will be shown, there was an increasing of reading speed in the students, as well as, an increase of reading comprehension in the tests presented at the end of the course.

SPECIFICATION OF THE RESEARCH

The Speed Reading Technique reaches, after the application in Reading and Vocabulary in English I section “A” class, were analyzed through the compilation of different tools which displayed the new competences of the students after being exposed to the Speed Reading course. The researchers used an investigation field in order to perform adequately the research. In this way, there was a design of observation checklists and other empiric forms of investigation.

Three specific instruments were used in order to validate the research: The Previous Control Reading, the Final Control Reading, and the Student’s Survey. During the Speed Reading presentations the first one was a Previous Control Reading. This gave the real level of student’s reading-comprehension. The time taking of reading was divided into the number of words implicit in the reading pace giving as a result the number of words per minute. To measure the comprehension, students had to answer a series of questions about the reading content.

Secondly, it was done a Final Control Reading. It followed the same process done in the previous control reading, with the difference that students had already taken the Speed Reading course. It was over understood that they were using the new tips after practicing in classes and at home.

Finally, there was a Survey, which was given at the end of the whole semester, in which students were able to express the different impressions about

the technique. The survey was composed of thirteen questions and all of them were yes no questions. This instrument accurately displayed the students´ point of view about the technique and its benefits in their academic life.

PILOT PROOF DEVELOPMENT

The pilot proof of this work was done at the beginning of our research with the purpose of measuring important aspects in the students of Reading and Vocabulary in English I Class. It was the previous control Reading previously mentioned. Among the evaluated aspects in it can be mentioned: the technique and students' proficiency in reading, the reading speed (taking the time); and reading-comprehension. All these important aspects were evaluated through a selected reading passage. This reading was divided into 5 paragraphs; and 469 words.

The pilot proof was administered in two class hours with the development of different activities, such as: the research group presentation to the class, introducing the topic's research, the explanation of the trial test activity, giving the reading logs to the students, taking the reading time individually; and giving a questionnaire sheet related to the reading log in order to measure the comprehension level.

To know the students reading style, researchers were observing carefully the way students performed the reading, body posture, use of any reading technique, and misreading habits. However, Time-taking as well as measuring the

text comprehension both were the most relevant activities. The time that students had taken in the frontal face of the page was recorded, as well as, the accuracy to retain and understand the information given. Five questions were designed to answer them after the reading with the purpose of knowing the level of comprehension that students had in that moment.

The pilot proof was one of the most relevant tools in our research because through it, we could know the students abilities and weaknesses for reading at the beginning of our research. About the abilities found in the group of Reading and Vocabulary class, the researchers can mention the following: some of them had good reading habits; however, the group had also lots of reading weaknesses. The most common weaknesses found were the way that students took the reading while performing the activity. It means that students did not use an appropriate distance from the paper to their eyes. An inadequate level of English: most of the students spent too much time because they did not know the meaning of some words. Students were having the reading with a low level of comprehension and understanding. Most of them could not answer any question correctly. The trial test was important because it gave the researchers the opportunity to compare the benefits performed by students at the end of some speed reading classes; in contrast to the ones they had before the Speed Reading Technique usage.

DATA GATHERING PROCEDURE

During the research, the researchers basically worked with three checklists: the Previous Control Reading, the Final Control Reading, and the Student's Survey. The **Previous Control Reading checklist** was used for measuring the following aspects: the students' ability for following instructions, the students' body posture, the students' speed while reading, and the students' reading comprehension. In the first two aspects, the researchers just observed students and discovered that some of them were not able to perform them, they were too slow. To know the students' ability in the speed reading, the researchers gave to each student a photocopy about a reading which had eight paragraphs and the reading contained 468 words. For measuring the speed reading, the researchers counted the words and kept track of the time that each student needed to finish the reading. Then, when each student finished reading passage, the researchers wrote down the time that he or she had spent. For measuring the time, the researchers used the next formula: total words in the reading (468) divided in the time that each student spent in finishing the reading (see annex 1).

For the reading comprehension, the researchers selected five questions about the reading which were answered by the students. Having the necessary time through this, they could demonstrate their comprehension about the reading. Students simply answered with information that was contained in the text (see annex 2).

Secondly, the **Final Control Reading checklist** was administered after students were exposed to the Speed Reading Technique. The Technique was developed in chapters before. Its purpose was clearly to define the technique reaches in students' performance, and actually to know if this work gave results as the researchers expected or if it was not appropriate to the course. The instruction provided for the researchers about the Speed Reading Technique can be verified in the Pilot Proof Development.

Finally, the **Student's Survey checklist** was administered after finishing the presentations. Its purpose was to verify accurately the students' impressions before, during, and after the whole course. The researchers elaborated 13 questions about general and specific information about the development of the Speed Reading Technique in the Reading and Vocabulary in English I class. This Survey also included some questions about the students' reading habits, such as: retracing or listening to music while you are reading (see annex 3).

Data Presentation and Analysis

Data about the Previous Control Reading Checklist

In this checklist researchers intended to measure the students' habits in the reading skill using a reading about David Livingstone. Another purpose was to measure the students' retention and comprehension about the reading by answering some questions.

David Livingstone:

Missionary Explorer of Africa

Perhaps the most famous missionary of the 19th century was David Livingstone (1813-1873). Born into a devout but poor Scottish family, Livingstone began work in a cotton mill when he was 10 years old.

Greatly desiring to receive an education, he purchased a Latin grammar book with his first wages. He was eventually able to study medicine and theology. Hearing of the success of other missionaries, Livingstone was eager to devote his life, too, as a missionary. In 1840, he went to Africa, and there he joined a handful of Christians already at work.

In 1853, he began an expedition to explore the Zambezi River, God`s highway into the interior, as he called it. In 1855, he became the first white man to lay eyes on the beautiful falls which he named **Victoria Falls,** in honor of his queen. Livingstone spent 30 years in Africa, part of them as an official missionary and part as a representative of the British government.

Livingstone believed that Africa needed three things: Christianity, to end paganism and superstition; commerce, to end the slave trade; and civilization, to end the despicable tyranny and oppression on every hand in the “Dark Continent”. Yet no Europeans had ever gone into the interior of the continent.

Livingstone, as good as sailing and surveying as at teaching, proceeded inland. “I shall open up a path into the interior”, he said, “or perish”. Though mauled by lion, deserted by native helpers, and separated from his family, David Livingstone persevered and, as a result, opened up a continent to the gospel.

Livingstone`s activities were followed with great interest by Englismen and Americans. After 1866, however, as he went further into the interior of Africa, Livingstone was unable to communicate with the outside world. Some reports said that he was dead. The New York Herald, a major American newspaper sent the young reporter to **Henry Stanley** to find now-famous words, "**Dr. Livingstone, I presume?"** Stanley greeted the pioneer missionary of Africa. After a time of exploring with Livingstone, Stanley departed to give the world the latest news about the famous missionary. For another two years, Livingstone continued his explorations. The years of hardship had borne heavily on him.

One morning in May 1873, Livingstone`s servants found him dead; he had died when kneeling beside his bed in prayer. Though they loved Livingstone, the Africans knew that others must be told of his death. After burying his heart in a jungle clearing, they carried his body to the coast; from there it was taken To England, where Livingstone was boried with honor in Westminster Abbey.

A man of dedication and resolve, David Livingstone succeeded in stirring the consciences of English and American Christians. As a result of his work, Africa was opened up to Christianity. The barbarous slave trade was abolished.

Previous control reading data:

1. Who was David Livingstone?
2. Where was he from?
3. What was his most important discover (accomplishment)?
4. Who was Henry Stanley?
5. What was his famous work when he met doctor Levingstone?

Data about the Final Control Reading Checklist

In this checklist researchers try to measure the students' habits in the reading skill using a reading about "What is Culture." Another purpose was to measure the students' retention and comprehension about the reading after they practiced the Speed Reading Technique Reading Technique in the Previous Control Reading by answering some questions reffered to the reading. The researchers gave to each student a photocopy about a reading which had seven paragraphs and the reading contained 529 words. For measuring the speed reading, the researchers counted the words and kept track of the time that each student needed to finish the reading. Then, once each student had finished the reading passage, the researchers wrote down the time that he or she had spent. The formula application was with the same process that researcher's used in the Previous Control Reading.

What Is Culture?

Culture is learned

The ease with which children absorb any cultural tradition rests on the uniquely elaborated human capacity to learn. Other animal may learn from experience; for example, they avoid fire after discovering that it hurts. Social animal also learn from other members of their group. Wolves, for instance, learn hunting strategies from other pack members. Such social learning is particularly important among monkeys and apes, our closest biological relatives. But our own *cultural learning* depends on the uniquely development human capacity to use **symbols,** signs that have no necessary or natural connection to the things they signify or for which they stand.

On the basis of cultural learning, people create, remember, and deal with ideas. They grasp and apply specific systems of symbolic meaning. Anthropologist Clifford Geertz defines culture as ideas based on cultural learning and symbols. Cultures have been characterized as sets of “control mechanisms-plans, recipes, rules, constructions, what computer engineers call programs for the governing of behavior” (Geertz 1973, p. 44). These programs are absorbed by people through enculturation in particular traditions. People gradually internalize a previously established system of meanings and symbols. They use this cultural system to deifine their judgements. This system helps guide their behavior and perceptions throughout their lives.

Every person begins immediately, through a process of conscious and unconsious learning and interaction with others, to internalize, or incorporate, a cultural tradition through the process of enculturation. Sometimes culture is taught

directly, as when parents tell their children to say “thank you” when someone gives them something or does them a favor.

Culture is also transmitted through observation. Children pay attention to the things that go on around them. They modify their behavior not just because other people tell them to but as a result of their own observations and growing awareness of what their culture considers right and wrong. Culture is also absorbed unconsciuosly. North Americans acquiere their culture’s notions about how far apart people should stand when they ask (see “Interesting Issues” on pages 64 and 65) not by being directly told to maintain a certain distance but through a gradual process of observation, experience, and conscious and unconscious behavior modification. No one tells Latins to stand closer together than North Americans do, but they learn to do so anyway a spart of their cultural tradition.

Anthropologists agree that cultural learning is uniquely elaborated among humans and that all humans have culture. Anthropologists also accept a doctrine named in the 19th century as “the psychic unity of man.” This means that although *individuals* differ in their emotional and intellectual tendencies and capacities, all human *popullations* have equivalent capacities for culture. Regardless of their genes or their physical appearance, people can learn *any* cultural tradition.

To understand this point, consider that contemporary American and Canadians are genetically mixed descendents of people from all over the world. Our ancestors were biologically varied, lived in different countries and continents, and participated in hundreds of cultural traditions. However, early colonists, later

immigrants, and their descendants have all become active participants in American and Canadian life. All now share a national culture.

Data about the Final Control Reading:

Answer the following questions about the reading.

1. What is the uniquely development human capacity of cultural learning?
2. According to Clifford, what can be defined as ideas based in cultural learning and symbols?
3. Can culture be transmitted through observation?
4. Does everybody have equivalent capacities for culture?
5. Can people learn any cultural tradition?

Student's survey data and analysis:

This SURVEY was elaborated after finishing the presentations about the Speed Reading Technique and after practicing some comprehension readings. It was elaborated with the purpose of knowing and searching about the students' apprehension from the Technique.

SURVEY

ABOUT THE PRESENTATION OF THE "SPEED READING TECHNIQUE" IN READING AND VOCABULARY IN ENGLISH I CLASS

1. Had you ever heard about speed reading before this course?

   Yes ☐ No ☐

2. Would you like to learn more about Speed Reading?

   Yes ☐ No ☐

3. Do you think Speed Reading is easy to apply in daily reading?

   Yes ☐ No ☐

4. Are you applying some components of Speed Reading nowadays?

   Yes No

   ☐ ☐

5. Do you think Speed Reading is related to this course?

   Yes ☐ No ☐

6. Do you think Speed Reading can increase your reading speed?

   Yes No

   ☐ ☐

7. Do you think Speed Reading can increase your comprehension?

   Yes ☐ No ☐

8. Are you interesting in learning more about the technique?

   Yes ☐ No ☐

9. Do you listen to music while you are reading?

   Yes ☐ No ☐

10. Do you practice reading daily?

Yes ☐ No ☐

If your answer is YES, how much did you acquire?

100% ☐
80% ☐
60% ☐
50% ☐
Lest than 50% ☐

11. Did you learn about the technique?

Yes ☐ No ☐

If your answer is YES, how much did you acquire?

100% ☐
80% ☐
60% ☐
50% ☐
Lest than 50% ☐

12. Which tip is the most effective for you? (You can choose more than one)

Hand motion ☐ Page-turner ☐
Be sure you can see the page ☐ Select a quite environment ☐
Other ☐

13. How many times do you need to read a paragraph for understanding it?

One time ☐ Two times ☐ More than two times ☐

ASSESSMENTS AND RECOMMENDATIONS:

Researches find out different aspects which enriched trough out the process the investigation done by them. First, there is no question about the importance of reading in the second language learning acquisition as well as a source of academicals improvement in any area of education. It is one of the most reliable skills to sharpening and improves the students' performance of the English language and can easily be taken as a competence if it is performed above the students' level.

Furthermore, researchers could experience the different aspects of contrast between the theory and what they found out in the area of study. One of those realities was that almost none of the students observed in the class, read what was according to their level as university student which is 250 words per minute; and also students English level was not according to the one demanded by the course as well as many other peculiarities that the researchers could observed and that were already mentioned before.

On the other hand, there are some aspects that researchers could conclude after the application of the technique, through the contrast of the Checklists; they could experience the improvement in the reading performance of students of Reading and Vocabulary in English I. As it was shown in the data graphics the improvement was done in comprehension as well as in speed. Their retention was potentially improved during the final control reading and all of those results make

Speed Reading and excellent alternative that teachers of subjects related to reading could take into account in order to have an alternative in their courses.

Although, there were some aspects that researchers considered as possible limitations to the complete goal of the technique such as the time for the course application and their English level because English is not their mother tongue and students could not read at the same rhythm as in their mother tongue. It is important to consider that at the end of the Speed Reading technique application students got better results in their control reading, which means that such Technique was positive to their academic performance.

Finally, Researchers suggest that students submitted to the technique must take responsibilities by themselves and try to find out the time and more information in order to have better results in their reading performance. Students have to take into account the perfect and comfortable way to have speediness and more comprehension while they are reading. The practice is a necessary tool for reach an upper level in the speediness and comprehension. The Speed Reading is a valuable tool to increase students´ reading effectiveness, but they must also create their own reading culture to achieve better results and acquire reading not just as an important skill but as a competence.

CHRONOGRAM

Specialty: English Semester: 02-2008 Year: 2008
Advisor: Estanley Oviedo

Topic: "Usage of the "Speed Reading" technique to qualify the reading-comprehension of the English learning in the subject of Reading and Vocabulary in English I semester IV section 02-A in the career of Bachelor of Arts option English, UPES, 2007."

Students: Manuel de Jesús Gómez Bermúdez, José Abelardo López Velásquez y Nancy Jeannette Rivera Ordóñez.
Advisor signature:_____ Students signature:_____ _____ _____

2007																									
	Activities: Documental Research / Field Research	August				September			October					November				December				January			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	**Conceptual Framework**																								
1.1	Introduction																								
1.2	Antecedents of the problem																								
1.3	Meeting with the advisor																								
1.4	Justification																								
1.5	Meeting with the advisor																								
1.6	Statement of the Problem																								
1.7	Meeting with the advisor																								
1.8	Goals and limitations																								
1.9	Concepts and categories																								
1.10	Meeting with the advisor																								
1.11	Edition 1st draft																								
1.12	Presentation 1st draft																								
1.13	Correction 1st draft																								

1.14	Meeting with the advisor																										
		2008																									
		January				February				March				April				May				June					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
2	**Theoretical framework**																										
2.1	Documental research: theoretical methodological bases																										
2.2	Meeting with the advisor																										
2.3	Empirical framework																										
2.4	Instrument design																										
2.5	Meeting with the advisor																										
2.6	Field attendance :instruments application																										
2.7	Field attendance: observation																										
2.8	Meeting with the advisor																										
2.9	Organization of the information																										
2.10	Meeting with the advisor																										
2.11	Theoretical methodological formulation of the research																										
2.12	Meeting with the advisor																										
2.13	Development and theoretical definition																										
2.14	Edition 2nd draft																										

2.15	Presentation 2nd draft																										
2.16	2nd draft correction																										
2.17	Meeting with the advisor																										
		July				August				September				October				November				December					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
3	**Operational framework**																										
3.1	Description of the subjects of the research																										
3.2	Meeting with the advisor																										
3.3	Data gathering procedure																										
3.4	Meeting with the advisor																										
3.5	Specification of the technique for the data analisys																										
3.6	Meeting with the advisor																										
3.7	Chronogram																										
3.8	Meeting with the advisor																										
3.9	Resources																										
4.0	Preliminary table of contents on final report																										
4.1	Meeting with the advisor																										
4.2	Used and general bibliography																										
4.3	Meeting with the advisor																										
4.4	Edition 3rd draft																										
4.5	Presentation 3rd draft																										

RESOURCES

Human Resources:

Researchers, Academic Advisor, teacher from Reading and Vocabulary in English I class, students from Reading and Vocabulary in English I class, Speed Reading Technique Specialist Advisor, and the Advisor of Read21 an on-line course of Speed Reading, the evaluation board, the director of the research unit at Pedagógica.

Logistic Resources:

Universidad Pedagogica de El Salvador, Previous Control Reading, Final Control Reading, Survey, Speed Reading Technique presentations, and observation of the class, and read21, chronometer, camera, video camera, CDs, photocopies, laptop,and over headproyector.

PRELIMINARY TABLE OF CONTENTS ON FINAL REPORT

CONCEPTUAL FRAMEWORK

The theory discussed was mainly about the authors who are known as pioneers in the Speed Reading Technique. Stanley D. Frank stressed his technique in the use of the hand motion movement. Besides that, Andreas Seibert used other techniques and distrusted the hand motion movement. It is important to know that as they contradicted, both in a way with different techniques, could accomplish the goal of increasing the reading comprehension in their pupils. On the other hand, there were a series of factors in the research field such as the

English level of the students, a lack of reading habits, and the time to teach the whole technique which limited in a way the reaches of the research project, but it is still meaningful due to the positive advances in the reading speed and comprehension.

THEORETICAL FRAMEWORK

In this section, there were different aspects developed. First of all, it was discussed the elements involved in the reading process such as the linguistics factors and the effects of its four fields in the reading performance, as well as the readers psychology in the development of a good understanding. It also discussed the role of the teacher in the subject in which the research was applied, the activities developed by him, as well as, the techniques implemented in the classroom. Secondly, the researchers discussed the subject generalities of the English Reading and Vocabulary I course and the thematic dealing in it, and also the objectives demanded in the subject program. Finally, students' academic performance was analyzed to emphasize and present how their role in the subject and previous background might affect the results of the research as a tool to describe the reality in which the research was implemented.

OPERATIVE FRAMEWORK

This section presents the students' academic performance after they were exposed to the Speed Reading Technique presentations. The reaches done in this research were analyzed through different instruments which measured the accomplishment of the technique. Instruments such as: Previous Control Reading,

Final Control Reading, and the Survey. This section brought a lot of information about students' proficiency in the different instruments to the researchers that were applied and analyzed. One of those results was the reaches the technique has over the speed performance of them. It was clearly noticed that the speed reading improved in the students, but not as researchers expected because most of them did not get at least the university level of 250 words per minute. This is why the increase in reading speed was not enough to celebrate the total accomplishment of the research goals.

BIBLIOGRAPHY

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- Ed, D. Frank, Stanley; *The Evelyn Wood Seven-Day Speed Reading and Learning Program,* British Encyclopedia, Britain, 1994.

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- Thesis June 2007, Pedagogica.

- Macmillan, English Dictionary for advanced learners of American English, Printed and bound in China 2006.

- Elba Villanueva de Debat, Forum, Argentina 2006, Volume 44, Number 1.

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- Elba Villanueva de Debat, Smith, 1994; Forum, 2006, Volume 44, Number 1.

- He Ji Sheng, Forum, Singapore, October 2000, Volume 38, Number 4.

- Reading and Vocabulary in English I Program.

Web sites:

- www.lecturavelozyeficienteread21.com
- http://www.scielo.cl
- http://bvs.sld.cu/revistas/ems/vol18_1_04/ems06104.htm
- http://www.libros.com.sv/nueva/categoria.php?id

ANEXXES

ANEX 1

STUDENTS PERFORMING THE PREVIOUS CONTROL READING





ANEX 2

SAMPLE OF A PREVIOUS CONTROL READING CHECKLIST

This Sample has been taken from a student of her comprehension sheet after finishing the performance of the Final Control Reading: What is Culture?

David Alexander Trinidad Mazariego

1) Who was David Livingstone?
a missionary

2) Where was he from?
from a poor family of Scottish

3) Where was the most important acomplishment?
He intraduced the christian to the african people.

4) Who was Henry Stanley?

5) What were his famous works when he met Dr. Livingstone?

WHAT IS CULTURE?

Name: David Alexander Trinidad Magaoay.

Answer the following questions about the reading:

1. What is the uniquely developed human capacity of cultural learning?
   The symbols through the times.

2. According to Clifford, what can be defined as ideas based in cultural learning and symbols? construction.

3. Can culture be transmitted through observation?
   yes, it can

4. Does everybody have equivalent capacities for culture?
   yes, ~~(they have)~~ -> everybody does

5. Can people learn any cultural tradition?
   yes, they can.

ANEX 3

SAMPLE OF A SURVEY

This sample has been taken from a student after finishing the presentations in the Reading and Vocabulary in English I class.

SURVEY

ABOUT THE PRESENTATION OF THE "SPEED READING TECHNIQUE" IN READING AND VOCABULARY IN ENGLISH I CLASS

1. Had you ever heard about Speed Reading before this course?

   Yes ☐ No ☑

2. Would you like to learn more about Speed Reading?

   Yes ☑ No ☐

3. Do you think Speed Reading is easy to apply in daily reading?

   Yes ☑ No ☐

4. Are you applying some components of Speed Reading nowadays?

   Yes ☑ No ☐

5. Do you think Speed Reading is according to this course?

   Yes ☑ No ☐

6. Do you think Speed Reading can increase your reading speed?

   Yes ☑ No ☐

7. Do you think Speed Reading can increase your comprehension?

   Yes ☑ No ☐

8. Are you interested in learning more about the technique?

   Yes ☑ No ☐

9. Do you listen to music while you are reading?

   Yes ☑ No ☐

10. Do you practice reading daily?

Yes ☐ No ☑

If your answer was YES, how much time do you read daily?

3 hours ☐
2 hours ☐
1 hour ☑
30 minutes ☐
Less than 30 minutes ☐

11. Did you learn about the technique?

Yes ☑ No ☐

If your answer was YES, how much did you acquire?

100% ☐
80% ☑
60% ☐
50% ☐
Lest than 50% ☐

12. Which tip is the most effective for you? (You can choose more than one).

Hand motion ☐ Page-turner ☐
Be sure you can see the page ☐ Select a quite environment ☐
Other ☑

13. How many times do you usually need to read a paragraph to understand it?

One time ☐ Two times ☐ More than two times ☑

ANEX 4

READING AND VOCABULARY IN ENGLISH I PROGRAM

This class was chosen for the research analysis.

UNIVERSIDAD PEDAGOGICA DE ELSALVADOR
FACULTAD DE EDUCACIÓN

ENGLISH READINGS & VOCABULARY I

1. Generalities

Area	:	Specialization
Code	:	CE-I033
Prerequisite	:	CE-I026 (Comparative Grammar English-Spanish)
Hours per semester	:	100
Theory hours per week	:	2
Practice hours per week	:	3
Time of the class hour	:	50 minutes
Valuable units	:	5
Semester	:	02-2007
Professor in Charge	:	Lic. Stanley Oviedo (02-A) Lic. Nestor Clavel (03)

2. Course Description

The course is designed to develop the ability and the skill of comprehensive reading in English. The main purposes are: First of all, to develop in the students the attitude, abilities, and dexterities needed to extract information from a text; secondly, to develop an interest for reading, and finally obtain the pleasure of reading from the understanding and comprehension of a text, article, or a specific book. There will be a special emphasis in the development of this area for surpassing the reading part of the TOEFL test.

3. Competences

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

- To acquire the ability to read texts in English.
- To develop an interest for reading

4. General Objective

- To use effective techniques for reading in order to find the main idea and subsequent ideas of a text.
- To use new vocabulary in diverse specific fields.

5. Specific Objectives

5.1 To recognize the meaning of a words without using the dictionary.

5.2 To analyze and find the different ideas from a text.

5.3 To acquire the gift of reading.

6. Course Contents

Unit I: Reading Comprehension

1. Build good reading skills: Skim & Scan
2. Vocabulary in context
3. The topic and main ideas
4. Purpose and Organizational patterns
5. Reference words
6. Details and factual information
7. Making inferences
8. Check the attitude of the author and the tone of the passage

Unit II: Collecting new Vocabulary

1. Read widely and concentrate on vocabulary
2. Use special ESL vocabulary and idiom textbooks
3. Make and use vocabulary flash cards
4. Practice with adverbs with related meanings
5. Predict meaning using Latin and Greek roots
6. Predict meaning using prefixes
7. Predict meaning using suffixes

Unit III: Active reading

1. Make and study word form charts
2. Make and study word category charts
3. Practical work and selected material on:
   - 3.1. Learning to survey a passage
   - 3.2. Learning to question when reading a passage
   - 3.3. Reading carefully for information in a passage
   - 3.4. Learning about review in active reading of a passage
   - 3.5. The strategy SQ3R to read actively
4. Reading practices on TOEFL and standardized evaluations

SQ3R

7. Methodology

Participation and attendance will be mandatory in the development of the course. The course will show all the theory related to increase the comprehension of a text when it is read. Students will contribute not only with their effort to internalize and understand the theory, but also by reading pedagogical passages to find pleasure in the activity. The official language of the class will be English to wake up the necessity to use it throughout the whole career. There will be a research project to enhance the course production and intrinsic motivation.

8. Resources

- Whiteboard
- Markers
- Handouts
- Transparencies
- Overhead projector
- Oxford bookworms
- Short readings
- Cassette player
- Cassettes

9. Evaluations

- ✓ Self and Co-evaluation: 10%
- ✓ Labs, Quizzes, ex-aula work: 30%
- ✓ First Exam: **(Aug. 29 - Sept. 6)** 20%
- ✓ Second Exam: **(October 5-14)** 20%
- ✓ Third Exam: **(Nov. 23-Dec. 2)** 20%

10. References

1. Mahnke, M. Kathleen & Duffy, Carolyn B. The Heinemann ELT TOEFL Preparation Course. Macmillan Education, Macmillan Publishers Limited, 1998.

2. Lougheed, Lin. TOEFL Prep Book. 2nd Edition. Regents/Prentice Hall. New Jersey, 1992

3. Lesley, Tay; Hansen Christa & Zukowski, Jean. Interchange- Passages Placement and Evaluation Package. Cambridge University Press. U.S.A.2005.

4. Different Authors, Oxford BookWorms, Different titles, Oxford University Press, England, 1998.

Web sites:

www.tampareads.com/**vocabulary**/FCAT/bothFCAT.htm

www.nifl.gov/partnershipfor**reading**/explore/**vocabulary**.html

www.amby.com/educate/**reading**.html

Research works:

- T-UPES 420 V 328r: "Reaches and limitations of the constructivist methodology proposed in the English programs of junior high, Complejo Educativo Sotero Laínez, Municipio de Sensuntepeque departamento de Cabañas, 2006."

- T-UPES 420 S 714: "The didactic resources as determinant elements in the English learning process at the Universidad Pedagógica de El Salvador."

- T- UPES 420 C827: "Evaluation of selected English instructional strategies in junior high schools. A study in the educational district 04-06 in San Jacinto.