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Theme:

EXEGETICAL TECHNIQUE AND READING COMPREHENSION SKILL

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2021

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## **DEDICATION**

*To my dear mother who is my principal source of support. To my grandmother, who has always been there for me with her smile. To my brother, the one who has given me his love since the day he was born. To my boyfriend, who is my pillar. To my pets who always give me all their love.*

*Tatiana*

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*Tatiana*

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## A. CONTENT

### CHAPTER I.

#### 1 THEORETICAL FRAMEWORK

##### 1.1 Investigative background`

The exegetical technique is an effective technique for reading comprehension because the student participates actively and significantly with different type of text. The exegetical technique consist on the oral presentation of a topic, the principal objective of this technique is that the reader finds in the text the information that the author wants to transmit, where the reading comprehension takes place. The teacher leans on different didactics materials to the learning process; all of that establishes the exegetical technique is present and it is approached through reading with answers, where comprehension questions appear and have a more focused role to promote group participation.

This is a new research because there are no previous studies done and published in Ecuador. In addition, these study is focused on a population of students from Tungurahua , Baños city in the Unidad Educativa Dr. Misael Acosta Solis. Also, the beneficiaries will be the students from third grade of Bachillerato General Unificado.

Currently, it was considered certain investigation that is related to this research study on different ways to improve reading comprehension. It should be noted that the best papers by professionals from different fields and freely available were selected. The low level of reading comprehension results in several exams being taken as a subject during a couple of decades considering it as a very influential factor for the acquisition of a second language.

Reading is understanding written texts. It involves both perception and thinking. It consists of two related processes: word recognition and comprehension. The process of perceiving how written symbols correspond to spoken language is word recognition. Reading comprehension is the process of making sense of connected words, sentences, and texts.

One work corresponds to Luisa (2017) who conducted the research work "**Estrategias críticas de lectura en la comprensión lectora en estudiantes de la Carrera de Idiomas en la Universidad Técnica de Ambato, ciudad de Ambato, provincia de Tungurahua**" who wants to make known the role that reading comprehension plays when learning a new language, and the impact that different factors have in a Spanish-speaking population. The

work used a sample of 81 language students. The results revealed that the teachers of the career mostly apply adequate reading strategies when performing a reading activity, the students also know the importance of using reading strategies to achieve adequate reading comprehension. This study gives the idea how can I combine the process to develop the exegetical technique.

According to Baretta, Tomitch, et al.,(2012) at the Federal University of Santa Catarina Florianópolis, Brazil, there are researchers related to the topic to investigate, such as: "**Investigating reading comprehension through EEG**". The research had the intention of reporting a study conducted with an exploratory research, this indicated several variables that impact the reading appreciation, for example, the subject, the type of content, the reading task and others. The technological advances offered analysts some potential results for exploring what happens in the brain from the moment the eyes see the page until perception is achieved. Since the mid-1980s, several tests have been conducted using the electroencephalogram (EEG) to investigate the pathway to reading, through investigation of various segments. The different parts demonstrate how the mind incorporates each meaning of each particular word into semantics. This study helps to select to the correct content for a better development of the exegetical technique.

According to Kintsch, Rawson (2015) made a study called "**Comprehension: A paradigm for cognition**" that sets the construction-integration (CI) model meaning-making involves building a representation at three levels: 1) linguistic representation, 2) a textbase model, and 3) a situation model. On the first level, readers build a linguistic representation by decoding letters to understand single words. On the second level, readers construct a textbase model from the linguistic input by combining the word meanings and, further, interrelating these meanings of the text to form a microstructure. Whereas the CI-model focuses on mental processes of reading comprehension, other models focus more on "the identification of component skills" explaining reading comprehension (Kendeou et al., 2016). For example, according to the Simple View of Reading (Hoover et Gough, 1990), reading comprehension consists of two main component skills: decoding and language comprehension. The development of effective and automatized basic decoding skill increases reading fluency, i.e., readers' ability to read text accurately and rapidly (National Reading Panel, National Institute of Child Health, & Human Development, 2000), which has been seen as a limiting factor on reading comprehension (Perfetti et Stafura, 2014). When reading fluency has become automatized, readers can shift their

attention from word recognition to comprehending the text (Fuchs et al, 2011). This study helps to understand how is the process to understand a text, it sets that reading comprehension has two main component skills: decoding and language comprehension.

According to Küçükoğlu (2012) a study called **“Improving reading skills through effective reading”**, study made in Ankara. It demonstrated that the aim was to find out the students' level of reading awareness and to improve their reading strategies. The teacher researcher used six strategies: predicting, making connections, visualizing, inferring, questioning, and summarizing. The strategies were presented to the students and practiced for three weeks. First, the teacher researcher administered a "Reading Knowledge Survey" to find out whether the students knew the strategies. First, the teacher-researcher modeled the strategies, and second, the strategies were practiced by the whole class, then in small groups, and finally independently. After the presentation of the reading strategies, the teacher researcher administered the Metacomprehension Strategies Index (MSI) to see if the strategies presented have changed students' reading comprehension . . The index is a tool that measures familiarity with reading strategies used before, during, and after reading. Next, the teacher researcher practiced four reading texts from the textbook "Hemispheres" for four weeks. This study helps to know the process to obtained an effective reading of the students following different process, because the exegetical technique is similar to effective reading technique.

In our country, reading comprehension is an important entity within education, and therefore reading is an important aspect for the development of all students in all stages of their educational training. The ability to read helps and contributes to the process of concentration and analysis which allow cognitive development; since, through this, it is possible to acquire new knowledge which encourages optimal cognitive and imaginative development, which becomes the pillar for people to communicate in the English language

## **1.2 Theoretical framework**

### **1.2.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT**

#### **1.2.1.1 Teaching techniques**

Implementing a procedure necessitates certain practices and behaviors that operate in teaching a language according to a particular method. These practices and behaviors are the techniques that every procedure relies on. (Santos, 2018)

#### **1.2.1.2 Didactic techniques**

In didactic technique of teaching, the teacher gives instructions to the students and the students are mostly passive listeners . It is a teacher-centered method of teaching and is content-oriented. Neither the content nor the knowledge of the teacher are questioned. (Cano García, Rubio Carbó, Antoní, Serrat, 2010)

#### **1.2.1.3 Exegetical technique**

##### **1.2.1.3.1 Definition of exegesis.**

Navarro (2012) defines the exegetical technique consist on the oral presentation of a topic, the principal objective of this technique is that the reader finds in the text the information that the author wants to transmit, where the reading comprehension takes place. The teacher leans on different didactics materials to the learning process; all of that establishes the exegetical technique is present and it is approached through reading with answers, where comprehension questions appear and have a more focused role to promote group participation. It is used to expose different topics of theoretical content. It also aims to bring students to the essence of the author or more defined information, so that they can understand everything that the texts want to make known. The exegetical technique is a commented reading of the books related to the subject being studied, each person develops the ability to read and at the same time learn to say what they understand because it is important that they analyze the positive or negative of it. Exegesis makes it easier to perform a deeper analysis of the information, highlighting the main ideas, leaving aside the idea of losing important concepts. (Navarro, 2012)

##### **1.2.1.3.2 Phases of the exegetical technique**

Navarro, (2012) comments that the main phases of the exegetical technique are:

- accustom them to look for the sources of a study topic,
- to facilitate the information that is within them;

- accustom the reading and understanding and interpretation of the texts they have read, so that they have the habit of doing readings since reading makes the mind more skilled at reasoning and analyzing.
- Everyone has to get used to reading because through it they know what the textbooks want to convey.
- Bringing them to become familiar with books make them feel that love and desire to read and want to know more about what they read and without the need for teachers to guide the students to read the texts.
- Discipline their spirit for systematic and methodical work.\

### **1.2.1.3.3 Objectives of the exegetical technique**

The objectives of the exegetical technique serve to greatly improve the continuous development of learning, so that they know how it is organized and that they do not stray from the objectives that are already foreseen, and at the time that teachers want to use this technique they can have a guide on how to do it. The objectives of this are as parameters not to cut the vision of it; One of the main objectives is to accustom the person to looking for sources of information on a subject of study assigned by the teacher or simply the one they want to read, so the teacher motivates them to scrutinize information on subjects according to their age, in this way it makes he is more interested in reading texts that contain information that contribute to his training, and not only in what is not more relevant. Also that they investigate words that they do not know, and that at the same time they elaborate a glossary of new words; This technique is very interesting because it helps the teacher to have creativity. (Cano García, Rubio Carbó, Antoní, Serrat, 2010)

Being able to guide or teach each of them in an easier and more creative way; Also the most important objective is to get used to reading comprehensively and to strengthen vocabulary, since reading improves people's language and at the same time allows them to interpret important texts or according to their age and at the same time reflect. (Cano García, Rubio Carbó, Antoní, Serrat, 2010)

The next objective is for them to become familiar with the texts, thoughts, styles or languages determined by the discipline; thus discipline the spirit that it carries in itself to have a better control, development of systematic and methodical work. (Cano García, Rubio Carbó, Antoní, Serrat, 2010)



Gómez-Restrepo, Rodríguez, & Padilla, (2009) explains that the exegetical technique is also called exegesis. It is a study that is carried out from the particular to the general, it consists on a reading of a document or text in a complete way. They can pause in order to delve into the most interesting parts of the reading and comment on what surprised them the most about what they have read. The main uses of this exegesis technique are useful through reading with the support of some material, be it books, newspapers or magazines, so that they have a good habit, and this is in a deep and careful way, that provides all information in a relatively short time. This technique helps everyone have an understanding of what they read and in that way, they will learn to express themselves in front of the public or their classmates.

The exegetical technique is effective because it helps to develop the critical thinking of the students. Critical thinking can be developed with the Bloom's Taxonomy. According to the Armstrong (2010) are six levels starting Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation.

According to Bloom (1965) at the knowledge level of Bloom's Taxonomy, questions are asked simply to check whether the learner has obtained specific information from the lesson. At this level, dates, events, with places and wh-questions appear. For example, students must match words with their definitions.

The comprehension level of Bloom's Taxonomy has students not just remembering facts but understanding the information. At this level, they will be able to interpret facts. You will probably recognize comprehension questions when you use words such as describe, contrast, discuss, predict, or paraphrase.

Application questions are those in which students have to apply, or use, the knowledge they have learned. They may be asked to solve a problem and the information they have gained in class is needed to create a practical solution.

At the analysis level, students should go beyond knowledge and application and actually see patterns that they can use to analyze a problem. For example, an English teacher might ask what motives are behind the protagonist's actions during a novel. This requires students to analyze the character and come to a conclusion based on this analysis. Analysis questions are written when words such as analyze, explain, investigate, investigate, infer, etc. are used.

In the case of synthesis, students have to use the given data to create new theories or make predictions. They may have to draw knowledge from several subjects and synthesize this information before reaching a conclusion. For example, if a learner is asked to invent a new product or game, he or she is asked to synthesize. You are probably writing synthesis questions when you use words such as invent, imagine, create, compose, etc.

The top level of Bloom's Taxonomy is evaluation. Here students are expected to evaluate information and come to a conclusion as to its value or the bias behind it. For example, if a student is completing a DBQ (Document Based Question) for an AP U.S. History course, they are expected to evaluate the bias behind any primary or secondary sources to see how it affects the points the speaker is making. You are probably writing evaluation questions when you use words like select, judge, debate, recommend, etc.

## **1.2.2 DEPENDENT VARIABLE THEORETICAL SUPPORT**

### **1.2.2.1 Receptive skill**

According to Spratt, Pulverness, Williams (2012) receptive skills are known listening and reading, since students do not necessarily have to produce a language to perform them. These skills are also known as passive skills. They are constraints with the productive or active skills that are speaking and writing. When we are learning a new language, the students use as a main skill the receptive understanding of the new elements, then they go on to the productive use.

### **1.2.2.2 Reading skill**

Reading skill encompasses a range of skills that can permeate all aspects of life. Having strong reading skills can allow you to interpret and find meaning in everything you read, and when you continually improve these skills, you can develop your ability to communicate effectively through writing. Literacy encompasses so much of what we do that it can be a critical skill to possess, both in your personal life and within your career.

### **1.2.2.3 Comprehension skills**

Comprehension skills are the ways in which the reader understands and treats knowledge. For Blachowicz, Ogle(2008) there are important skills that are people with the ability to communicate, solve problems, work in teams and read and think critically. These skills vary according to different factors such as age, literacy level, etc.

“Comprehension skills can be evidenced from a variety of ways like: from recognition of important author ideas to interpretation and application of these

ideas in new forms. Many also included critical evaluation of ideas and the creative use of information in new ways” Blachowicz, Ogle (2008).

#### **1.2.2.4 Reading comprehension**

According to Guzzetti (2002), reading comprehension is the way in which the reader and the text interact. This helps to extract and construct different meanings. Different approaches and theories understand this process. The most significant approaches when talking about reading comprehension are: the cognitive, the socio-cultural and then the Neurobiological. The key to analyzing these approaches is to complement ideas rather than generate problems. Over the past fifty years, the concept of reading comprehension has evolved rapidly because in the past reading comprehension was considered only a product of reading rather than a complete process. On the other hand, Pearson (1991) in Technical Report N 512 argues that “Reading comprehension derives from schema theory. Unlike a vision of skill-based understanding, this vision conceptualizes reading as an active process of constructing meaning by connecting old knowledge with the new information found in the text. ”

“Reading comprehension involves the complex orchestration of multiple cognitive attentional variables, such as recognizing phonological, semantic, and syntactic features, while employing strategic and metacognitive process. “(Collins, Parris 2008)

These multiple cognitive variables are those that trace the level of understanding in each individual. Especially presented in the academic field, because the many factors that act in these systems, such as sounds, meaning, word order, etc., are beneficial for the apprentice in the proportion in which they are put into practice when solving problems of daily life.

### **1.3 Objectives**

#### **1.3.1 General objective**

- To study the influence of the exegetical technique in the reading comprehension skill.

#### **1.3.2 Specific objective**

- To analyze the effects of the exegetical technique in the reading comprehension.
- To determine how to apply the exegetical technique in reading comprehension.
- To compare the results of the pre-test and post-test to verify the hypothesis

## **Description of the fulfillment of objectives**

In order to achieve the objectives stated in the present research, it was developed a set of different steps. First of all, to achieve the general objective it was necessary to set three specific objectives that helped to determine the influence of exegetical technique in the Reading comprehension skill.

Then, it is fundamental to know the effects that exegetical technique has in reading comprehension skill. For this purpose, a pre-test and post-test were applied to students. It was selected a Cambridge English: Key (KET), which is a standardized test, was applied to evaluate the students' reading comprehension level. The reading section consists of five parts but only part three was considered. This part contained five questions, and eight questions respectively, given a total of twenty items.

After that, the researcher applied Exegetical Technique to students of the third grade of bachillerato in Unidad Educativa Dr. Misael Acosta Solis, which consisted of a three steps. Students were able to improve their reading comprehension skill by using the exegetical technique. This implementation was carried out via Zoom platform, and in presential classes. Finally, in order to fulfill the last objective, it was analyzed the results of the pre-test and post-test to verify the hypothesis, in the analysis of the results by comparing scores from the pre-test and the post-test. It was necessary to tabulate these results to reach suitable conclusions. In this way, the researcher was able to determine which contribution to reading comprehension arose from the implementation of the technique applied.

## **CHAPTER II**

### **2 METHODOLOGY**

#### **2.1 Resources**

The resources used in this research were different technological materials like computers, internet connection, and online platforms (google platform, zoom, liveworksheets) that help to find different information about the study and find resources to apply this study. In addition, it used humans' resources like students, researcher and a tutor.

#### **2.2 Methods**

##### **2.2.1 Research approach**

The present research work is based on a qualitative approach. Because the qualitative approach describes so many possible qualities through concepts that may contain a part of reality (Bericat, 2015). Therefore, this approach as used in this thesis, we will be able to confirm the certainty of the research.

Additionally, research is quantitative because it measures information, such as the collection of data through a test that make it possible to discover and explain how exegetical technique improves reading comprehension in students.

##### **2.2.2 Research modality**

###### **2.2.2.1 Field research**

The basic modality of this research is Field research because data collection was more feasible to have from the students through interaction and understanding of the students, so this research was carried out in the Unidad Educativa Dr. Misael Acosta Solís in the city of Baños de Agua Santa. It was essential to know the reality faced by the study subject's day by day, and later to apply the tests that were done to deepen the needs of the institution. (Wolcott, 2018)

##### **2.2.3 Level or type of research**

###### **2.2.3.1 Exploratory**

This work was exploratory research because the researcher tried to become familiar with an existing phenomenon and to acquire new knowledge about it and to have a better understanding of the problem.

### 2.2.3.2 Pre-experimental

Zambrano (2010), set that one variable is analyzed without a specific control neither the participation of the independent variable in this type of investigation. It is very useful as it is possible to approach the real investigation problem. In addition, in this research does not exist the possibility of comparison between two groups

This research was a pre-experimental study because it has been taken a pre-test to analyze the dependent variable (reading comprehension skill). It was recommended to take this type of test to see in which level the students were in reading comprehension skills. It must be emphasized that the test was taken without prior notice or study by the teacher and the students. The researcher collects data and results will either support or reject the hypothesis. This method of research is referred to a hypothesis testing or a deductive research method. Finally, a post-test has been taken to see if the treatment worked or not.

### 2.3 Population and sample

For this study, the researcher worked at Unidad Educativa “Dr. Misael Acosta Solis”, the population includes students from third year of bachillerato, the present work has a population of 10 students; the researcher worked with the total of the population which is detailed in Table 1.

**Table 1. Population**

Description	Number of Population	Percentage
Third A Students	10	100%
Total	10	100%

**Source:** Unidad Educativa “Dr. Misael Acosta Solis” (2019)

**Author:** Inca, T. (2019)

### 2.4 Instruments

#### 2.4.1 Pre-test

A pre-test taken from the Cambridge English: Key (KET), which is a standardized test, was applied to evaluate the students' reading comprehension level. The reading section consists of

five parts but only parts three, was considered. This part contained five questions, and eight questions respectively, given a total of twenty items.

#### **2.4.2 Procedure**

First, in this session the researcher took a pre-test without any preparation of the students, this pre-test contained a reading section with eight questions.

In the second intervention, the researcher worked with lesson plan one which was focused on exegetical technique and reading comprehension skill. The intervention was divided into three parts, these sections were named pre-reading while reading and post-reading. First, “Pre-reading”, the investigator warmed up class by asking the students to make predictions about the content of the text based on the title “Hobbies” and using the “Power Point Presentation”, students said their favorite hobbies in turn. This part helps the researcher to know what the previous knowledge of the topic is. Next, in “While reading” part, the researcher divided these sections in four parts: skimming, scanning, teaching vocabulary, and comprehension questions. The investigator sent a link to the “Liveworksheets platform” with a worksheet about hobbies to each student read the short text quickly and silently for five minutes. Then, learners read the text again carefully and write unknown words on a power point presentation platform online. In teaching vocabulary, the researcher shared the screen and writes the unknown words on the “power point presentation platform online”, with the aim of giving a translation of each word for better understanding. After that, students complete the first activity on the Liveworksheet” about yes/no statement and the second activity about answering comprehension questions. The researcher to verify that learners understand the text discuss the answers with the whole class. In the last part “Post reading”, the researcher asks students to participate mentioning the hobbies they remember from the reading and the researcher also asks students to talk what they understand about the reading around 10 minutes

In the third intervention, the lesson plan was divided into three parts, these sections were named pre-reading while reading and post-reading. First, in Pre-reading part the researcher gave a magazine with three different horror stories to each student. Researcher required students to choose one story of them. Next, in “While reading” part students read a story that they selected, and researcher required to look for the unknown words, for scanning part



students wrote unknown words in a piece of paper. Also, the researcher reviewed the words with the students for a better understanding. Then, the researcher sent a link to students to complete a worksheet with comprehension questions according to each story. Finally, the researcher asked students to participate mentioning what was the reason that they select each story.

In the four intervention, the lesson plan was executed in three parts named pre-reading, while reading and post-reading. First, researcher sent a link to a read to students reading. The researcher requested students to look for the words that they did not understand. Second, students read the text again carefully and wrote unknown words in a piece of paper, and looked for the meaning. Third, students completed the sheet of paper with comprehension questions and sent an image to the researcher. Finally, the researcher required students to give their understanding about the text.

In the fifth intervention, the researcher worked with a lesson plan 4 which is divided in three parts named pre-reading, while reading and post-reading. First, the researcher asked students to read and look for the words they did not understand. Second, the researcher brainstormed on the word document with students 'words. In While-reading part which is divided into 4 parts. First, in skimming section the researcher sent a link to the reading in which students read the short text quickly and silently. Next, in scanning part students read the text again carefully and write unknown words in a piece of paper. Then in Teaching Vocabulary part the researcher shared the screen and wrote the unknown words on PowerPoint presentation, and the researcher gave a translation of each word for better understanding. In addition, in Comprehension questions students completed a worksheet given by the teacher with some comprehension questions. Finally, in Post-reading part the researcher asked students to participate telling the answer from the reading.

### **2.4.3 Post-test**

After implementing the exegetical technique, the same parts of the KET were assessed for the post-test to evaluate whether the participants have an improvement in their reading comprehension skills.

## **2.5 Hypothesis**

Null hypothesis (H<sub>0</sub>)

The Exegetical Technique does not influence the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr Misael Acosta Solis

Alternative hypothesis (H<sub>1</sub>)

The Exegetical technique influences the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr Misael Acosta Solis.

## **CHAPTER III**

### **3 RESULTS AND DISCUSSION**

#### **3.1 Analysis and discussion of results**

This chapter includes the results obtained during this research. In Baños de Agua Santa city, ten students from Unidad Educativa “Dr. Misael Acosta Solis” took a pre-test and a post-test of reading comprehension of the Cambridge English: Key (KET). These reading tests contain two texts and thirteen multiple-choice questions with three or four options, in which both tests are over 10 marks. The data collect results before and after the application of the Exegetical Technique to notice the difference between the two tests. Moreover, tables and figures help synthesize and analyze this information. Table 2 demonstrates the pre-test and post-test students’ grades in the first part. While table 3 exposes the classification of these grades. After that, table 5 presents the average and the difference in percentages to show how this treatment could influence the students’ reading comprehension. Finally, verification of the hypothesis is analyzed through SPSS software.

### 3.2 Interpretation of data

#### 3.2.1 Individual representation of students' grades

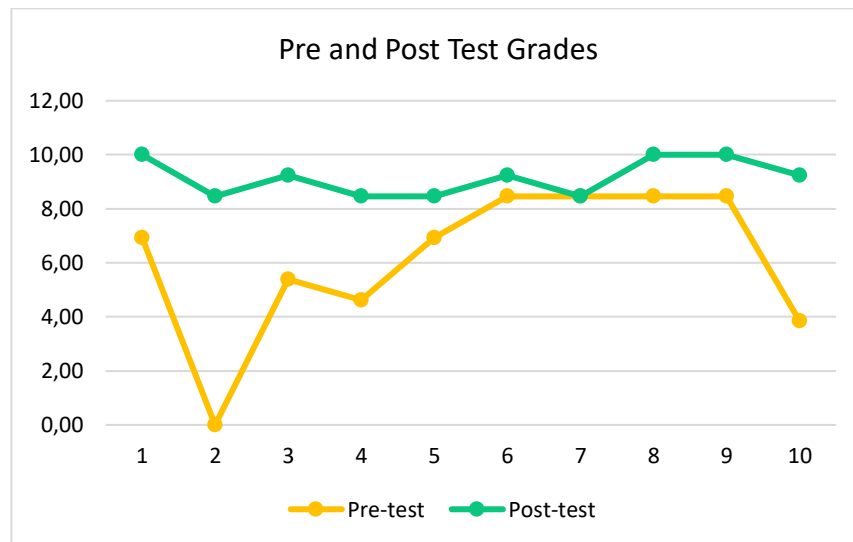
*Table 2. Pre and post test grades over 10*

Students	Pre-test	Post-test
1	6,92	10
2	0,00	8,46
3	5,38	9,23
4	4,61	8,46
5	6,92	8,46
6	8,46	9,23
7	8,46	8,46
8	8,46	10
9	8,46	10
10	3,84	9,23

**Source:** Field research

**Author:** Inca, T. (2022)

**Figure 1. Pre and post test grades**



**Source:** Field research

**Author:** Inca, T. (2022)

#### Analysis and interpretation

Figure 1 shows the individual grades between the reading comprehension pre-test and post-test. The yellow line represents students' grades in the pre-test. Out of 10 students, only one student (2) got 0, which was the lowest grade, and five students (1, 3, 4, 5 & 10) got grades from 3,84 to 6,92 marks. Consequently, four students (6,7,8 & 9) got 8,46 marks, and it was the highest grade in the initial test. Following that, the green line indicates the grades gathered from the post-test after the intervention using the Exegetical Technique. Only one student (7) kept the same grade of 8,46, which was the lowest mark from this test. However, the rest of the students increased their grades from 1,54 to 8,46 marks. Most students improved and got grades from 8,46 to 10. In conclusion, after the Exegetical technique, these ten students could successfully develop their reading comprehension and understand the texts in detail.

### 3.2.2 Global representation of students' grades

**Table 3. Rank**

BAD	0-4
REGULAR	5-6
GOOD	7-8
EXCELLENT	9-10

**Source:** Field Research

**Author:** Inca, T. (2022)

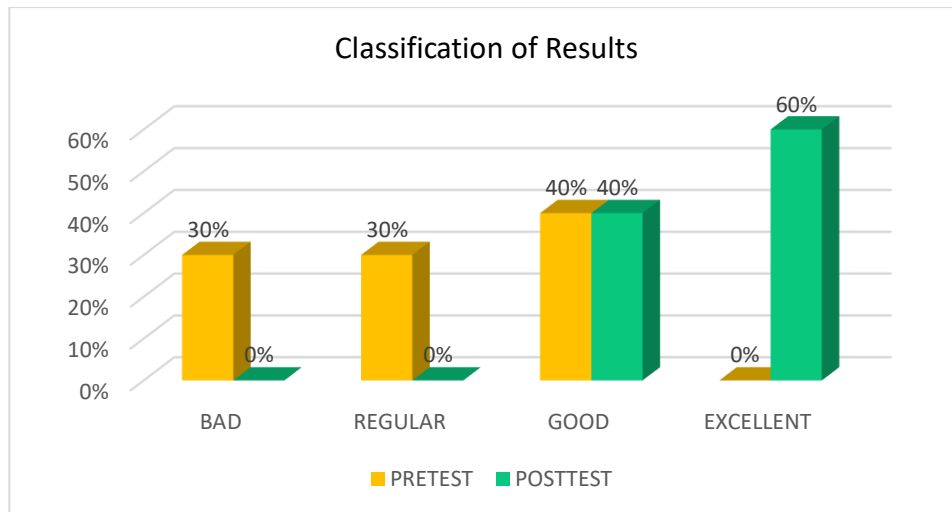
**Table 4. Classification of results**

RESULTS	BAD	REGULAR	GOOD	EXCELLENT	TOTAL
PRETEST	3	3	4	0	10
POSTTEST	0	0	4	6	10

**Source:** Field research

**Author:** Inca, T. (2022)

*Figure 2. Classification of results*



**Source:** Field research

**Author:** Inca, T. (2022)

### **Analysis and interpretation**

Figure 2 provides a better understanding of the data since at the beginning of this experiment the group was divided into four categories according to their scores, such as “Bad” in a range from 0 to 4, “Regular” went from 5 to 6, “Good” with a rank from 7 until 8, and “Excellent” in a range from 9 to 10.

In the Pretest, 3 students who represented 30% belonged to the Bad category, 3 students who represented 30% belonged to the Regular category, and 4 students equivalent to 40% were part of the good category. However, these students did not get an excellent score in the pre-test. Most students in the initial reading test had Bad or Regular performance in understanding a text. So, it was difficult, and they could not get specific information from the text.

After the technique, the post-test was applied, and students’ results changed totally. None of the 10 students belonged to the Bad or Regular categories since they increased their grades. 4 students were equivalent to 40% and were part of the good category. Similarly, 6 students integrated the 60% were part of the Excellent category. Correspondingly, the Exegetical Technique made students enhance their reading comprehension, and it was also evident that students got better grades since they belonged to better categories.

### 3.2.3 Pre and post tests' average

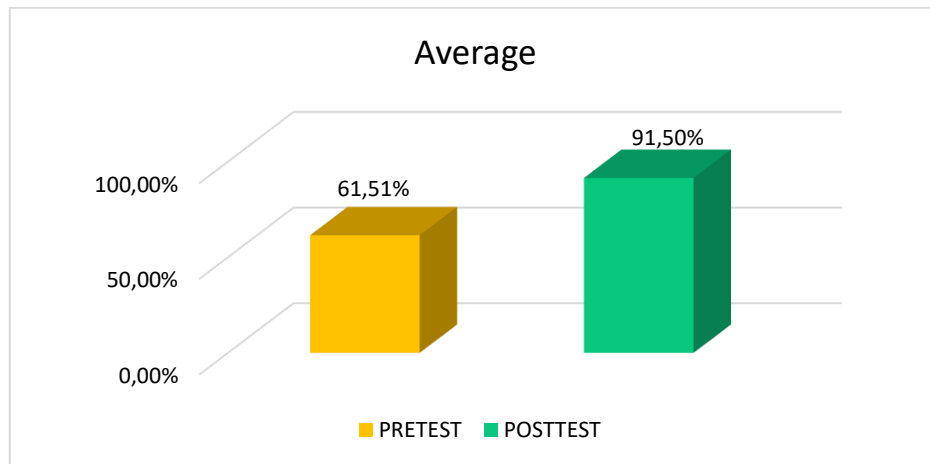
**Table 5. Pre-test and post-test average and difference**

<b>RESULTS</b>	<b>PRETEST</b>	<b>POSTTEST</b>	<b>DIFFERENCE</b>
<b>PERCENTAGE</b>	61,51%	91,5%	29,99%

**Source:** Field research

**Author:** Inca, T. (2022)

**Figure 3. Average scores of pre and post Test**



**Source:** Field research

**Author:** Inca, T. (2022)

#### **Analysis and interpretation**

As can be seen, Figure 3 shows the average of the experimental group who took a pre-test and a post-test. In the reading comprehension pre-test, students' average was 6,15 over 10, which belongs to 61,51%. While in the reading comprehension post-test, students improved this average and obtained 9,15 over 10, which belongs to 91,50%. The remarkable difference between these two tests was 2,99 marks, which belongs to 29,99%. Thus, it is possible to affirm that the implementation of the Exegetical Technique made progress in the students' reading comprehension.

### 3.3 Verification of hypotheses

#### Null hypothesis (H0):

The Exegetical Technique does not influence the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr. Misael Acosta Solis

#### Alternative hypothesis (H1):

The Exegetical Technique influences the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr. Misael Acosta Solis.

#### 3.3.1 Test of Normality

**Table 6. Normality test**

Tests of Normality	Shapiro-Wilk	
	Statistic	df Sig.
PRETEST_POSTTEST_DIFFERENCES	,908	10 ,265

**Source:** Field research

**Author:** Inca, T. (2022)

#### Analysis and interpretation

Table 6 shows the test of normality, which examines a population of 10 students. The Shapiro-Wilk test fits this population and can guarantee if values have a normal distribution. The value of 0,265 corresponds to the third column with the name “Sig” and it is higher than 0,05. Consequently, there is a normal distribution, and it is necessary to apply a parametric test such as the T-Student.

#### 3.3.2 Mean T-student test

**Table 7. Mean comparison**

Paired Samples Statistics			
Mean	N	Std. Deviation	Std. Error Mean



Pair 1 PRETEST	6,1510	10	2,76191	,87339
POSTTEST	9,1530	10	,67421	,21320

**Source:** Field research

**Author:** Inca, T. (2022)

### Analysis and interpretation

In Table 7, the pre-test' mean is 6,1510, but in the post-test, the mean is 9,1530. This group of students improved and increased their average in the post-test. Hence, the initial and final tests show an evident difference in the mean after the treatment.

### 3.3.3 T-Student Test

*Table 8. T-Student test*

Paired Samples Test								
Paired Differences								
95% Confidence								
Interval of the								
Std. Error								
Difference								
Sig. (2-								
tailed)								
Pair	Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	
1 PRETEST -	-	2,52417		-4,80768	-1,19632	-	9	,004
1 POSTTEST	3,00200		,79821			3,761		

**Source:** Field research

**Author:** Inca, T. (2022)

### Analysis and interpretation

As shown in Table 8, the “Sig” value is 0,004 and is lower than 0,05. There is no doubt about the firm decision to reject the null hypothesis “The Exegetical Technique does not influence the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr. Misael Acosta Solis” and accept the alternative hypothesis “The Exegetical Technique influences the improvement of the reading comprehension, in students from 6<sup>th</sup> grade of bachillerato “A” of Unidad Educativa Dr. Misael Acosta Solis”.

Subsequently, this research was successful because the results agreed with the researcher's expectations.

## CHAPTER IV

### 4 CONCLUSION AND RECOMMENDATIONS

#### 4.1 CONCLUSIONS

- After exegetical technique was successfully applied to improve reading comprehension skill of sixth grade level of bachillerato students at Unidad Educativa Dr Misael Acosta Solis, students were benefited improving their reading comprehension skill of reading texts. It means that student were certainty influenced on their development because they are able to understand and comprehend all about the passage, so it could be noticed that the exegetical technique had a strong influence in the students' reading comprehension skills.
- It was noticed that the exegetical technique had a significant effect in the reading comprehension skill. Before the exegetical technique were applied, students demonstrated that they had low grade of reading comprehension skill, then the exegetical technique was applied, so it was demonstrated that the students started to improve their reading comprehension skill.
- Exegetical technique was applied following a structure. It consisted on three steps: first step was pre-reading that is the introduction of the topic, second step was a While-reading which had four parts skimming, scanning, teaching vocabulary and comprehension questions, on this step students recognize words for s better understanding. Finally, third step is Post-reading, on this step students develop their abilities such us reading and speaking.
- At the moment to compare the results of the pre-test and post-test, it was obtained very different results. The pre-test of students demonstrated that they had very low level of reading comprehension. On the other hand, the results of the post-test were totally different because there was a change in the students' grades, that is, the technique had a notable influence on learning. Therefore, the hypothesis could be verified.

## 4.2 RECOMMENDATIONS

- It is suggested to incorporate the exegetical technique in the lesson plans mainly when the teacher wants to present long-texts to do students improve their reading comprehension skills. Furthermore, it could be very important to vary the content and the types of texts to do the class more interactive.
- It is recommended to pay attention in students' difficulties when applying exegetical technique. The lack of learning resources, lack of language practice. It is necessary that the teacher has all the materials that the learners need. Also, the teacher may include interactive activities to do a better class.
- It is highly suggested that the teacher must follow the steps to apply the exegetical technique in the lesson plan in a good way. Thus, the teacher may be comfortable with this technique.
- It is highly recommended to take a pre-test to measure the students' level before applying the technique. Ice breaker activities before applying the pretest and posttest to create a relaxed learning atmosphere in the classroom. By doing it students will feel confident to take the test. It is essential to select adequate questions of a standardized international test to use in the pretest and posttest, considering the national curriculum standards and requirements to avoid making the test unnecessarily difficult.
- It is highly recommended to carry out a preliminary test to measure the level of the students before applying the technique. Continuing, apply the technique following all the steps outlined above. At the end, a post-test must be taken in order to compare the results that occurred within the investigation.

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## 5.2 Annexes


### Annex 1 Pre and Post Test

#### PRE TEST

UNIDAD EDUCATIVA DR MISAEL ACOSTA SOLIS

NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_

1. For each question, choose the correct answer.

<b>A family of dancers</b>	
<p>The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.</p> <p>Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.</p> <p>Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.</p> <p>Last month, Demi was invited to dance in the ballet <i>Swan Lake</i>. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.</p> <p>'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'</p>	

- 1. What is Alice Watson's job now?**
  - a. Dancer
  - b. Teacher
  - c. dress-maker
- 2. Demi had her first ballet lessons**
  - a. at a very young age.
  - b. at the National Ballet Company.
  - c. from her mother.
- 3. Jack helped his wife and daughter by**
  - a. moving to a larger house.
  - b. letting them use the living room for dancing.
  - c. making a place for them to practise in.
- 4. What was the best thing about the *Swan Lake* show for Demi?**
  - a. It was her first show with the company.
  - b. All her family were there.
  - c. She was wearing a new dress.
- 5. Hannah says that Demi**
  - a. will be a star one day.

- b. is her favourite granddaughter.
- c. dances better than Alice did.

2. Read this article about a famous Chinese woman who plays music. Are sentences 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

<p><b>Chinese Music in an English Village</b></p> <p>Yang Jing usually plays her music in big halls in places like New York and Paris. Yang plays an old Chinese musical instrument called a pipa. She has been famous in China since 1986. Now she is 34 years old and the best pipa player in the world. She usually gets \$3000 each time she plays.</p> <p>A businessman called Peter Bloxham saw Yang playing in China when he was on a business trip. Peter comes from Cheswardine, a village in England. After the show, he talked to Yang. He told her that his village needed to repair their old village hall, so Yang agreed to play there. "You can use all the ticket money for your hall," she said. "You needn't pay me anything."</p>	 <p>Last week, Yang arrived in Cheswardine for her show. She said: "I usually stay in big hotels where everything is fast and busy, so it is lovely to stay in a small place where everyone has time to talk to me and be so nice. I don't suppose there are many people in this place who have seen or heard a pipa before. I hope they will like my music."</p>
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- |  |   |
|--|---|
| <p>1. <i>Yang Jing has played in New York</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>2. <i>Yang became famous when she was 34.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>3. <i>Yang often plays with other people.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>4. <i>Peter Bloxham went to China to see Yang play.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> | <p>5. <i>Yang will not earn any money in Cheswardine.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>6. <i>Yang is staying in Cheswardine with Peter and his family.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>7. <i>Yang thinks Peter's village is a friendly place.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> <p>8. <i>Everyone in Cheswardine knows Yang's music.</i></p> <ul style="list-style-type: none"> <li>a. Right</li> <li>b. Wrong</li> <li>c. Doesn't say</li> </ul> |
|--|---|

Source: Cambridge Assessment English

Elaborated by: Inca, T. (2022)



Annex 2 Lesson Plans

**LESSON PLAN FOR EXPERIMENTAL GROUP**

Number of lesson plan	Date	Activity	Materials	Time
Lesson 1	Monday, January 10 <sup>th</sup> , 2021	<p><b>Lesson Topic:</b> Hobbies</p> <p><b>Objective:</b> By the end of the lesson, students will be able to orally talk about hobbies</p> <p><b>Method:</b> Exegetical technique</p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to scan the reading and look for the words they do not understand</li> <li>- The teacher brainstorms on the google platform with students' words</li> </ul> <p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to the reading in which students are going to read the short text quickly and silently.</li> </ul> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again carefully and write unknown words in a piece of paper.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the screen and write the unknown words on PowerPoint presentation</li> <li>- The teacher gives a translation of each word for better understanding.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete the first activity on the liveworksheets platform about yes/no statement and the second activity about answering comprehension questions.</li> </ul>	<p>Computer</p> <p>LiveWork sheet</p> <p>Google platform</p> <p>Zoom</p> <p>Internet connection</p> <p>Google forms platform</p>	<p>5 mins</p> <p>15</p> <p>30 mins</p>

		<ul style="list-style-type: none"><li>- <a href="https://es.liveworksheets.com/gp2799997hh">https://es.liveworksheets.com/gp2799997hh</a></li><li>- The teacher will discuss the answers with the class.</li></ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"><li>- The teacher will ask students to participate mentioning the hobbies they remember from the reading.</li></ul>		5 mins
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**Elaborated by:** Inca, T. (2022)

Number of lesson plan	Date	Activity	Materials	Time
Lesson	Monday, January 17 <sup>h</sup> , 2021	<p><b>Lesson Topic: Horror stories</b></p> <p><b>Objective:</b> By the end of the lesson, students will be able to give their opinion about the horror stories</p> <p><b>Method:</b> Exegetical technique</p> <p><b>Pre-reading</b></p> <p><b><u><a href="https://issuu.com/rfcarril/docs/spooky_20halloween">https://issuu.com/rfcarril/docs/spooky_20halloween</a></u></b></p> <ul style="list-style-type: none"> <li>- The teacher show an online magazine to students using issu.</li> <li>- The teacher tells students to choose one story from the 3 first stories.</li> </ul> <p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to the reading magazine in which students are going to read the short text quickly and silently.</li> <li>- The teacher requests students to look for the words that they do not understand.</li> </ul> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again carefully and write unknown words in a piece of paper.</li> <li>- Teacher request students to make a chart to write the unknown words in an online word</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the screen and request students to search on internet the meaning of the unknown words and write it on the link.</li> <li>- The teacher review the words with students for better understanding.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete a google forms according to the stories.</li> </ul>	<p>Computer</p> <p>Google Forms</p> <p>Zoom</p> <p>Internet connection</p>	<p>5 mins</p> <p>15</p> <p>15 mins</p> <p>15 mins</p>

		<p><a href="https://forms.gle/hBDH9WacgBggq9MA8"><u>https://forms.gle/hBDH9WacgBggq9MA8</u></a></p> <p><b>Post-reading</b></p> <ul style="list-style-type: none"><li>- The teacher will ask students to participate mentioning what was the reason that they select each story</li></ul>		
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**Elaborated by:** Inca, T. (2022)

Number of lesson plan	Date	Activity	Materials	Time
Lesson 3	Wednesday, January 19 <sup>h</sup> , 2021	<p><b>Lesson Topic:</b> Martin Luther King, Jr.'s famous "I Have a Dream" speech</p> <p><b>Objective:</b> By the end of the lesson, students will be able to evaluate and discuss allusion in Martin Luther King, Jr.'s famous "I Have a Dream" speech.</p> <p><b>Method:</b> Exegetical technique</p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher will send the link to the reading <a href="https://www.education.com/download/worksheet/174609/i-have-a-dream-and-my-country-tis-of-thee.pdf">https://www.education.com/download/worksheet/174609/i-have-a-dream-and-my-country-tis-of-thee.pdf</a></li> </ul> <p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher will request students to look for the words that they do not understand.</li> </ul> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again carefully and write unknown words in a piece of paper, and look for the meaning.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete the sheet of paper and send and image to the teacher</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher will review the answers with the students.</li> </ul>	<p>Computer</p> <p>Google Forms</p> <p>Zoom</p> <p>Internet connection</p>	<p>5 mins</p> <p>5</p> <p>5</p> <p>15 mins</p> <p>10 mins</p>

Elaborated by: Inca, T. (2022)

Number of lesson plan	Date	Activity	Materials	Time
Lesson 4	Monday, January 24 <sup>th</sup> ,2021	<p><b>Lesson Topic:</b></p> <p><b>Objective:</b> By the end of the lesson, students will be able to read and analyze a paragraph</p> <p><b>Method:</b> Exegetical technique</p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to reading and look for the words they do not understand</li> <li>- The teacher brainstorms on the word document with students ‘words</li> </ul> <p><b>While-reading</b></p> <p><b>Skimming</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to the reading in which students are going to read the short text quickly and silently.</li> </ul> <p><b>Scanning</b></p> <ul style="list-style-type: none"> <li>- Students will read the text again carefully and write unknown words in a piece of paper.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the screen and write the unknown words on PowerPoint presentation</li> <li>- The teacher gives a translation of each word for better understanding.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete a worksheet given by the teacher</li> </ul> <p><a href="https://www.education.com/download/worksheet/69103/find-main-idea-shark.pdf">https://www.education.com/download/worksheet/69103/find-main-idea-shark.pdf</a></p> <p><b>Post-reading</b></p>	<p>Computer</p> <p>Zoom</p> <p>Internet connection</p>	<p>5 mins</p> <p>10 mins</p> <p>10 mins</p> <p>15 mins</p>

		- The teacher will ask students to participate telling the answer from the reading.		5 mins
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**Elaborated by:** Inca, T. (2022)

Number of lesson plan	Date	Activity	Materials	Time
Lesson 5	Wednesday, January 26 <sup>th</sup> , 2021	<p><b>Lesson Topic:</b> Best friends</p> <p><b>Objective:</b> By the end of the lesson, students will be able to orally talk about their life.</p> <p><b>Method:</b> Exegetical technique</p> <p><b>Pre-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher asks the students to read the text.</li> </ul> <p><b>While-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher sends a link to the reading in which students are going to read the short text quickly and silently. <a href="https://es.liveworksheets.com/my427509zd">https://es.liveworksheets.com/my427509zd</a></li> <li>- Students will read the text again carefully and write unknown words in a piece of paper.</li> </ul> <p><b>Teaching Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The teacher shares the screen and write the unknown words on PowerPoint presentation</li> <li>- The teacher gives a translation of each word for better understanding.</li> </ul> <p><b>Comprehension questions</b></p> <ul style="list-style-type: none"> <li>- Students are going to complete the first activity on the liveworksheets platform about true/false statement and the second activity about answering comprehension questions. <a href="https://es.liveworksheets.com/my427509zd">https://es.liveworksheets.com/my427509zd</a></li> </ul>	<p>Computer</p> <p>LiveWorksheet</p> <p>Zoom</p> <p>Internet connection</p> <p>Google forms platform</p>	<p>15 mins</p> <p>20 mins</p>

		<ul style="list-style-type: none"> <li>- The teacher will discuss the answers with the class.</li> </ul> <p><b>Post-reading</b></p> <ul style="list-style-type: none"> <li>- The teacher will ask students to participate answering the questions in oral manner</li> <li>- The teacher requires students to tell a resume with their prior life.</li> </ul>		<p>5 mins\</p> <p>15 mins</p>
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**Elaborated by:** Inca, T. (2022)



Annex 3 Worksheets

**WORKSHEET 1**  
**HOBBIES**

Name: .....  
Date: .....  
Age: .....

**1. Read the texts and do the exercises**

Susan is 10 years old. She lives in Bristol, England. She likes sports, at school she plays in physical education and in the recess. She likes playing football with her friends. After school, she likes doing karate in the gym or rollerblading with her brother. She doesn't like staying in, she doesn't like making models or playing computer games.

Henry is 11 years old. He lives in Manchester, England. He doesn't like sports at the school. He doesn't play football in the recess, he prefers reading. He likes making models and listening to music. He also likes reading comics in the afternoon. He doesn't like playing computer games or playing basketball.

John is 9 years old. He lives in Boston, England. John likes going to school and studying, he loves reading books and comics, but he also likes playing basketball with his best friend. When he is at home, he likes playing computer games and listening to music. But he doesn't like making models or drawing.

**Understanding Details**

**2. Write Yes to the hobbies they like, or No to the ones they don't like.**

	Playing basketball	Doing karate	Listening to music	Rollerblading	Reading Comics	Making models	Playing computer games	Drawing
Susan		_____		_____		_____	_____	
Henry	_____		_____		_____	_____	_____	
John	_____		_____		_____	_____	_____	_____

**3. Answer the questions**

Where does Susan do karate?

.....

What does Susan like doing in the recess?

.....

How old is Henry?

.....

When does Henry like reading?

.....

Where does John live?

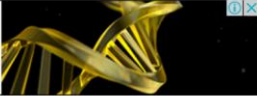
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**STORY OF A WINTER NIGHT**  
 It was a cold winter night. My brother and I were watching a horror movie on the couch, each with our own blanket when suddenly I heard a noise in the kitchen. I did not care.  
 Some time later I heard it again, and my brother too. Although scared, we got up and went to the kitchen to see what it was.  
 On the way, we heard a noise, just the same as before, and we stopped suddenly, but in a moment, we were already walking there. When we got to the door, we decided to stick our heads out of the door at the court of three, and so it was. We couldn't believe what was inside.

**THE RIVER BOY**  
 Many years ago, on a foggy winter day, Martin's parents sent him to fetch flour from a mill far from the house. When he wanted to return, it was already dark. On his way home, he saw some lights that were moving without an explanation. He crouched in fear and realized that those lights were getting closer and slower. So, he decided to start running but, suddenly, someone threw him into the river and his body was never found.  
 Legend has it that a child died in that river and nowadays he grabs people who pass by so that he can go out.

2-3 / 45

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**See More**  


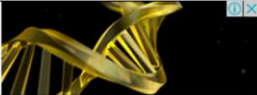
21:26  
13/2/2022

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**THE MUTANT PUMPKINS**  
 -Oh! Look at that, grandfather! This autumn we have a lot of pumpkins, but they were nicer in previous years... - said Abby.  
 -Really? I thought that you had called me for another reason. This was stupid. Leave it and go to bed, right now! - said Frank.  
 And she went to her bed quickly. She lived with her grandfather in a little village. Abby was having a really nice dream when, suddenly, she heard a lot of people shouting. She went outside slowly. She couldn't believe her eyes: the pumpkins were attacking everybody in the village. She saw her grandfather dead, and closed her eyes. Eventually, they were fine but the pumpkins had disappeared.

It was Friday afternoon and my friends and I were about to get ready for the party that evening. It was a special day as we celebrated my best friend's birthday. The party was a lot of fun, but at times cries for help were heard.  
 Suddenly, we realized that Sara, my friend's girlfriend, was nowhere in the house and we ran to the garden to see if she was there. We found a shoe of hers by the door but she was nowhere to be found.  
 We went to the pool and we realized that Sara was trapped inside the pool, which was covered with a tarp because it was winter. Sara came out and asked us what had happened.

4-5 / 45

SHARE + SAVE LIKE 0 DOWNLOAD

**See More**  


21:27  
13/2/2022

Source: Issu(online magazine)

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# Comprehension Questions

Answer according to your story

---

tatiinca1106@gmail.com [Cambiar cuenta](#)

\*Obligatorio

---

Correo electrónico \*

Tu dirección de correo electrónico

---

What is the name of the story

- Story of a winter night
  - The river boy
  - The mutant pumpkins
- 

What is this story about

Tu respuesta

---

Where was the noise?(Story of a winter night)

Tu respuesta

---

What was the decision of Martin?(Story of The river boy)

Tu respuesta

---

What did Frank set?(Story of The mutants pumpkins)

Tu respuesta

---

**Elaborated by:** Inca, T. (2022)

Name \_\_\_\_\_

Date \_\_\_\_\_

## MARTIN LUTHER KING, JR.

### "I HAVE A DREAM" SPEECH AND "MY COUNTRY 'TIS OF THEE" SONG

Directions: Read the passage below, then complete the graphic organizer on the following page with information about Martin Luther King, Jr.

"My Country 'Tis of Thee" is an American patriotic song. It was the unofficial national anthem of the United States until "The Star-Spangled Banner" became the national anthem in 1931. The song talks a lot about the freedom the United States gained after the Revolutionary War. It also talks about how that freedom makes the country a "sweet land of liberty."



Martin Luther King, Jr. refers to the song in his famous

"I Have a Dream" speech. He gave that speech during a freedom march in Washington, D.C.

The march was about African Americans asking for the same freedoms that white Americans enjoyed in the United States. Martin Luther King, Jr. uses the word "Negro" to describe African Americans. The word describes people from Africa.

#### "I HAVE A DREAM"

An excerpt from Martin Luther King, Jr.'s speech at the March for Jobs and Freedom in 1963.

“ With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning, 'My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring.'

And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California. But not only that; let freedom ring from the Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi. From every mountainside, let freedom ring.

And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, 'Free at last! Free at last! Thank God Almighty, we are free at last!' ”

Elaborated by: Inca, T. (2022)

Name \_\_\_\_\_ Date \_\_\_\_\_

**MARTIN LUTHER KING, JR.**

## **"I HAVE A DREAM" SPEECH AND "MY COUNTRY 'TIS OF THEE" SONG**

Directions: Use the text and the speech to help you make inferences and answer these questions. Quote or refer to the texts in your answers.

1. What states does Martin Luther King, Jr. mention in the speech?
2. Why is it important that the author mentions different states around the United States?
3. What are some of the things Martin Luther King, Jr. asks listeners to do together in his speech?
4. According to the author, what must be true for America to be a great nation?
5. Why does the author repeat the phrase "let freedom ring" multiple times?

**FURTHER RESEARCH:** Martin Luther King Jr. mentions spirituals in the last paragraph of the speech. What do you know about them? Do some research online to find out why they are important in African-American history.

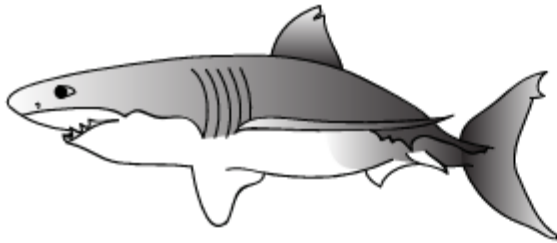
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## Find the Main Idea

---

Find the main idea in the paragraph below. Write the main idea in your own words in the space provided. Then, write a concluding sentence for this paragraph.

---



You probably know sharks have very sharp teeth, but did you know they never run out of them? If a shark loses a tooth, another moves forward from within the

shark's jaw, where it keeps a nearly unlimited supply of replacement teeth. This way, it's almost impossible for a shark to end up without a full set of teeth. This is a phenomenon unique to the shark. No other animal in the world has teeth quite like the shark's. A shark can go through as many as 20,000 teeth in its lifetime!

**Main idea:**

---

---

**Concluding sentence:**

---

---

# Best Friends

Hi, I'm Julie and my best friend is Hanna, we are always together. We are 13 years old and we are in the same class. Hanna lives in the same street as me and we like to walk together. When we have a break in school, we often play games and sometimes we have lunch. We always go home together and talk about our hobbies. When I am doing my homework and I don't understand a question, I often call Hanna for help and we do it together. When we finish our homework we always talk. We never go to sleep without talking.



At the weekends, we usually go to the shopping-mall, Hanna always wants to go shopping but I sometimes want to go to the cinema. We plan our day together and we never quarrel. On Saturdays, we watch films, we usually eat pizza and rarely eat popcorn.

We like to wear beautiful clothes, jeans and T-shirts, pretty dresses or skirts. When I want to wear jeans, I often ask Hanna to give me her T-shirt because she has got really cool clothes. And I sometimes give her my dresses.

Hanna has an interesting hobby. She likes to take photos. She has got many beautiful pictures and she collects them on her computer.

I have a hobby too. I write poems and I think my poems are good. I read them to my parents and friends and they love my poems.

## Say True or False:

1. Hanna and Julie are cousins
2. They are 13 years old
3. Hanna lives in the same street
4. They go to different schools
5. On Mondays, they usually go to the mall
6. They often quarrel
7. Hanna doesn't give her clothes to Julie
8. They have interesting hobbies.
9. Julie's hobby is to take photos.

## Write always, usually, often, sometimes, rarely, never.

1. We are  together.
2. When we have break in school, we  have lunch.
3. We  go to sleep without talking.
4. We  quarrel.
5. I  take Hanna's T-shirts.
6. I  give her my dresses.
7. We  eat popcorn on Saturdays.
8. At the weekends, we  go to the shopping-mall.

## 5.2.1 Annex 4: Urkund report





### Document Information

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<b>Analyzed document</b>	Inca Tatiana Urkund.docx (D127804315)
<b>Submitted</b>	2022-02-14T03:35:00.0000000
<b>Submitted by</b>	
<b>Submitter email</b>	tinca3012@uta.edu.ec
<b>Similarity</b>	7%
<b>Analysis address</b>	dm.cumbe.uta@analysis.orkund.com

### Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TECNICA DE AMBATO / THESIS_MORALES JESSICA_URKUND.pdf</b> Document THESIS_MORALES JESSICA_URKUND.pdf (D127133258) Submitted by: xcalero@uta.edu.ec Receiver: xcalero.uta@analysis.orkund.com	 <b>5</b>
<b>W</b>	URL: <a href="https://www.cribfb.com/journal/index.php/aijssr/article/download/485/671/">https://www.cribfb.com/journal/index.php/aijssr/article/download/485/671/</a> Fetched: 2020-08-07T02:48:44.9400000	 <b>1</b>

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