

ENCOURAGING THE DEVELOPMENT OF FOREIGN
LANGUAGE READING STRATEGIES AS CLASSROOM
ACTIVITY ¹

Veronica Gonzalez
and
Ronald Mackay

1. BACKGROUND

In Mexico, there is a growing number of students who have an immediate and specific need to acquire a reading knowledge of a foreign language. To comply with this need, reading must be seen not only as a supplementary part of the instruction but as its principal objective.

Such a situation is that experienced in some Mexican Institutions, in particular, the U.N.A.M. and U.A.M.-Azcapotzalco. In both universities, data has been collected from students and professors in order to help the language teaching centres to define their requirements as clearly and as objectively as possible.

The results of the information-gathering surveys administered in both institutions are very similar and coincide on the following points:

1. English is the most important foreign language for academic study in these institutions.
2. Reading for information in the foreign language is the main skill sought (as opposed to listening, speaking or writing).

For these reasons, in both UNAM and UAM, courses whose principal aim is to teach students to read and understand, are being developed.

¹This paper was presented at the 3rd Annual MexTESOL Convention, Guadalajara, Jalisco, Mexico, October 1976.

It is not within the scope of this paper to discuss to what extent the reading skill dissociated from the concurrent use of other skills can be taught. We would like to point out however, that our current methods depend upon simultaneous instruction in the oral/aural skills in the beginning stages, and at the intermediate level, depend upon a previous acquaintance with the language acquired, for example, in secondary or preparatory school.

B. LACK OF READING METHODOLOGY FOR EFL CLASSES

Recent concern with defining purposes for the teaching of a foreign language has highlighted the importance of reading comprehension as the principal goal in English as a foreign language during academic study in Mexican universities.

At the same time, light has been shed on the fact that few practical methodologies exist for handling a situation where reading is the principal aim of the foreign language class.

Techniques such as students reading aloud round the class or the teacher reading aloud while the students sit with their books closed clearly do not provide the student with much, if any, actual reading practice. And presumably practice in reading a text as well as instruction in language knowledge and comprehension strategies must surely be an important part of reading instruction. (We are certainly not suggesting that it is only through reading that a student becomes a reader but we are stressing that any methodology which actively prevents reading on the part of the student is inevitably doomed to failure).

The technique known as explication de texte in which the teacher explains, in a sequential manner, grammatical and lexical difficulties which he/she imagines the student to encounter in the text, has been discussed as being inadequate on a number of grounds (Mackay and Mountford, 1976a). Pedagogically it is unsound since it is teacher-oriented rather than learner-oriented. Moreover, it is haphazard, arbitrary and unsystematic in the selection of points to be taught. Linguistically it is lacking in that the points selected for explanation are restricted to sentence-bound syntactic and lexical features, but do not extend to those features which make a text a coherent and cohesive whole.

From the psychological viewpoint it is lacking since it is based on the demonstrably inadequate beliefs (Goodman 1967, Smith 1971, 1972) that reading is a precise word-by-word, sentence-by-sentence procedure and that inadequate reading represents inadequate attention to the sequentially-ordered linguistic features on the page.

The lack of adequate procedures for the teaching of reading is inevitably reflected in the confusion, uncertainty and lack of confidence with which teachers face the teaching of reading and their unwillingness to give up any "methodology" which provides them with a classroom role whether or not the role is a pedagogically productive one from the learner's point of view.

3. FACTORS AFFECTING THE TEACHING OF READING IN MEXICAN UNIVERSITIES

Since we are concerned, in this paper, with the teaching of reading in Mexico, it is necessary that we indicate briefly some of the precise characteristics of this situation.

Firstly, students are likely to lack effective reading strategies in their mother tongue. Secondly, it is unrealistic to believe that students will do the required reading for the English class at home, leaving the teacher free to use class time to check comprehension, cover ill-mastered points of syntax, expand vocabulary etc. For both these reasons, actual reading must be carried out in class. Under the direction of the teacher, obstacles to effective reading habits can be eliminated (vocalization, word-by-word deciphering etc.) and much frustration can be avoided by knowing exactly what all of the students have or have not read at a given time.

4. RECENT PSYCHOLINGUISTIC THINKING ON READING

Foreign language researchers have had, traditionally, very little to say about principles underlying the mastery of proficient reading skills. Hence, in order to understand the processes involved in reading, the teacher/researcher naturally enough turns to the work of colleagues concerned with reading in the mother-tongue.

The most influential paper produced in the field of reading in the mother tongue is that by Goodman (1967): READING: A PSYCHOLINGUISTIC GUESSING GAME. His thesis is that, "Efficient reading does not result from precise perception and identification of all elements, but from skill in selecting the fewest, most productive cues necessary to produce guesses which are right the first time. The ability to anticipate that which has not been seen, of course is vital in reading..."

Goodman expands this into a model of reading English which describes what the proficient native-language reader does when engaged in reading. It is here that our word of warning must come in. Having been carried along thus far by L₁ thinking and research, the L₂ teacher may be in danger of forgetting that his students are NOT native speakers nor is their language mastery that of a proficient native speaker of the kind Goodman has in mind when discussing his model.

This point might best be illustrated by employing a distinction between two sources of information used in reading, visual information and non-visual information (Smith 1973). Visual information is derived from the printed page. It is this kind of information in its totality to which according to Goodman precise and strict attention may not be paid by the reader. The print may be sampled in order to confirm predictions made about its content, based partly on the visual information already processed and the non-visual information which the reader takes to the act of reading.

Non-visual information includes language knowledge, that is the rules of the language system and how the system is employed in order to communicate information in the written mode, and prior knowledge of the subject matter with which the text deals.

Clearly, the visual information in itself is useless unless the reader also brings non-visual information. Moreover, it is equally clear that of the non-visual information, language knowledge is hierarchically more important than knowledge of the propositional content of the text. For example if we, as applied linguists, know no Chinese and are presented with a text dealing with applied linguistics in Chinese, we will be able to understand precisely nothing. On the other hand if we are familiar with the Chinese writing system and have mastered a certain amount of the grammar and vocabulary of that language, we will

be able to understand at least some of a text on any subject, even a subject we have until then been ignorant of, by employing the visual information and the language knowledge constituent of the non-visual information.

We may appear to be labouring an obvious point but we consider it to be an extremely important one, given that it is a point which is treated summarily by some of the L1 reading specialists already referred to. (In particular by Frank Smith, 1973).

It may well be assumed that the native-speaker already possesses the language knowledge which permits him to learn to distinguish between more and less productive cues and thereby to formulate guesses as to what the text is about. However, our non-native readers do not possess this language knowledge and as a result, the teaching of reading to these students can not be separated from the teaching of the language itself.

Thus, our task as EFL teachers is a two-fold one. First of all we are teaching language. Secondly, we are teaching the students reading tactics which make use of that language knowledge in order to develop reading as an effective tool for learning.

The types of cues which a student will be capable of using will change as his familiarity with and knowledge of the language increase. Initially there will be great reliance upon the processing of letters and syllables. From a word-by-word decoding approach the student will progress to processing larger units of language, relying less and less on the smaller units and more on features of textual cohesion and discourse. But unless the language foundation at the lower levels is sound, there can be no development towards the steps employed by a mature native-speaking reader because the language essential for their functioning does not exist.

Another complementary view worth mentioning is that given by Thomas, Augstein and Farnes (1975) who have clarified the fact that the reading purpose can affect the way in which a passage is read, for example, you might read a passage in order to select the important events in the life of the main character. Or you could read the same passage in order to find out about the kinds of people discussed, or in order to fulfill some other specific purpose. We seldom approach a book or a text without having some idea of what our purpose in reading it is.

This has very clear implications for teaching reading. We would provide the student with a purpose before he begins to read the text. We would then be in a better position to decide whether or not he has used his reading skill effectively in order to achieve the specific goal. But more important, we would be encouraging the students to engage in purposeful reading during which they could focus upon a particular goal instead of encouraging, as we generally do, purposeless reading or all-purpose reading by keeping the student ignorant of the reason for reading, until he has read the text and reaches the comprehension questions.

3. APPLICATIONS OF THE PSYCHOLINGUISTIC VIEWPOINT

What, then, can we learn from the psycholinguist's account of what is involved in reading which can be applied in our EFL classroom? Re-interpreting the psycholinguist's findings in terms which are operational for the teacher, we can say that reading in a second language requires:

- a. Knowledge of the target language.
- b. Tactics which employ the most significant clues from the target language in the most economic way in order to extract meaning from the text.

We can also say that reading can be facilitated by the reader's being able to make use of his knowledge of the subject of the text. This point has clear implications for text-selection and have been discussed in Mackay and Mountford (1976b) and in the introduction to the Focus Series of textbooks (O.U.P.).

Working backwards, as it were, we can say that the tactics which readers use to extract meaning from text (B) can help us to determine what areas of the target language (A) should be revised, expanded upon and taught in a remedial or intermediate course. The tactics seem to depend upon an adequate vocabulary; the way in which words function in sentences; the ability to make predictions as to what is likely to occur in the text and the ability to make use of redundancy in order to avoid having to pay strict attention to all of the text all of the time.

If we translate these into language type exercises, we come up with the following classifications:

1. LANGUAGE KNOWLEDGE

1.1. VOCABULARY ATTACK STRATEGIES, since it is a lack of vocabulary which is known to contribute greatly to reading comprehension difficulty. These can be subdivided into:

1.1.1. MORPHOLOGICAL IDENTIFICATION - to provide students with sound, word attack skills.

- a. Prefixes
- b. Suffixes

1.1.2. LEXICAL RELATIONSHIPS - to prepare the student to encounter and identify the lexical features holding the text together.

- a. Lexical range
- b. Paraphrasing
- c. Word association
- d. Collocations
- e. Semantic equivalents: words in context
- f. Hyponomy

1.1.3. DICTIONARY USE - to provide the student with a tool to use when contextual clues are inadequate to provide the bases for an informed guess at an unknown vocabulary item.

1.2. HOW WORDS FUNCTION IN A SENTENCE (SYNTAX)

1.2.1. WORD ORDER

- a. Assigning categories
- b. Contextualized word classes

1.2.2. SYNTACTIC COHESION

- a. Logical connectors
- b. Contextual reference

2. SEMANTIC AND SYNTACTIC PREDICTIONS

These exercises provide the student with practice in using syntactic, lexical and semantic clues in order to complete the

meaning of a text and help to develop the kind of tactic which a proficient native-speaker employs in forming predictions about what he is reading.

3. THE USE OF REDUNDANCY

Exercises are created to make students aware of the duplication of the language features and their relationships within a text, in order to reduce uncertainty about the meaning.

4. PURPOSEFUL READING

To encourage selective reading--that is gathering information pertinent to a pre-selected goal, rather than all-purpose or purposeless reading.

SAMPLE EXERCISES

a. PREFIXES (negative prefixes).

IN

If insecure means "not secure" and insane means "not sane", you would infer that "in" means "_____".¹

Complete the following sentences according to the meaning of the information given in the text.

Supportive treatment is _____
to cure acute cases of equine encephalitis. sufficient / insufficient²

Write in the parentheses F if the statement is false or T if it is true.

The technician misunderstood the instructions.

¹Kierstead Marvin L., "Stretching Vocabulary through Helpful Exercises." Tesol Convention, Denver, Colo. 1974.

²Research and Development Unit. "Report No.2, A project in English for Specific Purposes." U.N.A.M., Mexico, 1976.

The experiment was successful. ()
 The measures are unsatisfactory. The pro- ()
 ject will not start. ()³

b. SUFFIXES

Choose from the words below the most appropriate one to complete the following sentences.

The Wright brothers _____ their skill at the _____ given in France. The _____ were well prepared skillful pilots.

demonstrator - demonstration - demonstrated⁴

All these exercises are given to familiarize students with affixes and to show how words change by using these morphological features, not only with completion exercises, but by referring them to their text.

While reading, students who have learned to distinguish these features, can use them as semantic or syntactic clues to obtain the meaning of unfamiliar words.

1.1.2. Contextual Clues and Lexical Relationships

The teaching of vocabulary cannot be confined to simply giving a specific meaning to a word, but in understanding how the words relate to other within a sentence or a paragraph.

SAMPLE EXERCISES:

a. LEXICAL RANGE

Which sentence illustrates the same use of

³Material Developed at U.A.M. - Azcapotzalco, 1976.

⁴Material Developed at U.A.M. - Azcapotzalco, 1976.

the underlined word as that given in the text?
The Telstar I and II were practical discoveries
and working means of communication.

- He means to fire him.
- There are various means to attack the problem.
- "Artificial" means not natural.⁵

Fill in the blanks with the correct form of the word similar to the word given below the line, according to the text.

"Hang a stone from a balance by means of a thread. Lower it into a vessel containing water."

A stone is _____ from a balance by
means of a thread.
fastened

It is _____ into a vessel containing
water.
put down⁶

b. PARAPHRASING

Complete the sentences with the correct word according to the text.

Soil is a residue which results from the weathering of rocks and the decomposition of plant and animal materials. The materials other than organic matter are derived under natural conditions from rocks of various kinds.

Instead of saying that soil is made up of rock particles he says that soil is _____ of rock particles.

Instead of saying that soil is something that

⁵ & ⁶Materials Developed at U.A.M. - Azcapotzalco, 1976.

is left behind or remains over he says soil
is a _____⁷

c. WORD ASSOCIATION

Escriba una (S) si las siguientes palabras son similares entre sí, una (O) si son opuestas, o (NR) si no tiene relación alguna.

- | | | | |
|------------------|---|------------|------------------|
| a. several | - | few | { } |
| b. device | - | resource | { } |
| c. contradictory | - | compatible | { } ⁸ |

d. COLLOCATIONS

For each adjective choose the 2 or 3 (not more) nouns from this list that you think would collocate (go together with) most usefully. Write these out, e.g. a narrow bridge. Check your answers with those given, and discuss any other that you have with your teacher. Be careful with articles.

- | | |
|----------------|---|
| adjectives: | intense, political, various. |
| nouns: | reasons, a letter, feelings, ways, ideas, an envelope, heat, a tube. |
| answers given: | intense feelings, intense heat, a sealed envelope, a sealed letter, a sealed tube, various reasons, various ways, various ideas. ⁹ |

Instructions:

Match words from Column A with the nouns from Column B. Sometimes the words from Column A will fit with more than one noun. Write out

⁷Mackay Ronald. SYMPOSIUM ON ENGLISH AS A FOREIGN LANGUAGE Reading Comprehension at the University Level, Israel, 1973.

⁸Material Developed at U.A.M. - Azcapotzalco, 1976.

⁹Based on Banard Helen, Advanced English Vocabulary, Newbury House Publishers, Massachusetts, 1972.

your answers. When you have finished, look at your neighbour's choices and then discuss the exercise with the class.

A	B
extra	1. afunction.
even	2. (a).....distribution.
normal	3.expenses. ¹⁰

Answers given: a normal function, an extra function, normal expenses, extra expenses, (an) even distribution, (a) normal distribution.

e. SEMANTIC EQUIVALENTS

Circle the letter in front of the most precise meaning of the underlined words or phrase as used in the text.

1. is an important issue (4)*
 - a. faster
 - b. unit
 - c. example

2. into further spaces (6)*
 - a. a distance
 - b. additional
 - c. longer

*These numbers represent the sentence in the text.

Special attention is put in referring the students back and forth to the reading selection to find contextualized meanings.¹¹

f. HYPONOMY

Read the following paragraph and underline

¹⁰Mackay Ronald, "The Planning and Teaching of English for Specific Purposes," given at the Instituto Britannia, 1976.

¹¹Material Developed at U.A.M. - Azcapotzalco, 1976.

the words which indicate relation to the circled one.

"A liquid presses on the sides and on the bottom of the container in which it rests. It exerts a force both sideways and downwards. The sides of a cardboard carton of milk will often curve outwards, and this is caused by the sideways force exerted by the milk. Wooden barrels and water tanks are usually strengthened with metal bands: they are reinforced to resist the sideways force exerted by the liquid in these containers. ¹²

1.1.3. Dictionary Use

The main problem students encounter when using a dictionary is that of selecting the appropriate meaning of the unfamiliar words. The following exercises are suggested to practice this:

SAMPLE EXERCISES:

The word "head" can be a noun or a verb. Which is it in these sentences?

1. "Heads" of companies are usually very busy.

2. The soccer player was hit on the head by the ball.

3. Dr. Cole heads the cancer research team.

¹³

Decide the part of speech for the word given as it is used in the sentence. Then decide on the correct meaning of the word. (Definitions are adapted from Webster's Third International Dictionary).

¹²Material Developed at U.A.M. - Azcapotzalco 1976.

¹³Paulston Christina B & Bruder Mary N. Teaching English as a Second Language, Techniques and Procedures. Winthrop Publishers, Inc., Massachusetts, 1976.

paper

- noun - (1) a sheet of vegetable fibers
6/1000 inch or thinner
- (2) document - usually used in the plural
- (3) newspaper
- verb - (1) to affix paper to something
such as a wall
- adjective - (1) made completely or almost completely of paper
- (2) authorized or planned but not carried out

Sentences:

1. It was only a paper war.

Part of Speech: _____ Meaning:

2. The official government paper concerning recent economic agreements will be published next month.

Part of Speech: _____ Meaning:

14

1.2 HOW WORDS FUNCTION IN A SENTENCE

For the purposes of providing students with practice in knowing how words function in a sentence, the following exercises are suggested in the areas of (i) word order and (ii) syntactic cohesion.

¹⁴Paulston Christina B. & Bruder Mary N. Teaching English as a Second Language, Techniques and Procedures. Withrop Publishers, Inc., Massachusetts, 1976.

1.2.1. Word OrderSAMPLE EXERCISES:

Write complete and correct sentences with the following elements. Manufacturers; purchasers; other members of the community; the expense; gain.

- i. Manufacturers.....(and, at, of).
- ii. Purchasers.....(and, at, of).
- iii. *Advantages.....(at, of, by).

*indicates that syntactic changes may be necessary.¹⁵

Write complete sentences (statements of cause and effect) with the following elements.

- i. causes:
refusal to eat hard grain
periodontal disease
- ii. may lead to:
a dental fistula
loss of condition
reduced rate of mastication¹⁶

Write complete questions with the following elements.

- 1. Pollution / reduces / oxygen
-

¹⁵Mackay, Ronald. SYMPOSIUM ON ENGLISH AS A FOREIGN LANGUAGE; Reading Comprehension at the University Level, Israel 1973.

¹⁶Research and Development Unit, Report No.2 "A Project in English for Specific Purposes." U.N.A.M., Mexico, 1976.

2. Animals / eat organic / compounds

17

a. ASSIGNING CATEGORIES

Fill in the blanks with the appropriate word to make a correct sentence.

Pollution can be either premeditated or occur by change.

Environmental _____ has become a major concern of the industrialized countries.

It frequently happens that the _____ does not pay for the _____ he causes.

Industrial waste is allowed to _____ rivers and lakes.¹⁷

pollute
polluter
pollution

b. CONTEXTUALIZED WORD CLASSES

Write the words in the blanks so that the sentence makes sense.

The _____ of domestic waste is _____ example of land _____.

(pollution, dumping, an)

Pollution _____ be classified _____ three _____.

(into, can, types)¹⁹

1.2.2. Syntactic Cohesion (sentence level)

¹⁷Materials Developed at U.A.M. - Azcapotzalco, 1976.

¹⁸Mackay Ronald. "The Planning and Teaching of English for Specific Purposes," given at the Instituto Britannia, 1976.

¹⁹Mackay Ronald. "The Planning and Teaching of English for Specific Purposes," given at the Instituto Britannia, 1976.

SAMPLE EXERCISES:

a. LOGICAL CONNECTORS

Observe the following list of words and their Spanish equivalents.

because	-	porque
although	-	aunque
such as	-	tal(es) como
therefore	-	por consiguiente

Now, complete the following sentences with the most appropriate English word.

- i. Foot and mouth disease is principally confined to cloven-footed animals _____ cattle, sheep, goats, etc.
- ii. Man rarely contracts foot and mouth disease _____ he is frequently exposed to it.²⁰

Change the following sentences by using one of the words in the list instead of the underlined ones. You may need to change the order of the sentence, but the meaning should be the same.

therefore, thus, whereas, then, although.

- i. The atmosphere exerts pressure, but we do not feel this pressure weighing down on us.
- ii. HCl is an organic acid which is monobasic, while H₂SO₄ is dibasic.²¹

Relaciona las dos columnas utilizando because

²⁰Research and Development Unit. Report No.2. "A Project in English for Specific Purposes," U.N.A.M. - Mexico, 1976.

²¹Materials Developed at U.A.M. - Azcapotzalco, 1976.

para hacer una sola oración; escribe la oración completa en los renglones de abajo.

- | A | because | B |
|---|---------|---|
| 1. The Earth is colder than Mercury | | there is a deficient disposal system. |
| 2. Garbage decomposes and bacteria increase | | there is carbon monoxide present. |
| 3. The gas is poisonous | | the former is further from the sun. ²² |

b. CONTEXTUAL REFERENCE (over sentence level)

1) There are several different theories about how people learn languages. 2) Some of them are mutually contradictory, and so not all can possibly be correct. 3) Behaviourists believe that learning a language is learning a set of habits, and that these are formed when responses to verbal and situational stimuli are rewarded in some way.

Determine cuál de la selecciones abajo, expresa el significado de las palabras entre comillas, tomadas del texto.

- i. In sentence 2, "all" refers to:
- a. the people
 - b. languages
 - c. theories
- ii. In sentence 3, "these" refers to:
- a. languages
 - b. habits
 - c. learning a language²³

²²Materials Developed at U.A.M. - Azcapotzalco, 1976.

²³BEFAS - U.A.M., Xochimilco, 1976.

1) Groups of babies in a hospital were exposed for some time to the recorded sound of a heart-beat. 2) There were 9 babies in each group and one or more of them was crying for 60% of the time when the sound was switched off, but this figure decreased to 38% when the heart-beat recording was switched on. 3) Although the amount of food was the same, the heart-beat babies weigh more than the others.

- i. In sentence 2), them refers to: _____
 ii. In sentence 2), this refers to: _____
 iii. In sentence 3), others refer to: _____ 24

2. REDUNDANCY

The repetition in the text of any language feature is processed to reduce uncertainty about the meaning of a given reading passage. Students must be aware of this to make their reading effective.

2.1 SEMANTIC AND SYNTACTIC REDUNDANCY

SAMPLE EXERCISES:

Fill in the blanks with the most appropriate words.
 "Even after I told him I didn't care anything about machines, my reading teacher still tried to talk me into reading a _____ on _____."²⁵

There are many meaning clues that permit students to predict which are the appropriate words.

i. Redundancy of ideas

Write (S) if the statement has the same idea as the underlined one or (D) if it is different.

The Adult Population of Wide Road, Oklahoma consists of 80 men and 40 women.

²⁴BEFAS - U.A.M., Xochimilco, 1976.

²⁵Cooper, Charles R & Petrosky, Anthony. (1975).

- a. Wide Road, Oklahoma has an adult population of 120.
- b. Wide Road, Oklahoma has a large women population.
- c. Wide Road, Oklahoma needs more women.²⁶

3. PREDICTING

Students make their expectations about a reading passage before or while reading it. This strategy of predicting the meaning and the organization of the information can be practiced by beginning readers as follows.

SAMPLE EXERCISES

El cuadro siguiente representa la manera en que está organizada la información del texto que leerá inmediatamente después. Traduzca los subtítulos al español. Comente en español la clase de información que esperaría encontrar bajo cada subtítulo:

Foreign Bodies in the Esophagus (Small Animals)

Examples of foreign bodies	i) ii) iii)
Obstruction characteristics	i) complete ii) partial
Clinical signs depend on	i) ii) iii)
Means of detection	i) ii) iii)

Now, go on to read the text and see how many of your expectations are fulfilled.²⁷

²⁶Pierce Mary Eleanor, "Teaching the Use of Formal Redundancy in Reading for Ideas." TESOL Quarterly, Vol. 9, No.3, 1975.

²⁷Research and Development Unit. Report No.2 "A project in English for Specific Purposes." U.N.A.M. - Mexico, 1976.

3.1 THEMATIZATION

Select the most appropriate words for the spaces in the following paragraph.

Interactions between Species

The relationships between living things in an organism range from conditions of complete cooperation and dependency to those of total antagonism and competition. Between these is a more or less neutral condition. In this the effect of one organism on another may be indirect. These effects may not be readily apparent. Nevertheless, each is part of the environment of all other living things and has some effect on it.²⁸

4. PURPOSEFUL READING

SAMPLE EXERCISES:

A. Before reading "Electrical Systems and Fluid Systems," choose the best answer,

1. In an electronics book, which chapter do you expect to include information related to fluids?
 - a. Electric compounds.
 - b. Input and Output Signals.
 - c. Analog systems.

2. Do you think it is possible to produce amplifiers of streams of fluid?
 - a. Yes, I do.
 - b. No, I do not.
 - c. I do not know.

²⁸Mountford, Alan & Mackay, Ronald. (1976a).

3. What do you think a voltage amplifier does?
 - a. It adds voltage to the input voltage.
 - b. It controls the input voltage.
 - c. It reproduces the voltage of a signal in an augmented scale.

Reading Passage

There are many points of analogy between electrical or electronic systems, and fluid systems. Amplifiers of both types exemplify the analogy. Electric amplifiers can amplify voltage, current, or power. Similarly, fluid amplifiers can amplify pressure, mass flow, or power.

- B. Before continuing reading decide on the following:
 1. Do you think this is an introductory paragraph, one in the middle of a discussion, or a concluding one?
 - a. An introductory one.
 - b. One in the middle of a discussion.
 - c. A concluding one.
 2. Suppose the preceding paragraph is part of a chapter on electrical amplifiers. What do you expect the next paragraph to be?
 - a. A description of amplifier circuits.
 - b. Clarification and use of the analogy between electrical and fluid systems.
 - c. A description of fluid amplifiers.
 3. What do you expect the continuing paragraphs to be?
 - a. A description of the use of electrical amplifiers.
 - b. Clarification and use of the analogy between electrical and fluid systems.
 - c. Description of fluid amplifiers.

Reading Passage

One type of fluid amplifier consists of a stream of fluid and control jets. The stream has greater mass flow than the jets. Variation of the control jet flow changes the stream flow. Therefore, variations in the control jets are amplified.²⁹

²⁹Basic English for Academic Study (BEFAS) - U.A.M. - Xochimilco (Mimeograph) 1976.

REFERENCES

- Barnard H. Advanced English Vocabulary, Newbury House Publishers, Massachusetts, 1972.
- Gonzalez V. (et al). "Teaching a Foreign Language for Academic Purposes, Needs Analysis", Universidad Autónoma Metropolitana - Azcapotzalco, 1976.
- Goodman K. "Reading, A Psycholinguistic Guessing Game", Journal of the Reading Specialist, May 1967.
- Kierstead M. "Stretching Vocabulary through Helpful Exercises", Tesol Convention, Denver, Colorado, 1974.
- Mackay R. (et al). "R. and D. Unit Report N° 1", Basic Information Gathering Project, 1974.
- Mackay R. (et al). "R. and D. Unit Report N° 2", A Project in English for Specific Purposes, 1976.
- Mackay R. and Mountford A. (1976a). "Pedagogic Alternatives to Explication de Texte as a Procedure for Teaching Reading Comprehension", MEXIESOL Journal Vol. 1 N° 3, October 1976.
- Mackay R. and Mountford A. (1976b). "Teaching Reading for Information" in Anthony, E. and Richards, J. : Reading, Insights and Approaches, Singapore University Press, Singapore, 1976.
- Norris W. "Advanced Reading Goals, Techniques and Procedures", FORUM, Vol. XIII N° 3, 1975.
- Paulston C. and Bruder M. Teaching English as a Second Language, Techniques and Procedures, Winthrop Publishers, Inc., Massachusetts, 1976.
- Pierce M. "Teaching the Use of Formal Redundancy in Reading for Ideas". TESOL Quarterly, Vol. 3 N° 9, 1975.
- Richards J. "The Role of Vocabulary Teaching", TESOL Quarterly, Vol. 10 N° 1, 1976.

- Smith F. Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read, Holt, Rinehart and Winston, New York, 1971.
- Smith F. Psycholinguistics and Reading, Holt, Rinehart and Winston, New York, 1973.
- Smith F. "Psycholinguistics Insights into Language Learning" in Guy Rondeau: Some Aspects of Canadian Applied Linguistics, Centre Educatif et Culturel Inc., Montreal, Quebec, Canada, 1973.
- Thomas L. Augstein S. and Farnes N. "Reading-for-Learning the Anatomy of a Research Project", in Lathom W., The Road to Effective Reading, United Kingdom Association, London, 1975.
- "FOCUS" Series of Specific Purpose, English Language Textbooks edited by Allen P. and Widdowson P. O.U.P. London 1973, (and more recently).
- "BEFAS" Basic English for Academic Study, Universidad Autónoma Metropolitana - Xochimilco, mimeograph, 1975.