



## THE READING COMPREHENSION SKILL ON SEVENTH GRADERS

### LER COMPREENSÃO HABILIDADE EM SÉTIMA CLASSE

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#### ABSTRACT

The present work is the result of a long process of investigation. The authoress focuses her attention on the development of the reading comprehension skill on seventh graders at Manuel Ascunce Domenech Junior High School in Manzanillo. The work offers a system of exercises containing a varied typology of tasks directed to the work with reading comprehension, some of them created by the authoress and some others simply adapted to the objectives of the current seventh grade program.

The research also offers updated theoretical information in terms of the reading comprehension skill. During the research process, the authoress puts into practice different theoretical, empirical, and statistical methods, which paved the way for the gathering of the information and its processing. Besides, the work presents concrete conclusions the authoress arrives at once she evaluates the results of the application of the diagnostic. In the process, the researcher consulted several updated bibliographical sources related with her interests and scientific needs.

**Key word:** reading comprehension skill, seventh graders, diagnostic.

#### RESUMO

O trabalho presente é o resultado de um processo longo da investigação. Os enfoques de autora sua atenção no desenvolvimento do ler compreensão leitora em sétima classe da Escola Manuel Ascunce Domenech Júnior em Manzanillo. O trabalho oferece um sistema de exercícios contendo uma tipologia variada de tarefas dirigidas para o trabalho com ler compreensão, alguma delas criada pela autora e alguma outra simplesmente adaptado para os objetivos do atual sétimo programa de grau.

A pesquisa também oferece atualizadas informações teórica em termos do ler compreensão habilidade. Durante o processo de pesquisa, a autora põe em prática diferente teórica, empírica, e statistical métodos, que abriram caminho para o ajuntamento das informações e seu processo. Além disso, as conclusões de presentes do trabalho concreto a autora chega de uma vez que ela avalia os resultados da aplicação do diagnostico. No processo, o pesquisador consultou várias fontes bibliográficas atualizadas relacionadas com seus interesses e necessidades científicas.

**Palavras chave:** compreensão leitora, sétima classe, diagnostico.

#### INTRODUCTION

It is significant to mention the importance of English in all the spheres of personal and professional life. This is due to the global tendencies in technology, demography and economy. Nowadays, English is taught as a second language all around the world. The study of English has become almost compulsory at any educational level.

Almost one-third of the books written worldwide are published in English and about the 75% of the scientific publications

is also made in this language. It means that any investigator or professional that wants to get access to specialized books needs to know English to have updated information about the advances that are taking place in his/her area of knowledge.

In the economic field, industry, business, international market and all the productive universe English is written, read and spoken; 80% Of the stored electronic

information is in English, 80% of the internet users use this language to communicate among themselves too. English has become the language of international communication. It is, in fact, the language of diplomacy, maritime and aero communication.

It is also the common language of most academic fields. The mastering of English, therefore, has become a necessity as a means of communication, as a tool to get access to sources of information, that is, to get involved in all the spheres of life.

Since the triumph of the Revolution, the Cuban educational system has changed constantly, facing different transformations proposed by the Ministry of Education in order to find new and more effective methods to solve pedagogical handicaps. (Addine Fernández, F., 2017).

The teaching of the English language in Junior High Schools has been conceived towards the integration of the four major abilities: listening, speaking, reading, and writing. The teaching learning process of English as a foreign language should guarantee the proper formation and development of the linguistic and communicative abilities, taking into account students' motivations and interests.

The teaching of English should contribute not only to the functional linguistic efficiency, but also to the ability to foster new knowledge, what means to develop in the students the habits, abilities and basic knowledge that allow them to communicate in that language.

Through reading, students get in touch with customs, traditions, scientific and cultural manifestations of the English-Speaking people. They can also get in contact with the social, scientific, technical and cultural manifestations of many other countries. Reading is one of the main skills that the learner should acquire in the process of mastering a new language. Through reading, the learner enriches his knowledge of the world around him. (Colectivo de Autores, 2019).

He increases his knowledge and understanding of the culture of the speakers of that language, their ways of thinking, and their contributions to many fields of artistic and intellectual endeavor. Reading develops learners' psychological

processes such as analysis, synthesis, comparison, generalization, memory and imagination. Reading is a mighty weapon to develop in the learner's qualities such as patriotism, internationalism, responsibility, honesty, loyalty, and love.

Reading is considered "Reading for Learning" as a very important process because through it the students should be able to evaluate and understand what they have read.

The comprehension stage is the most important activity in the reading process, especially in seventh grade, where the students have to comprehend the message of the texts depending on the experiences and knowledge they have and the methods and procedures used by the teachers.

Reading comprehension constitutes a way to form in the students their own personalities. (González, M., 2019).

Reading constitutes a socio-linguistic process, in which several transactions between thought and language take place, it is very important for every day's life. The relationship between the reading and the comprehension resides in that if the readers are only able to repeat the elements of a text by heart, it doesn't mean that they have comprehended. (Acosta Padrón, R., 2016).

In the junior high level, the attention is focused mainly on the integration of the communicative skills. In such integration, the development of the reading comprehension skill plays a fundamental role because it also serves to develop other skills such as speaking and writing. Taking this into account, the authoress centered her attention on the development of this skill, of course, not only because it serves as a way to improve others, but because it is highly affected in this grade, since teachers do not pay much attention to it, as they sometimes disregard it, considering that students at this level are not demanded to develop it, as they will have time enough to do it in the next grades, especially in the Senior High level.

That is why, the authoress of this investigation considered the developing of the reading comprehension skill worth of being investigated for the sake of improving their English communicative competence. In spite of this, lots of investigations have been carried out and it seems to be that this particular skill has been seriously damaged.

During the exploratory stage of the investigation, by means of the analysis of reports of class observations, the exchange with junior high teachers and students, the systematic and partial evaluations applied to the students allowed to target some insufficiencies in the seventh-grade teaching learning process of English in relation to the reading comprehension skill, which are mentioned as follows:

- Students were not able to anticipate the context of the text.
- They do not know how to discern main ideas from secondary ones.
- They showed poor mastery of scanning and skimming skills at the time of gathering information from the text.
- They showed serious difficulties at the time of answering questions related with the texts.
- It was hard for them to summarize the contents of written texts.

**Objective:** to elaborate a system of exercises to develop the reading comprehension skill in English on seventh graders at “Manuel Ascunce Domenech” Junior High School.

## **DEVELOPMENT**

### **Theoretical references that support the seventh grade English teaching learning process and development of the reading comprehension skill.**

The author of this paper directs the attention to the foundations supporting written skills, especially the reading comprehension skill in seventh grade, based on pedagogical, psychological, didactic and linguistic referents.

#### **Pedagogical viewpoints:**

From pedagogical viewpoint, the authoress assumes the principles proposed by (Addine Fernández, F., 2017).

who defines the teaching principles as general guidelines which direct man's activity. They form a system as they interact and complement each other on the grounds of the complex relationships among the laws that operate in the process of teaching and support it. This statement makes it leaving the consideration that each principle completes certain objective in the teaching, the objectives of a particular principle are subordinated to the objectives of the whole system of principles and the omission of one of them affects the

whole system, that is to say, to the good operation of the teaching.

However, it was Antich de León (2018) who adapted the application of those principles in the teaching-learning process of the English language in Cuba. Therefore, the development of reading comprehension skill as part of written communication does not escape from this demand. The authoress of this investigation also assumes the application of these pedagogical principles, considering that they are derived at the present time of general pedagogic laws that make possible to insert them in English teaching.

Keeping in mind the laws that govern the teaching process the authoress of this investigation assumes the application of the relationship it legitimates among the instruction, education and the development of the personality. This expressed one the instruction unit and the students' education in the teaching process.

#### **Psychological viewpoints**

Psychology as a science has been in charge of observing and studying the process of development of the personality of the human being through the activity. Human communication is one important of this activity. The study of the language in different educations has as fundamental purpose the development of the talkative competition of the students that they learn how to use the spoken language and written for its communication in an effective way in different situations. To reach that end it is necessary that the students develop abilities to speak, to listen, to read and to write. (Finocchiaro, M., 2019).

Foreign language students need to learn how to “think in English” in order to read effectively in the English language. The profits of reading include fluency, vocabulary acquisition, and awareness of grammar, models for writing, and a concentration on the culture of the Foreign Language. Reading skills are the cognitive processes that readers use to get to the message or to make sense of a text. In other words, they are the tools the readers put into practice to understand what they read. The reading is a basic element for the obtaining of the knowledge in the new society and for the individual's growth like person and human being.

Their validity transcends until the present time, an actually marked by a deep period of crisis, mainly in the scientific and technological plane that has generated new forms of knowledge and changes of paradigms with regard to the phenomenon of the reading starting from the emergence of Internet. Many psychological, linguistic, and methodological studies have shown that reading is both, an aim and a means of teaching and learning a foreign language. It is also a mental process of language activity that allows people to get the information they need, both in their native language, and in the foreign language as well.

Reading in a foreign language allows students to enrich their knowledge of the world around them. They get acquainted with the countries where the target language is spoken. Another important theory within the teaching of foreign languages is The theory of verbal activity, which is based on the general theory of activity developed by Leontiev, A. N.(1975) and his followers. Verbal activity is a type of active relationship between man and the world. It is a process in which man uses language to transmit and assimilate the socio-historical experience, to establish communication and to plan his activities. Littlewood. W. (1981) defines verbal activity as a language system that activates, mediates and orients man's exchange with reality, a process of transmission and reception of information conditioned by a communicative situation This definition is useful in terms of language teaching as it involves the concepts of language, process and situation which become teaching content.

From the psychological perspective, the authoress assumes the Socio-cultural Historical Approach created by Vygotsky (1989) through which he highlights the social nature of the man's psychic development, as well as the unity between the psyche and the activity. The fundamental principle that sustains this focus consists in that the mental processes can be born in the activity, however in the school context, not everything can become trained, because the development does not depend on this, ultimately, it drives to the language.

According to Vygotsky, language plays two critical roles in cognitive development. He

explains that it is the main means by which adults transmit information to children and at the same time language itself becomes a very powerful tool of intellectual adaptation. For Vygotsky the language (1989) is a highly personal and at the same time deeply social human process. The language acquisition is an essential aspect of the most general process of society in the student. This way, the language adds to its regulating function of behavior in the society.

Another concept assumed in the present investigation is the Zone of Proximate Development. Vygotsky (1989) According to the mediation concept, the essence of the human behavior is a half-filled one for psychological tools or signs. This concept is the key in the theory of Vygotsky, since it allows finding answer to the learning problems that affect the development of reading comprehension skill as well as the others in learning a foreign language. This is a pedagogical postulate, which permits to set up the base for the effective teaching.

Different points of view appear from some authors about language. While Piaget sees speech-language as an expression of children's stinking-understanding, Vygotsky views private speech as a means for children to plan activities and strategies in order to strengthen their development. Like Piaget, Vygotsky believes that children are actively involved in their own learning and the discovery and development of new understanding. Vygotsky emphasizes in some elementary mental functions, these are: attention, sensation, perception and memory. These play an important role in the child's learning.

The Zone of Proximal Development arises as an important concept that relates to the difference between what a child can achieve independently and what he can achieve with guidance and encouragement from a skilled partner. That is to say that the child could not solve puzzles by him, and would have taken a long time to do so, however was able to solve it following interaction with the students, and has developed competence at this skill that will be applied to further activities.

Vygotsky sees the Zone of Proximal Development as the area where the most sensitive instruction or guidance should be given and he also views interaction with peers as an effective way of developing skills



and strategies. He suggests that teachers use cooperative learning exercises where less competent children develop with help from more skillful peers within the Zone of Proximal Development.

The teaching of reading should involve the content of the text and the reading skill. Reading is taught as a process (skills-getting) and as a result (information). Mikulecky points out that in English Foreign Language classes where reading is taught using content-based approach, students work on selections which include lessons on reading skills (as well as grammar, vocabulary, discussion, and writing exercises).

### **Didactic viewpoints**

Reading is one of the main skills that the learner should acquire in the process of mastering a language. It increases his knowledge and understanding of the culture of the speakers of the language, their ways of thinking, and their contributions to many fields of artistic and intellectual endeavor. Reading develops learners' psychological processes such as analysis, synthesis, comparison, generalization, memory and imagination. Reading is a mighty weapon to develop learners' qualities as patriotism, internationalism, responsibility, honesty, loyalty and love.

According to Roméu Escobar (2022), to comprehend (from the Latin *comprehenderé*) means to understand, to penetrate, to conceive, to distinguish, to decipher. As an intellectual process, comprehension is supposed to win meanings that others have transmitted using sounds, pictures, colours and gestures. (Roméu, A. 2022) stated that: "Comprehension constitutes a process of meaning attribution to the text rather than a simple process of reproduction on what the text tells us."

There were investigators like Roméu A (2022), Antich de León, R. (2018) and Acosta, R. (2019) that pointed out stages of reading in which they highlight the significance of reading comprehension.

- Reading comprehension is a unique and indivisible process.
- Reading comprehension is a product.
- Reading comprehension is the sum of groups of processes that operate and are identifiable.

- Reading comprehension is a unique process of a higher complexity.

Besides the specific objectives a person may have when learning how to read in a foreign language, the teaching of reading covers, at least, three general objectives:

- Comprehension and interpretation.
- Vocabulary expansion.
- Speed.

Some reading strategies are applied before reading, such as predicting information from the title, and going over the table of contents quickly. Titles generally highlight the contents of a text. Anticipating the content from the title will also help you to make connections and activate previous knowledge on the topic. Two other extremely useful reading strategies while reading are: reading fast or skimming to get a general impression and idea of the text, and reading carefully or scanning to locate details and specific information. Skimming and scanning efficiently help to save time.

**Pre-reading or before reading:** (Brumfit, Ch., 2015, p.178).

This stage is aimed at activating the readers' past knowledge and experiences to prepare them to cope later with the text. In terms of reading skills, its objective is to anticipate both form and content by means of previewing, predicting and formulating hypotheses, which will later on be verified.

### **In-process reading or while reading**

This stage is aimed at having the readers use strategies to understand and recall information during their interaction with the text. In terms of reading skills, its objective is to identify the general and supporting ideas by means of selecting, completing and determining the ideas required in each case.

### **Post -reading or after reading**

This stage is aimed at having the readers think about the text in greater depth, ask questions and make connections. In terms of reading skills, its objective is to summarize a text or an idea showing mastery of the linguistic and conceptual content of the material as well as their capacity for concreteness by means of gathering, describing and synthesizing the ideas.

Acosta, R. (2019) considers the following criteria of classification of the types of reading:

- According to the reader's purpose: of general information, observation, recreation, searching for information.
- According to the mind process: synthetic and analytic reading.
- According to the pedagogical organization: with class and extra-class.
- According to the way of realization by the student: oral or in silent.
- The link of different skills through the reading is very important and this may happen using different kind of activities, for example:
- Reading and listening: comparing an article and a news bulleting, using recorded information to solve a written problem, matching opinions and texts...
- Reading and speaking: discussions, debates, appreciations...
- Reading and writing: summarizing, mentioning what you have read in a letter, note making.
- For their primary importance to teach reading, Rodolfo Acosta points out different classifications of reading. These skills are developed gradually in step by step process; they finally form the reading comprehension skill:
- Recognizing the script of the language.
- Previewing and predicting. Giving the text a quick once-over to be able to guess what is coming.
- Questioning. Asking questions in an inner dialogue with the author.
- Recognizing topics. Finding out what the text is about.
- Skimming. Quickly getting the gist or overview of a passage or book.
- Scanning. Looking through a text rapidly for specific information.
- Classifying ideas into main topics and details.
- Identifying relations between the elements of the text.
- Recognizing patterns of relationships, identifying the relation between ideas.
- Understanding relations within the sentence.
- Understanding information when not explicitly stated.
- Guessing the meaning of unknown words from the context.
- Paraphrasing. Reading texts in the reader's own words in order to monitor one's own comprehension.
- Summarizing. Shortening material by retaining and restating main ideas and leaving out details.
- Drawing conclusions. Putting together information from several parts of the text and inducing new or additional ideas.
- Visualizing, picturing or actually drawing a picture or diagram of what is to be described in the text.
- Reading critically. Judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.
- Reading faster. Reading fast enough to allow the brain to process the input.

**Reading skill are developed gradually in step process such as:** (Canale, M., 2023, p. 233).

- Decoding. Being able to recognize words at a single glance. Making phoneme-grapheme associations.
- Previewing and predicting. Working with topics or titles so as to be able to guess what is to come.
- Specifying purpose. Knowing why a text is being read.
- Identifying genre. Knowing the nature or mode the text belongs to in order to predict the form and content.
- Questioning. Asking questions in an inner dialogue with the author.
- Scanning. Looking through a text in search of specific information.
- Recognizing topics. Finding out what the text is about.
- Classification of ideas into main topics and details. Categorizing words and ideas on the basis of their relationships; distinguishing general and specific ideas.
- Locating topic sentences. Identifying the general statement in a paragraph.
- Recognizing pronoun references.
- Guessing the meaning of unknown words from the context. Using such clues as knowledge of word formation, syntax, and relationship patterns.
- Skimming. Quickly getting the gist or overview of a passage or book.
- Recognizing pronoun references.
- Guessing the meaning of unknown words from the context. Using such clues as knowledge of word formation, syntax, and relationship patterns.

- Skimming. Quickly getting the gist or overview of a passage or book.
- Paraphrasing. Re-stating texts in the reader's own words in order to monitor one's own comprehension.
- Summarizing. Shortening material by retaining and re-stating main ideas and leaving out details.
- Drawing conclusions. Putting together information from parts of the text and inducing new or additional ideas.
- Drawing inferences and using evidence. Using evidence in the text to know things that are unstated.
- Reading critically. Judging the accuracy of a passage with respect to what the reader already knows; distinguishing fact from opinion.
- Reading expressively.

## **An approach to teaching reading skills:** (Brown H.D., 2014)

1. To focus on one skill at a time.
2. To explain the purpose of working on this skill, and convince the students of its importance in reading effectively.
3. To work on an example of using the skill with the whole class.
4. To assign students to work in pairs on an exercise where they practice using the same skill.
5. To discuss students' answers with the whole class. Ask them to explain how they got their answers.
6. In the following classes, assign individuals to work on more complex exercises focusing on the same skill.
7. In future lessons lead the students to apply the skill - as well as previously mastered skills- to a variety of texts. Systematization of reading skills.

## **Linguistic viewpoints**

Writing is a mere graphic representation of the vocal signals, and therefore, learning to read must come after one has acquired the habits to respond the vocal signals. At the elementary stage of learning, therefore, the teacher should make sure that a sustained experience in listening and speaking always precedes training both in reading and writing. It means that reading skill is not only of great practical, but educational and

social importance, too. (Abbot, G. y Wingard, P., 2019).

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text, the pupil reviews sounds and letters, vocabulary and grammar and, in this way, he perfects his command of the target language. The more the pupil reads, the better his retention of the linguistic material is. If the teacher instructs his pupils in good reading and they can read with sufficient fluency and complete comprehension he helps them to acquire speaking and writing skills as well. Reading is, therefore, both an end to be attained and a means to achieve that end. When evaluating the problem of developing reading skills in the foreign language, it should be considered what the reading process involves and how it relates to the teaching of this aspect in another language. Reading has been called a process of decoding a particular writing system into language -the transference from the written to the oral form. It has also been referred to as getting meaning from "talk written down" and a substitute from the "understanding of talk".

According to González Cancio, R. (2019), the reading strategies help to increase the student's reading efficiency. These reading strategies are steps the students take and procedures they apply to get the most information from the text. The students can apply these strategies when reading any text.

**METODOLOGIA:** Among the statistical methods, the authoress made use of the Descriptive-statistics, which served for rendering information about the statistical analysis of the data obtained through the application of the different empirical methods.

The population is made up of 52 seventh graders from Manuel Ascunce Domenech Junior High School, and 2 seventh grade teachers of English. The sample is composed of 27 students from group 02, who stand for the 51, 9% of the students' population, and a teacher, who stands for the 100% of the teacher population. This sample was chosen under an intentional basis, taking into account that it is the group which shows more difficulties at comprehending written texts not matter how simple they are.

## RESULTS

The interview applied to the teacher (100%) agreed on the fact that the students have many problems at the time of articulating sounds accurately when they are reading a text, pronouncing words mainly those containing sounds that do not exist in their mother tongue.

Results of the initial pedagogical test

For the evaluation of the initial pedagogical test (see appendix 4) and the measurement of students' proficiency, the authoress made use of the indicators given below and the following categories (see appendix #5): high level, mid level, and low level. The students qualify in any of the levels in correspondence to the quality of the answers of the questions of the pedagogical test:

For assessing the indicator Predicting: (Question #1)

The student gets the high evaluation, if he/she selects two items correctly.

The student gets the mid evaluation, if he/she selects just one item correctly.

The student gets the low evaluation, if he/she is not able to select any of the items correctly.

For assessing the indicator Skimming (Question #3):

The student gets the high evaluation, if he/she selects two items correctly.

The student gets the mid evaluation, if he/she selects just one item correctly.

The student gets the low evaluation, if he/she is not able to select any of the items or does it incorrectly.

For assessing the indicator Scanning (Question #4):

The student gets the high evaluation, if he/she completes 6 or 7 items correctly.

The student gets the mid evaluation, if he/she completes 4 or 5 items correctly.

The student gets the low evaluation, if he/she is only able to complete 3, 2, 1 or none of the items of the question.

For assessing the indicator Summarizing (Question #5):

The student gets the high evaluation, if he/she expresses the fundamental ideas in a brief and precise way.

The student gets the mid evaluation, if he/she expresses some main ideas but also some others which are not relevant.

The student gets the low evaluation, if he/she is not able to summarize the text or

identify or tell apart the main ideas from the secondary ones.

As a way to find out student's problem concerning the development of the reading comprehension skill, the authoress gave them a pedagogical test, which included the five questions related to four subskills of reading comprehension, which at the same time were taken as indicator already explained above. (See appendix #5)

For assessing the indicator Predicting (Question #1), it could be appreciated that only 5 students (18.5 %) are in high level because they were able predict the information from the text, as they selected the two items correctly. Six students (22, 2 %) chose just one item correctly, so they were placed in the mid position, showing that they had developed this subskill somehow, and 16 (59,3%) students attained the low level, as they were not able to select any of the items correctly, demonstrating the poor development of this subskill.

In the case of the indicator skimming, the authoress detected that just 8 students (29,6 %) were able to reach the high level, since they selected the two items correctly demonstrating that they could get the global idea from the text. Nine students (33,3 %) picked up just one item correctly, so they attained the mid level, showing that they had developed this subskill up to certain extent, and ten students (37,0 %) attained the low level, considering that they were not able to select any of the items correctly, showing the inadequate level of development of this subskill.

For assessing the indicator Scanning (Question #4), the authoress gave the students several items for them to complete or fill in the blanks, so the outcomes behaved as follows: Six students (22,2 %) were place in the high level because they were able to complete the blanks correctly; Nine students (33.3 %) got the mid level, taking into account that they were able to complete 4 or 5 items correctly. Twelve students (44.4%) got the low level, considering that they were not able to complete 3, 2, 1 or none of the items of the question, evidencing a very low level of development of this subskill of reading comprehension:

For assessing the indicator Summarizing (Question #5): It could be found out that



only five students (18,5 %) obtained the high level, taking into account that they were able to express the fundamental ideas in a brief and precise way. Seven students (25,9%) were placed in the mid position, considering that they express some main ideas but also some others which were not relevant. However, 15 (55,6%) students remained in the low level, since they could not summarize the text or identify or tell apart the main ideas from the secondary ones, manifesting problems with this subskill.

For the general evaluation of the initial pedagogical test, the authoress integrated the subskills and indicators in correspondence to the answer of the questions of the test: so, those students were evaluating considering the following scale:

Students get high if they answer correctly the five questions

Students get mid if they answer correctly three or four questions.

Students get low if they only answer correctly two questions or less than two.

So, the general outcomes behaved like this: Six students (22,2%) got the high level, as they were able to answer all the questions correctly, so that they mastered the four subskills of reading comprehension.

Eight students (29,6 %) got the mid level since they answered three or four questions correctly, showing an acceptable development of the reading comprehension skill. Nevertheless, thirteen students (48,1%) got the low level, taking into consideration that they only answered correctly two questions, less than two, or any, showing a poor level of development of the reading comprehension skill.

As a result of this initial pedagogical test, it was corroborated that most of the students were not able to pass the reading comprehension test because they actually showed very limited development of the reading comprehension skill, observed mainly through the following insufficiencies:

Students were not able to predict the possible information given in the text  
They could not skim the main ideas from the text.

They showed hard problems at scanning specific information from the text.

They were not able to summarize the information of the text, as they did not tell apart the main ideas from the secondary ones.

The authoress was driven to the conclusion that seventh graders were in a real need of a more practical approach to the English teaching-learning process. So, she considers that it is necessary to go on with this investigation in order to find a solution to the problem under research by providing a system of exercises to develop the reading comprehension skill, which is quite affected in the class object of investigation.

## CONCLUSIONS

The study of psycho-pedagogical, didactic and linguistic referents that support the 7th grade teaching-learning process of the written skills in English, particularly the reading skill, allowed to back up the researcher's proposal, intended to contribute to the development of the seventh graders' reading skill.

The diagnosis of the initial state of the 7th grade teaching-learning process of the writing skills in English, and particularly the development of the reading skill of the seventh graders included in the research sample, permitted to know their real difficulties and, at the same time, proved the necessity of applying the researcher's proposal.

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