Ciencias de la educación

Artículo de investigación

Designing english reading courses for specific purposes in master programs

Diseño de cursos de lectura en inglés para fines específicos en programas de maestría

Desenho de cursos de leitura de inglês para fins específicos em programas de mestrado

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Summary

The present work was to elaborate a proposal of a reading curriculum in English, aimed at students applying to the different masters of the Technical University of the State of Quevedo (UTEQ). This proposal arises in response to a diagnosis made in the UTEQ master's students, who stated that the time contemplated in the curriculum for the training of English language skills is reduced; which is why a course is designed for teaching reading in this language, which does not contemplate any prerequisite, only the ability to read from a secondary level. The purpose is to improve reading skills through the practice of vocabulary enrichment, reading comprehension exercises, rapid reading strategies, written answers, discussions and reflections. They are mentioned as appropriate components: vocabulary, grammar, and writing. It is designed to be developed in 72 theoretical and 4 practical classroom hours, having 4 credits as academic value. Among the methodological strategies to facilitate training, is the monitoring of understanding, the development of metacognition, graphic and semantic organizers, the answer questions. As evaluation strategies, continuous evaluation, partial and final exams are presented to determine the academic progress of the participant.

Keywords: Teaching; Learning; Language.

Resumen

El presente trabajo fue elaborar una propuesta de un plan de estudios de Lectura en inglés, dirigido a los estudiantes postulantes a las diferentes maestrías de la Universidad Técnica del Estado de Quevedo (UTEQ). Esta propuesta surge como respuesta a un diagnóstico realizado en los estudiantes de maestría de la UTEQ, quienes manifestaron que el tiempo que contempla el plan de estudios para la formación de competencias para el idioma ingles es reducido; razón por la cual se diseña de curso para la enseñanza de la lectura en este idioma, el cual no contempla ningún prerrequisito, sólo la capacidad de lectura de un nivel de secundaria. La finalidad es mejorar las habilidades de lectura a través de la práctica de enriquecimiento de vocabulario, ejercicios de comprensión de lectura, estrategias de lectura rápida, respuestas escritas, discusiones y reflexiones. Se mencionan como componentes apropiados: vocabulario, gramática, escritura. Está diseñado

para ser desarrollados en 72 horas presenciales teóricas y 4 prácticas, teniendo como valor académico 4 créditos. Entre las estrategias metodológicas para facilitar la formación, se encuentra el monitoreo de la comprensión, el desarrollo de la meta cognición, organizadores gráficos y semánticos, la respuesta preguntas. Como estrategias de evaluación se presentan la evaluación continua, los exámenes parciales y finales para determinar el progreso académico del participante.

Palabras clave: Enseñanza, Aprendizaje, Idioma**.**

Resumo

O presente trabalho foi elaborar uma proposta de currículo de leitura em inglês, destinado a estudantes de graduação dos diferentes mestres da Universidade Técnica do Estado de Quevedo (UTEQ). Esta proposta surge em resposta a um diagnóstico feito pelos alunos de mestrado da UTEQ, que afirmam que o tempo previsto no currículo para o treinamento de habilidades de inglês é reduzido; é por isso que um curso é projetado para o ensino de leitura nesse idioma, que não contempla nenhum pré-requisito, apenas a capacidade de ler de um nível secundário. O objetivo é melhorar as habilidades de leitura através da prática de enriquecimento de vocabulário, exercícios de compreensão de leitura, estratégias de leitura rápida, respostas escritas, discussões e reflexões. Eles são mencionados como componentes apropriados: vocabulário, gramática, escrita. Ele foi desenvolvido para ser desenvolvido em 72 horas teóricas e 4 práticas em sala de aula, tendo 4 créditos como valor acadêmico. Entre as estratégias metodológicas para facilitar o treinamento, está o monitoramento da compreensão, o desenvolvimento da metacognição, os organizadores gráficos e semânticos, as perguntas-resposta. Como estratégias de avaliação, são apresentadas avaliações contínuas, exames parciais e finais para determinar o progresso acadêmico do participante

Palavras-chave: Ensino; Aprendizagem; Idioma.

Introduccion

There is no doubt that reading is fundamental to learning English. English is considered the universal language and learning it has become necessary and even mandatory for a better professional future.

Reading is one of the main means for learning a language, although there are other support resources such as music in that language, movies, among others; reading is the most economical way to access a foreign language by giving us an additional benefit, it allows the reader to objectively and effectively expand their vocabulary. Reading in English has great social, educational and practical importance but often because of lack of motivation, strategies and techniques, it becomes boring for the student and teacher.

Through reading, you can know the economic, scientific and cultural activity of a country and at the same time, it increases the vocabulary to understand the language in a practical way.

Developing

Elt Situation

The Learners

Today's labor demand demands specialized professionals, for those interested in positioning themselves in a particular area or job stability, a master's degree is the ideal path for personal growth and in addition to specialization, there are masters degree that allow professional development in terms of hierarchy. For example, studying an MBA is usually required to apply for a manager, director or boss position.

In addition to having master's degrees generates more job opportunities, and this is because many companies today prefer to have professionals accrediting postgraduate studies because investing in education is a way of highlighting.

In many cases, mastering is the way to change course. For example, a lawyer may be interested in a postgraduate degree in Anthropology. Also, an agronomist and forestry engineer will be a research master's degree

Among the requirements and entry profile (registration) is a certificate of foreign language proficiency:

English level A2 (Professional Master's degree).

English level B1 (Research Master's degree).

So, there are an estimated 90 percent of third-level professionals do not have this certificate, and therefore have many doubts about taking a particular course by costs and time, as they state that they want to study mastery and not take an English course.

80% of the students of the masters offered by the UTEQ are graduated professionals of the same institution and although the students in their curricular mesh in all the faculties have classes since the first semester Elementary English, Basic English, English Intermediate, Technical English Under and Superior Technical English, classes are of two hours per week, 32 hours of English classes in the semester; at the end of the modules do not receive any English proficiency certificate, only a certificate for processing to graduate.

The UTEQ has its public company with all its benefits of law that works for the community of Quevedo with certified courses in Driving, English, Nursing and others ones. The English courses offered by the public company are subject to a placement test if the student wishes, for example for level A1 and A2 the period of classes is 6 months with intensive classes of 4 hours per week. For B1-B2 level English classes are 9 months prior to having passed the A2, with intensive classes of 4 hours a week with monthly payments of 90 dollars, in addition to the purchase of the book, and within which study and practice all skills.

At the end of the English courses, only if the student wishes to take the proficiency examination can do so, since the UTEQ-PRODUTEQ public company has an agreement with Cambridge University Press to take FCE proficiency tests. The problem with these public company of English course is that they do not have an instant continuity of enrollment at the next level, and this does

not continue if there are not a certain number of students. Their teachers do not have masters of English nor all have certificate B2, (two teachers per season) but they are natives of Nigeria and United States.

That is why most aspiring college students see the English requirement with a bit of disgust and fear because they estimate it is losing money and time.

The present work is to elaborate a syllabus of Reading, where the students postulants to mastría take the English course of reading only, since the students' knowledge of the English language is essential, among other reasons because most of the scientific information related to the English with specific purposes that appears on books and Internet, is in this language.

The School

University Technical State of Quevedo began its activities on January 22, 1976 as an extension of the "Luis Vargas Torres" University of Esmeraldas, opening its doors to science and knowledge with the courses of Forestry Engineering and Zoo technical Engineering.

After many efforts by the Quevedo community, the National Congress finally created Technical State University of Quevedo (UTEQ), by means of the Law of the Republic of January 26, 1984, published in Official Gazette No. 674 of February 1, 1984. This institution of higher education begins its work as UTEQ with the Faculty of Agricultural Sciences, later this was denominated Faculty of Agrarian Sciences (FCA). Were created, with careers according to the requirements of the middle and student demand. The university also has a Postgraduate Unit in which Master programs are recognized and approved by the Council of Higher Education (CES) and contribute to the strengthening of a postgraduate culture that meets the needs of advanced education training the institutional professional population, local, regional and national.

Currently UTEQ is a pioneer university in the training of professionals, ready to serve our country, leaders, competitive, critical thoughts and human values, committed to the development of a just, equitable and solidary society, to contribute to the improvement of the quality of life and to promote the sustained and sustainable development of Ecuador. Technical State University of Quevedo is a

university accredited by the Council of Evaluation, Accreditation and Quality Assurance of Higher Education and is located in B Category.

Academic offerings

Faculty of Engineering Science

Engineering in Electricity

Engineering in Industrial Safety and Occupational Health

Mechanical Engineering

Systems engineering

Telematic Engineering

Agroindustrial engineering

Industrial engineer

Faculty of Animal Sciences

Farming

Food Engineering

Engineering in Zootechnics

Faculty of Environmental Sciences offers

Environmental engineering

Forest engineering

Ecotourism

Faculty of Business offers

Financial administration

Accounting and auditing

Economy

Business management

Marketing

Distance Learning Unit offers

Agricultural Engineering

Accounting and auditing

Systems engineering

Marketing

Nursing

Postgraduate Department offers

MSc in Sustainable Forest Management

MSc in Environmental Management

MSc in Accounting and Auditing

Postgraduate Department

UTEQ through didactic projects presented since 1999, and among them the Postgraduate Unit offers masters in the mentions of Research for Educational Development and Innovative

Educational Process Management, which have the respective authorization of CONESUP, according to resolution RCP-S13 No. 204-02.

The Masters are aimed at professionals in Education and other related professions and aimed at enhancing knowledge and discover new pedagogical alternatives of those who practice teaching or the administration of educational establishments, in order to improve the teaching-learning processes. But it was not until 2013 that the ESC regulates the learning of a foreign language, with Article 30 of the Regulation of Academic Regime approved by the Council of Higher Education (CES) emphasizes that, "The adequacy of foreign language in graduate programs should be included among your admission requirements."

Prerequisites

This course will not require you to have previous experience in any particular area but students should have a high school reading level. No books will be required.

Suitability of Using a Syllabus

In general definition the Syllabus provides for the intentionality, the contents, strategies and the evaluation of a subject, enabling the teacher and students to plan the teaching-learning process. Allowing to be clear the location and importance of the subject in relation to the curriculum, curricular structure and professional profile, giving directionality and being a permanent guide of the work of the teacher and students and ensuring the internal and external coherence of the development of the subject with the purposes and strategies proposed for professional training by the university.

Skill Based Syllabus

The term "skill" in language teaching is used as a specific way of using language that combines structural and functional ability but exists independently of specific settings or situations. In the other hand, skill is the ability that people must be able to competent enough in language, rather independently of the situation or context in which the language use can occur.

Reading skills • skimming and scanning Writing skills • writing specific topic sentences or writing memos, reports Speaking skills • giving instructions • personal information • asking for emergency help over the telephone Listening skills • getting specific information • listening to foreign radio for news • talking orders in a restaurant.

The ability to use language in specific ways is partially dependent on general language ability, but partly based on experience and the need for specific skills. Efficiency and relevance of instruction are major strengths of skill-based syllabus.

In skill-based syllabus, the content of the language teaching involves a collection SKILL-BASED SYLLABUS of particular skills that may play a role in using language. The primary purpose of skill-based instruction is to teach the specific language skill in skill-based syllabus, the that may be useful or necessary in using language. Skills are things that people must be able to do to be competent in a language. Unlike situational syllabi where content of the language functions are grouped together into specific language use settings, skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar and discourse) together into generalized types of behavior, such as listening to spoken teaching involves a collection language for the main idea, writing well-formed paragraphs, specific purpose writing, and so forth. Of particular skills, that may play a role in using language.

Components Appropriate to the Syllabus for an English Course for Reading

The components appropriate are:

Vocabulary

Having made it clear that reading has more effect when you read something that interests you, reading in English increases the vocabulary. More importantly, it makes the brain manage to deduce new words from the context before even using a dictionary (of course it is English-English). Not only do they learn new words, but they also review many that they had learned before and that are better consolidated in our own vocabulary. Remember that the ultimate goal of continuous learning of vocabulary in English is not only learn to recognize words but to incorporate them into various forms of communication.

Grammar

When reading is achieved not only identify structures but also the context, they reinforce the use of such structures. It is possible to understand a message through structures learned in class but in a fluid and natural way. Many times when studying different grammatical structures you read only subjects related to the objectives of a unit. Reading allows you to see how all the different structures achieve a harmony and make it form a unified message. You see times past, present and future in action and this is vital to form fluency and not be boxed and limited in rigid patterns that make English a course without dynamics or life.

Writing

Writing is the least expected section and where many students have more problems. Reading helps a lot in writing since reading various phrases; the brain takes them as models to reproduce in the future. If you read business emails for example, you will find that writing an email will be easier for you. It is clear that reading is essential to learn English and that to avoid it would be to leave aside a great tool.

Reading practice

Reading texts feature regularly in the units providing you a variety of texts and topics that you are likely to encounter in a tourism context.

Designing the Course Syllabus

UNIVERSIDAD TECNICA ESTATAL DE QUEVEDO

UNIDAD DE POSTGRADO

SYLLABUS READING SKILL

DATOS GENERALES

Deparment: **Unidad de Postgrado**	**Año:2020-2021**
Subject: **INGLÉS**	**Ciclo/Nivel:** V MORNING
Horas presenciales teoría: 72 horas	**Horas presenciales práctica:** **4 horas semanales**
Horas atención a estudiantes: 72 horas	**Número de créditos:** **4**
Fecha de Inicio: **20/01/2020**	**Fecha de Finalización:** 02/06/2020

Source: Authors

Justification

Among the four language skills, reading is possibly the most extensively and intensively studied by experts in the field of language teaching. The results of the researches conducted for many decades on nature of reading—how people learn to process textual information—have contributed contrasting theories about what works best in the teaching of reading.

As a result, language educators can choose among a wide variety of teaching methods and techniques for students learning to read in their second language (SL) or foreign language (FL). For students who are learning a SL/FL reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in

writing with equivalent accuracy or thoroughness. Such condition will undoubtedly enhance their motivation to learn. Second, reading necessitates very minimum requirements. Different from speaking which requires opportunities to interact with sparring partner, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is a service skill. After learning how to read effectively, students will be able to learn effectively by reading.

Realizing how crucial reading is for students, it can see the great importance of developing their reading ability. To achieve it, we should improve our reading lessons by implementing the best method and techniques provided by theories

Operationalization of the Subject Regarding the Competences of the Student

Course Description

The purpose of this course is to improve your reading skills through the practice of vocabulary enrichment, reading comprehension exercises, speed reading strategies, written responses, discussions, and reflections. Exploring and examining the entire reading process, you will become a more confident, independent, effective, and efficient reader.

Learning Objective of the course

Those undertaking this course will be able to demonstrate the following learning objectives:

Students will be able to identify the purpose and value of improving reading skills.

Students will be able to identify and define the major components of reading instruction.

Students will be able to apply strategies to improve reading skills in each of the major components of reading instruction.

Students will be able to transfer knowledge learned about reading development into their own personal experiences or that of others to increase reading skills.

Goal of the course

Upon completion of this course, students should be able to:

Quickly get the gist of and find specific information in a reading passage

Identify the main ideas of a reading passage and summarize them

Take an active role in academic discussions by expressing opinions and asking questions

Identify the essay structure and paragraph structures of an academic essay

Write opening and closing statements, thesis statements, topic sentences, summaries and transitions in an academic essay

Write a properly-formatted body paragraph in a four-paragraph academic essay

Relation between the course and the results from the learning process

By the end of the course, you should have improved your ability:

To recognise different text-types and genres,

To grasp the purpose of a text, its audience and the case it makes,

to read and respond to academic and non-academic texts that deal with a range of topics,

to understand the effects produced by different types of grammatical and stylistic, expression within your own writing and the writing of others,

to construct, shape and deliver writing that is appropriate to a set task,

to mobilize a technical vocabulary associated with writing,

to cite and reference in a manner appropriate to the genre of writing,

to evaluate and edit the work of others using constructive, informed feedback.

Relation between the course and the results from the learning process

By the end of the course, students will be able to:

Understand the terminology of an intermediate level of English focused on reading skill.

Be able to establish conversation between peers and other individuals on any situations that could occur working in the Customer Service Industry.

LEARNING RESULTS	CONTRIBUTION (High, Mid, Low)
Identify the topic and purpose of a reading sample	HIGH
Distinguish between main ideas and supporting details.	HIGH
Locate specific information.	HIGH
Distinguish between stated and implied ideas; make inferences	MID
Draw conclusions and predict outcomes	LAW
Use strategies to think critically about reading	HIGH
Recognize the structure and organization of paragraphs	HIGH

Source: Authors

Activities Throughout The Semester

Weekly topics

WEEK	TOPIC	STRUCTURE
1	Course Introduction and Note-taking Reading for general meaning What is Reading Comprehension?	Wh questions Future will Simple present

Designing English Reading Courses for Specific Purposes in Master Programs

		Present perfect
2	Reading Processes and Vocabulary Vocabulary instruction The Four Modes of Reading The effect of four differents modes of Reading	Present perfect: use of since and for. Present perfect: just.
3	Sentences and Paragraphs Commands for Lines Commands for paragraphs Paragraph Structure Pre-Reading Techniques	Comparatives and superlatives of adjectives
4	Making an Argument Understanding the parts of an argument Drafting memos that get results Creating and giving oral briefings Understanding good, bad and horrible graphics	Comparative form Modals can could
5	Text-types and 'How to Recognize a... What is text? Types of Reading Material	Imperative Modals Passive voice
6	Essays and Citations/Referencing	Present reference – simple present – present continuous Develop Ability to Anticipate and Predict
7	Essays and Citations/Referencing	Essays and Originality Choose topics
8	Technique vocabulary	Present perfect: How long….? Transition words: even though, although, however, on the contrary.
9	Writing Processes Common Organizational Patterns	The present perfect tense , recent events Defining relative clauses who
11	Digital Humanities and Digital Reading/Writing Annotation	Definite relative clauses present perfect tense indefinite past
10	Englishes Writing Styles - Past time clauses with *while* and *when*	Modals Present continuous Past continuous tense
11	21C Myths and Narratives	Demonstrative adjectives: This, that, these, those.

		Connectors of sequences: first, next, then, after that, finally.
12	Exams - This Course's and Exams in General	

Source: Authors

Methodology

The strategic methodology will be formative. According to the proposed theme, classes and activities will:

- **Monitoring comprehension**

  - Comprehension monitoring instruction teaches students to:

  - Be aware of what they do understand

  - Identify what they do not understand

  - Use appropriate strategies to resolve problems in comprehension

- **Metacognition**

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their Reading

- **Graphic and semantic organizers**

Help students focus on text structure "differences between fiction and nonfiction" as they read.

Provide students with tools they can use to examine and show relationships in a text.

Help students write well-organized summaries of a text.

- **Answering questions**

Give students a purpose for reading

Focus students' attention on what they are to learn

Help students to think actively as they read

Encourage students to monitor their comprehension

Help students to review content and relate what they have learned to what they already know

- Generating questions

- Recognizing story structure

- Summarizing

  o Identify or generate main ideas

  o Connect the main or central ideas

  o Eliminate unnecessary information

  o Remember what they read

Portfolio of the Course

The portfolio will contain:

1.- A cover page

2.-The syllabus of the course

3.- A Daily Log Section: This will include a daily report of the themes studied in the classes.

4.-A Class Work Section: This will include the exercises and other activities from the classrooms.

5.-A Homework Section: This will include the assignments and papers.

6.- A Quizzes Section: This will include the quizzes and proves of any other type of assessment applied during the process of the course.

Evaluation Process

There will be frequent evaluations, partial evaluation and a final exam as well. Evaluations will be held throughout the course to determine the progress of the class and the topics covered. Reading quizzes will be held on a regular basis.

The final grade of the course will be the average of:

- Partial Exam (EP) (30% of the grade)

- Final Exam (EF) (30% of the grade)

- Average Practices (PP) (40% of the grade)

$$PF = PP \times 40 + EP \times 30 + EF \times 30 / 100$$

The average of practices consists of reading in class, attendance, practices classified as readings or separations recommended by the teacher, eventual work individual and / or group.

Conclusion

According to the survey of postgraduate students, it is concluded that learning a good language takes a lot of time. It is not something that can be done in a couple of hours per week; you must work very hard to become a competent person in the language you want to learn. Students who finish their studies at the UTEQ have 2 hours per week to learn English and thus it is not possible to develop knowledge of the language that is fluent with only one access of 32 hours per semester, 192 hours during six semesters.

Recommendations

For students of master program is important to take the English Course of Reading because the most relevant scientist information in articles and books is in English. Reading has always been

said to be a great way to expand vocabulary. Reading and writing are essential to learning a new language, so take advantage of all the opportunities before to take English proficiency test.

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8. How to Write Creative and Memorable Characters Kids Will Love in Your Short Stories What are Homonyms?
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5. Punto de vista, hecho y opinión: 35 pasajes de lectura para comprensión
6. Éxito de comprensión lectora en 20 minutos al día (Desarrolladores de habilidades)

7. Ideas de ESL: mejorar las habilidades de lectura mediante el uso de Internet

8. Cómo escribir personajes creativos y memorables que los niños adorarán en tus cuentos cortos ¿Qué son los homónimos?

9. Éxito editorial para escritores: estudiando los mercados

10. Mejora de escritura: Proporcione sus detalles de escritura para impacto

11. Ayuda de escritura: cómo identificar y superar los obstáculos a su escritura

12. Tipos de párrafos comunes utilizados en la escritura efectiva

13. Estrategias de mejora de lectura de ESL: desarrollo de vocabulario

14. Escritura de ayuda: cómo escribir correctamente un diálogo excelente y atractivo para su historia

15. Decodificando la Palabra Escrita: La Parte Básica del Proceso de Lectura - Enseñanza de Habilidades de Lectura