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Developing English Reading Skills Through Pedagogical Technologies

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Abstract: This article provides information on the methodology of developing reading skills in English through new pedagogical technologies. These principles relate to the development of reading activities, which are applied during each activity based on the unique circumstances of the students and the pedagogical implications. The application of the pedagogical part in this order is mainly determined by the principles exposed here.

Keywords: main references, reading skills, reading process, learning elements, research development, patterns, rules, elliptical forms.

Introduction: In order to understand the whole process of reading it is necessary to present the characteristics of the reading process and now, to explain about the sub-processes which take place when reading; they are the micro-skills, explained by which had a big influence when answering questions about the strategies and processes carried out when reading.

These micro-skills have specific characteristics according with the skill presented, in this case, as we are speaking about reading, during each reading session they were: Discriminate among distinctive graphemes and orthographic patterns of English: which was observed by using the key words in each reading session and presented as the spelling to students, they were finding words they recognized and then they used them as a way to understand the idea of the text and build a conclusion.

Recognize a core of words and interpret word order patterns and their significance: one of the pedagogical strategy used by teacher-researcher during developing this process was to use key words called lines up, during the space pre-reading of each session and it helped students to identify the main idea of the topics and the sequence according to the meaning of the key words given. Recognize grammatical word classes, systems, patterns, rules, and elliptical forms: it means to give clear categories of the words given to students and to present to students the structures they recognize during the While-reading stage. Recognize that a particular meaning may be expressed in different grammatical forms: students learn to work by using synonyms, and they define groups of words and vocabulary to refer to a special concept, this micro-skill is developed when students read about a topic and they use different ways to explain it students saw it when reporting reading comprehension. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses: in this micro-skill students use different strategies, one of the most important is skimming, students can infer what was happening in a story by using animations and other elements exposed in the next chapters for connecting ideas in each reading session.

Main part: Recognize the rhetorical forms of written discourse and their significance for their interpretation: it means, students understand the difference between rhymes and songs, or short stories and anecdotes, and from there they understand what the meaning of the text is. Recognize the communicative functions of writing texts, according to form and purpose: students during the sessions recognize commands and structures specially used in each kind of reading, and they help

them to engage into the readings, by using the topic of the reading and the information they gather they improve communicative functions. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization and exemplification: it is the most important point to support the concept of reading comprehension, in this part students get the idea and present the abstract of the reading session establishing the connections between stages in a story or the relation between a song and the key-words to learn. Distinguish between literal and implied meaning: students understand the difference between finding an idea directly into the reading and the ideas which are implied into the reading, by following the sequences of the reading and helped by the process which implicates the reading process in a reading session.

Detect culturally specific references and interpret them in a context of the appropriate cultural schemata; explained as the moment when students define cultural characteristics in a reading, in this case, students get the information of the readings related with the contexts they are. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context and activating schemata for the interpretation of texts; the most important of the micro-skills in order to present strategies, students use scanning for finding key concepts called key-words into a reading to interpret it and get an idea of the text and they use skimming for inferring the idea and meaning of the text from the context where it is presented and helped by animations, pictures, sounds, colors, and others, presented in the activities for reading, the main idea was deducted in each reading session and students presented conclusions of this process at the end of each class, furthermore, they developed some other strategies as sharing with partners which is explained in the next chapters as the strategies and exposed in the appendixes of this document as an evidence of the process.

The most important definition during this research is the EFL reading; it has been studied by and he has written some important approaches in his investigation, first is the compilation of strategies in reading process and it is called "Explicit lexical instruction and learning strategies" which is subdivided in ten components which are frequently used at class in EFL contexts:

Learners' metacognitive and cognitive strategies; defined as the strategies which involve regulating, directing, monitoring and evaluating the language learning

Acquiring new vocabulary; where he relates some other investigations for explaining the process take place where a EFL learner get new vocabulary; it is by using a lexical acquisition, taken by cards and resources in classes, that is the importance of to know how to choose the tools and resources for each class in EFL contexts.

Consolidating previously met vocabulary; the activities for getting the goals in reading learning process may be reviewed during the post reading activities, it helps students to encourage the reading process and reinforce the way they use to learn by reading.

Elaborating vocabulary knowledge; is the stage of construction, insisting in a deep lexical acquisition taking into account the vocabulary that learners need and that they are learning, using the concept of reading comprehension in classes teacher stimulates the complete reading improving in students.

Orthographic decoding; this stage has to be developed after the last; because it is very necessary students know the words before beginning grammar contents.

Word formation and affixation; highlighting the importance of the affix in the construction of the vocabulary, students know the meaning of the parts in a word; a study developed by shows the relation of words coming from Latin and Greek in the vocabulary construction.

Collocations and lexical phrases; it is related with the explicit instruction and the learning of collocational knowledge and how they can help EFL learners to greater fluency in the language

As a conclusion, this study proposes the possibility of assume technology in education and innovation

as the most important factor inside showing the development of sessions and the products it can be presented, in that order, it is important to highlight that the interaction and the enjoyable activities are get the attention of YLS and help them to be engaged into the ideas and reading development.

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