



# **UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**THE TEACHING OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE DEVELOPMENT OF READING COMPREHENSION AND WRITTEN PRODUCTION WITH THE ADULT STUDENTS AT THE CANADIAN HOUSE CENTER DURING THE ACADEMIC YEAR 2010-2011.**

Thesis previous to obtain the Bachelor's Degree in Science of the Education, English language specialization

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# CERTIFICATION

Mgs. Edgar M. Castillo  
**Professor of the Universidad Nacional de Loja**  
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Certifies:

That I have directed and corrected this research work, previous to obtain the Bachelor's Degree with the title: "THE TEACHING OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE DEVELOPMENT OF READING COMPREHENSION AND WRITTEN PRODUCTION WITH THE ADULT STUDENTS AT THE CANADIAN HOUSE CENTER DURING THE ACADEMIC YEAR 2010 - 2011", under the responsibility of the undergraduate student Jorge Luis Ortiz Cochancela. Therefore, I authorize its presentation and defense.

Loja, June 2011

.....  
Mgs. Edgar M. Castillo  
Thesis Director

## **AUTHORSHIP**

All the criteria, analysis and concepts presented in this research work, are of the author's absolute responsibility. It can be used as a resource.

Jorge L. Ortiz Cochancela

## **ACKNOWLEDGMENTS**

I want to express my gratitude to the Universidad Nacional Loja, Área de la Educación, El Arte y La Comunicación, English Language Career by their work and dedication, because the professors have impelled an excellent teaching with their students and have permitted us to achieve one of the biggest goals in our lives.

Similarly, my thankfulness to all the professors of the English Language Career, especially, to the Mgs. Mariano Castillo who has given me his support as director to conclude this thesis.

To the authorities, teachers and students from The Canadian House Center, who have provided all the information needed to perform this research work.

To my dear classmates from the Universidad Nacional de Loja, The Canadian House Center and Fined-tuned English, whom I have shared beautiful moments of sane happiness during the time dedicated to our preparation, which constitutes a motive of emotion and triumph in our society.

The author

## **DEDICATION**

I dedicate this work first to God who has given me a full life and without complications.

### **WITH INFINITE LOVE:**

To my parents, brothers and sister who have made possible the culmination of my elementary and secondary studies, and now with a lot of effort we have achieved my studies of superior level.

### **WITH ETERNAL GRATITUDE:**

To the authorities, professors, tutors and classmates from the Universidad Nacional de Loja, The Canadian House Center and Fine-tuned English, who have shared plenty of experiences with me during these last years dedicated to the learning of the English Language.

### **WITH A HUGE LOYALTY:**

To my family, friends, colleagues and students, that is a motivation for them to continue fulfilling their ideals and harvesting their triumphs.

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**a. THEME:**

**THE TEACHING OF THE ENGLISH LANGUAGE AND ITS  
INFLUENCE ON THE DEVELOPMENT OF READING  
COMPREHENSION AND WRITTEN PRODUCTION WITH  
THE ADULT STUDENTS AT THE CANADIAN HOUSE  
CENTER DURING THE ACADEMIC YEAR 2010-2011**



## **b) SUMMARY**

The current research work shows the existing situation from the Canadian House Center, whose purpose was to show the need of improvement of reading comprehension and written production, goal that could be attained through the application of right techniques for reading and writing, and in this way strengthen the students' learning.

In order to the study of the data, the description, analysis and interpretation of results; similarly to the development of the field research and the stating of conclusions, it was necessary the application of the following methods: scientific, analytic-synthetic, descriptive, deductive and explicative. The instrument selected for this study was the survey, which was applied to the whole population from CHC that was of 125 students together with their 6 teachers.

Among the most relevant conclusions found throughout the development of this thesis were the following:

The students are not awaked of the existence of some reading techniques to the applications of these at the moment they face up comprehension difficulties. Furthermore, they are unmotivated for reading, due to they see reading as a simply activity to the looking up of information and not as a task to the enlarging of their vocabulary, the construction of meaning or to the activation of their own cognitive knowledge.

The teachers from CHC do not develop the whole writing process with the students; process that must include; prewriting, organizing, drafting, revising and editing. The teachers just have the students write pieces of writing but the students are not well qualified as to carry out this process.

## **c) INTRODUCTION**

In the last decades the education has been crossing by many problems, specially the English teaching learning process where the teachers really have not gotten meaningful learning of the foreign language with the students at high schools. It is known that learning is a controversial theme but when professors teach English during years and students do not really learn, we must worry about that.

Reading comprehension and written production are two important skills within the English language learning which involve the application of different kind of special strategies. However, the application of right techniques by the teachers prevents the development of reading comprehension and written production of the English language, so the English level of students has not improved. This was one of the reasons that motivated the researcher to do this work. Similarly, this will serve to suggest to the teachers some guidelines in order to better the students' reading comprehension and written production at the research institution.

The framework of this thesis is centered in: "The Teaching of the English Language and its Influence on the Development of Reading Comprehension and Written Production with the Adult Students at The Canadian House Center during the Academic Year 2010-2011"

The Canadian House Center is an English academy located in the city of Loja, its main characteristic is that it is one of the few academies in Ecuador that offers a learning experience solely with foreign speakers, who usually come from different

parts of the world such as; Canada, United States, Australia, England, Nigeria, Germany, Belgium, Slovakia, etc.

The main reason why The Canadian House Center was chosen to perform this kind of research work was my participation as student in the first program of this academy. So during my staying at this institution I have been allowed to know as well as to have access to truthful information, which is very fundamental for the development of this thesis.

It is believed that the adult students from CHC have not been able to develop their written production and reading comprehension in a satisfactory way, due to the little application of specific strategies and/or techniques by part of their teachers.

To research and give solutions to such issues, it was necessary the construction of a theoretical frame for the gathering of information about reading and writing strategies for English learning as a foreign language. In order to facilitate the study of the information, the theoretical frame has been divided into three parts:

The first part presents the topic Reading and Writing in Second/Foreign Language Learning, which in a short summary it is explained how important extensive reading is to learn another language. Moreover, it explains how authentic readings help students learn to use grammar structures correctly.

The second part embraces topics such as: What is Reading; Importance of Reading (in the society as well as the English language process); Types of Reading (extensive and intensive);

Strategies in Reading as a Foreign Language (pre-reading, during reading and post-reading) and some hits to develop reading skills.

In the third part includes topics like: Importance of Writing (transform information); Types of Writing (narrative, informational and functional); Writing Process (pre-writing, during writing and post-writing); Writing Tips.

The issue to research was the strategies the teachers of CHC use to develop the students' written production and reading comprehension. Thus, to achieve this goal, the scientific method and its four particular methods; the analytical-synthetic, inductive-deductive, descriptive and the explicative one were employed throughout this process. Besides, the instrument applied to obtain the required information was the survey, which was applied to the 125 adult students and their teachers at CHC.

It is worthwhile to consider that the main target of the development of this thesis is to fulfill with the requirement to obtain the Bachelor's Degree in Sciences of Education, English Language specialization, hoping to have contributed to solve the problems that partly exist within reading comprehension and written production.

## **d) REVIEW OF LITERATURE**

### **What is Reading?**

Reading is one of the important skills of a foreign language that is aimed to be taught to students in English as a Foreign Language courses. Also it is not an easy skill to gain for the foreign language students because reading is a complex process. The first definition of the reading is from Goodman (1988). It claims that reading is an interaction between writer and the reader. **The writer encodes thought as language and the reader decodes language to thought.**

Reading requires efficient knowledge of world and a given topic, as well as an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts.

Writers agree that readers have to do several other tasks in order to comprehend a text: they should connect new information with past experiences. This means background knowledge: interpret, evaluate, synthesize, and consider alternative interpretations. While doing this task, students also need some strategies to help them make their reading comprehension easy.

### **Importance of Reading**

There is a further, very important reason why ESL students should try to develop their reading skills. Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a

good reader is more likely to do well in school and pass exams than a student who is a weak reader.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if one reads extensively they are likely to be or become a good reader.

So if an educator wants his students to be successful at school encourage them to read. Reading non-fiction in English is probably the most important, but English fiction and any reading in the mother tongue - if done extensively - will help them to develop the reading competence that is essential for academic achievement.

## **Reading Process**

### **❖ Pre-reading Activities**

The activities the teacher uses during pre-reading may serve as preparation for in several ways, such as:

- Assess students' background knowledge of the topic and linguistic content of the text.
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- Clarify any cultural information which may be necessary to comprehend the passage.

- Make students aware of the type of text they will be reading and the purpose(s) for reading.
- Provide opportunities for group or collaborative work and for class discussion activities.

**Sample of pre-reading activities:**

- “Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.
- Looking at pictures, maps, diagrams, or graphs and their captions.
- Talking about the author's background, writing style, and usual topics.
- Skimming to find the theme or main idea and eliciting related prior knowledge.
- Reviewing vocabulary or grammatical structures.
- Reading over the comprehension questions to focus attention on finding that information while reading.
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading.

**❖ During Reading Activities**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

- When reading for specific information, students need to ask themselves, “Have I obtained the information I was looking for?”
- When reading for pleasure, students need to ask themselves, “Do I understand the story line/sequence of ideas well enough to enjoy reading this?”
- When reading for thorough understanding (intensive reading), students need to ask themselves, “Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ?”

To check comprehension in this situation, students may;

- Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.
- Use the comprehension questions as guides to the text, stopping to answer them as they read.

- **Skimming**

When a reader SKIMS he reads quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.

Skimming allows read quickly to get a general sense of a text to decide whether it has useful information. After skimming a piece, the reader might decide what to read it in greater depth.

Read the first paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the



information. Some people prefer to skim by reading the first and last sentence of each paragraph, that is, the topic sentences and concluding sentences. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.

- **Scanning**

In SCANNING, the reader moves his eyes quickly down a page or list to find one specific detail.

Scanning allows locating quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. That fact or word may be needed later to respond to a question or to add a specific detail to something being written.

### **Post-reading Activities**

Teacher asks the students to identify key words to distinguish the important words from the less important words in the text.

The students are asked to identify the words by asking:

- What was the event?
- When did the event occur?
- Where did the event occur?
- Who was involved in the event?
- How did the event occur?

- Why did the event occur?

### **What is Writing?**

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as; expository, narrative, descriptive, imaginative, and persuasive. Literature is a type of writing that includes poetry, novels, plays, stories, etc.

### **The Process of Writing**

Students learn to write by writing. Models of good writing in the subject area, and feedback (constructive and formative) are critical to students' growth as writers. It is a process of learning to express ideas clearly and effectively in such a manner to convince the reader of what is being stated. Good writing seems like a conversation rather a shopping list or worse simply a jumble of ideas.

#### **❖ Prewriting**

Prewriting is nothing more than getting ready to write. No person should attempt to write without a plan for what is to be written.

Prewriting is the time to get the brain focused. Since each person is unique, there can be no single method for focusing the brain. Each writer must find what works best (this does not mean what is done easiest.)

Prewriting can include:

- **Listing:** This involves making lists of things which are related to the topic.
- **Freewriting:** Just starting writing on topic and do not stopping (or even pause) until a predetermined period of time has passed.
- **Clustering:** Starting with a central idea and relate words, phrases, or ideas to it. This is used to find a direction for thoughts.
- **Percolating:** Thinking about the topic. Deeply examining, with the mind, what needs to be said.
- **Reading/Researching:** Finding information about the subject.
- **Discussing:** Talking to other people, with varying levels of knowledge on the topic, about the piece.

❖ **First Draft**

In this step the goal is to express the ideas in an organized and focused form. A simple way to begin is to first construct a sentence outline of an essay. To accomplish this, it is helpful to write one sentence that expresses the main idea (this is the thesis). Then, write one sentence for each supporting/developing idea in the order the writer has already determined. From this outline, the author can easily construct a simple draft of the essay.

### ❖ **During writing activities**

Whether the author has come up with a topic on his own or whether he is given a specific question to answer, the next step is often to consider the order in which the writer will present information about the topic. An essay usually follows this structured format: Introduction, Body, and Conclusion.

**Introduction:** This may be background information, a quotation from an expert on the topic, a personal anecdote, or whatever else will allow leading into the thesis statement. Once the subject has been introduced and the thesis included, the writer is ready for the draft of the body of the essay.

The introduction is a way to prepare the reader for the main idea - starting off general (but not boring), and leading up to what the writer wants the reader to believe by the end of the paper.

In **the body**, the writer will write one paragraph for each supporting idea. The sentences the author wrote for the supporting details in the sentence outline will serve as topic sentences for the paragraphs in the body. Generally, each paragraph of the body will begin with a topic sentence, which will be followed by additional clarification/explanation. If there are doubts about an idea's value in the body, it must be included. If new ideas come to the author's mind while is writing the draft, these should be included. The writer can always eliminate unwanted items later.

Once the body is drafted, this is ready for the final part of the essay, the conclusion. **In the conclusion**, it is necessary to provide a sense of closure. This is often accomplished by summarizing the main elements of the body, restating the main point from the thesis, and/or adding any final observations about the topic (such as a warning or a statement to urge the reader to action).

❖ **Revision**

Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate or add sentences, paragraphs or even pages in order to make a piece clearer.

A writer is not really writing until she or he is revising. This is a reasonable statement. The draft is just an attempt, but revision is the effort to make sense of the writing

❖ **Rewriting**

This step generally begins with a review of the supporting details in the essay. First, the reader must revise the thesis (sentence that expresses the main idea of the essay) to make sure it is clear, direct, and complete. Next, he should reread the topic sentences of the paragraphs in the body to ensure they relate to the main idea contained in the thesis. Third it is important that

he reviews the supporting details to make sure they are specific, relevant, typical, and sufficient in number to accomplish the writer's purpose.

Next, the writer should:

- Make sure paragraphs have beginnings and endings. Transitions (linking expressions such as: first, second, next, later, above, and below) are commonly used to introduce new paragraphs.
- Make sure sentences within paragraphs are connected to each other.
- Introduce examples used to illustrate supporting ideas with transitions (such as for example, in contrast, also, therefore, and consequently).
- Review all sentences within each paragraph.
- Delete, revise, or combine sentences that say the same thing. Replace vague, unclear words with more descriptive ones.
- Revise wording, grammar, spelling, and punctuation to ensure they are in Standard English form and are appropriate for the audience and purpose of the essay.
- Continue to revise the essay until she/he is satisfied with what you have said and how it has been said.

❖ **Editing**

In this step of the writing process, the essayist has to check for errors with mechanics. The final essay is to be in Standard English form, so it is important to review it a final time to ensure it does not contain any errors in English usage. Run-on sentences and fragments should be eliminated.

Mechanic errors in spelling, punctuation, grammar, vocabulary and capitalization should also be revised.

Finally - the corrected story should be reread to see if it looks right and makes sense.

## e) RESOURCES AND METHODS

### 1. RESOURCES

- **HUMAN:**

- Teachers from The Canadian House Center
- Administrative staff from The Canadian House Center
- Adult students in all levels of CHC

- **MATERIAL:**

- **Office material:** books, dictionaries, copies, paper, folders and binding.
- **Technical Resources:** internet service, computer, scanner, printer, pen drive and camera.

- **INSTITUTIONAL:**

- National University of Loja
- The Canadian House Center

- **DESIGN OF THE RESEARCH**

The current research is not experimental due to the researcher has not manipulated the data to the development of this thesis.



## 2. METHODS, TECHNIQUES AND INSTRUMENTS

### ➤ METHODS

This research work has been developed by mean of the scientific method and four particular methods which are; the analytical-synthetic, explicative, inductive-deductive and descriptive methods.

#### - **Scientific Method:**

The scientific or experimental method was the most suitable to the development of this research work, which was useful for the gathering of information and confirming ideas. It was the form in which the researcher could find answers to his queries. This method helped the researcher develop the following general steps: making observations; formulating and conforming of the hypotheses and finally stating conclusions.

As particular methods the following ones were used:

#### - **Analytic-Synthetic Method:**

This method served to analyze the main results that were obtained by mean of the instruments which were applied in the field work, due to these ones let confirm each one of the hypotheses basing on the results of major tendency.

- **Descriptive Method:**

This method was suitable to describe the actual situation of the cases, facts and phenomena and give the necessary elements to compare and evidence the truthfulness of the facts based on the interpretation of the research issue.

➤ **TECHNIQUES AND INSTRUMENTS:**

The survey was the instrument that was applied to obtain the empirical information of the researched object, which was very indispensable for the collection of the necessary data. This was previously prepared and structured with a questionnaire that contained both; closed and multiple choice questions, which were related to the indicators included in the consistence matrix.

The survey was applied directly to the people who are involved in the research process. That means that there was a designed questionnaire for the adult students as well as for their teachers, with the purpose of knowing the strategies and techniques used by them to the developing of reading comprehension and written production at this institution.

➤ **PROCEDURES:**

To perform this research work the following procedures were carried out:

- **Tabulation of the data:** The answers given to closed questions were tabulated using the descriptive statistics. The additional criteria were classified by categories in order to facilitate their interpretation.
- **Organization of the empiric data:** The empirical data was organized taking into account the answers with which the first and second hypotheses were drawn.
- **Graphic representation:** Then, the empiric information was represented graphically in tables and graphs. These facilitated the visualization and interpretation of the data expressed in the frequencies and percentages.
- **Analysis and interpretation of the empiric information:** This study was necessary to prove again the main categories developed in the theoretical frame.
- **Hypotheses verification:** The hypotheses were verified through a descriptive process supported by a logical analysis of the field work whose final results were expressed in a descriptive way.

- **Formulation of conclusions:** The conclusions were based on a specific analysis of the results, which helped to give recommendations to the teachers from CHC in order to contribute to the solution of the problems within the English teaching-learning process.
- **Elaboration of the final report:** To the elaboration of the final report, it was necessary the integration of all the components of the research process in a logical way: this process required a new revision of the theme, objectives, hypotheses, theoretical frame, etc.

➤ **POPULATION:**

The population taken into account for this research work was the English teachers who teach adult programs at CHC.

As the population of adult students at CHC is only of 125, it was not necessary to obtain a sample from the whole population. Given these circumstances, the instrument, in this case the survey, was applied to the whole population from this institution, the 125 adult students as well as their 6 teachers.

## f) RESULTS

### TEACHERS' SURVEY

#### ✚ HYPOTHESIS ONE

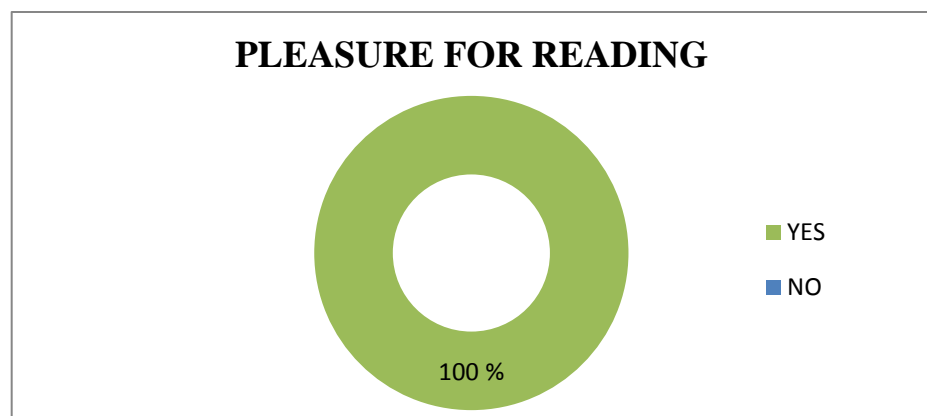
The techniques applied by part of the teachers do not help the development of reading comprehension of the English language in the adult students at The Canadian House Center, during the academic year 2010-2011

#### 1. Do your students like reading in English?

##### a) Statistic table

<b>PLEASURE FOR READING</b>	<b>F</b>	<b>%</b>
Yes	6	100 %
No	0	0 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

##### b) Graphic representation



**c) Interpretation**

100 % of the surveyed teachers from CHC affirmed that their students like reading in English and any of them claimed their students' dislike for English reading.

According to the results given by the teachers as well as the students, show us that the students are motivated to read passages with information in English.

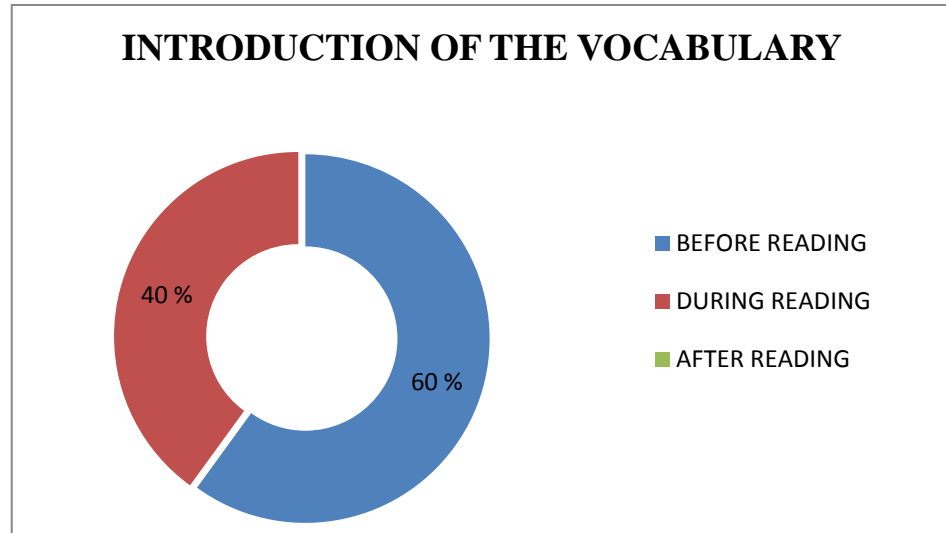
The first reading technique the teachers must apply is the motivation to increase students' pleasure for reading. The surveys applied to the teachers show satisfactory results when affirming the enjoyment for reading that their students have.

**2. When do you introduce the new vocabulary for each reading?**

**a) Statistic table**

<b>INTRODUCTION OF THE VOCABULARY</b>	<b>F</b>	<b>%</b>
Before reading	4	60 %
During reading	2	40 %
After reading	0	0 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

60% of teachers mentioned that they introduce the vocabulary before reading; 40% said that they do it during reading and any of them introduce the vocabulary at the end of it. However, more than the half of the students said that their teacher introduces the vocabulary during reading, which is indicated just when it is asked the teacher.

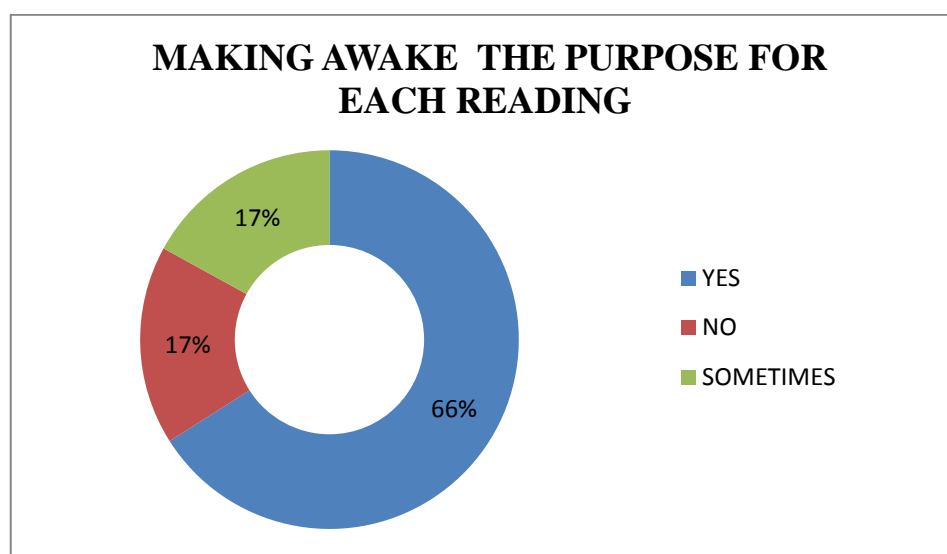
The introducing of vocabulary before reading would facilitate learners' comprehension before they start reading. Teachers should make sure the new words are known by their students. S/he may be able to present this vocabulary through body language, pictures, drawings, synonyms, antonyms, comparisons or examples.

**3. Do you make your students aware the purpose(s) for each reading?**

**a) Statistic table**

<b>MAKING AWAKE THE PURPOSE FOR READING</b>	<b>F</b>	<b>%</b>
Yes	4	66 %
No	1	17 %
Sometimes	1	17 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

66% of the teachers notified that they have the students aware the purpose of each reading; 17% of them assumed to discuss with their students about this purpose at times. And the other 17% made clear that they never accomplish this technique.



It is clear that most of the teachers are applying this technique due to the teachers and the students coincide with their answers.

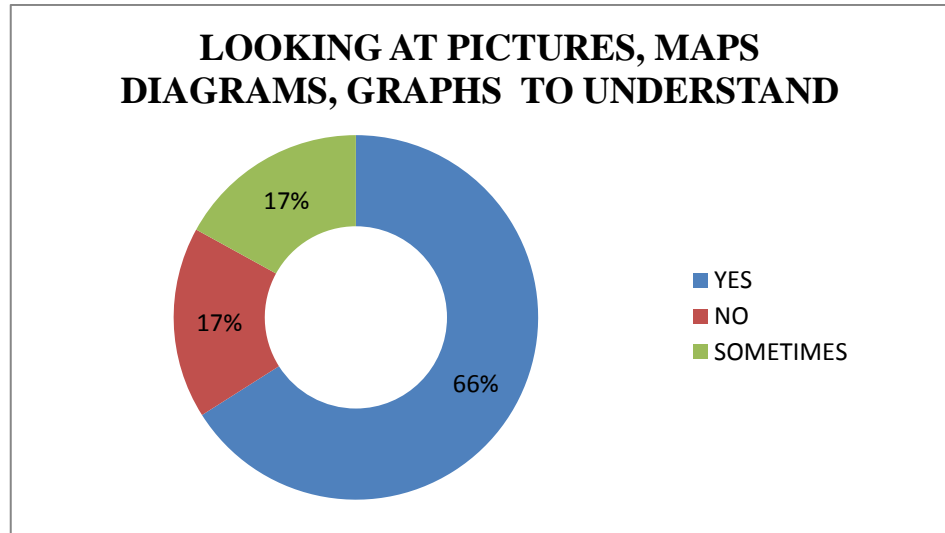
Students need to achieve competency in a variety of forms and consider a range of reading purposes such as; to reflect, clarify, explore ideas, express understanding, report, describe, retell, state an opinion, evaluate, or experiment. It is decisive that the achievement(s) of the purpose(s) mentioned above are attained at the end of reading, since both are of utmost importance; either its setting as well as its achievement.

**4. Do you advise your students to look at pictures, maps, diagrams or graphs to have a better understanding of the reading passage?**

**a) Statistic table**

<b>LOOKING AT PICTURES, MAPS, DIAGRAMS OR GRAPHS</b>	<b>F</b>	<b>%</b>
Yes	4	66 %
No	1	17 %
Sometimes	1	17 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

66% of the teachers from CHC said to advise their students to look at pictures, maps, diagrams or graphs to facilitate the understanding of readings; a 17% of them supported that they rarely ask the students to perform this activity as a reading strategy. And 17% of them revealed that they never carry out this technique.

The results indicate that a good number of teachers as well as students know and apply this pre-reading technique, which makes the students' capacity of comprehension easier.

Pictures and other visual material can activate a students' prior knowledge. If a student has some schema for a *tsunami*, a simple picture may serve to retrieve appropriate knowledge. Thus a teacher may share this photograph before students read a science textbook chapter on

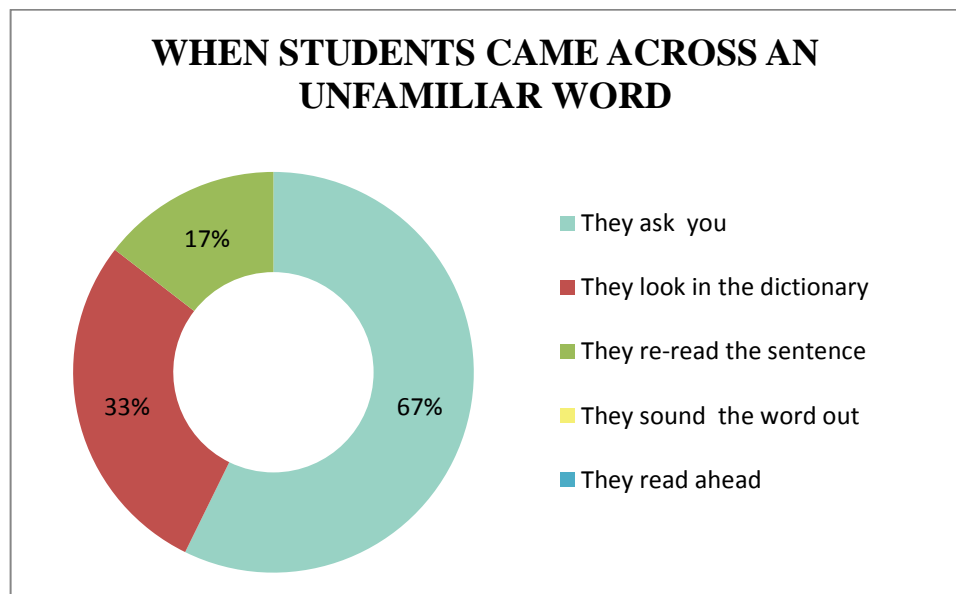
tsunamis. The picture serves to activate the student' schemata on this topic.

**5. What do you advise your students to do when they come across an unfamiliar word in a reading passage?**

**a) Statistic table**

<b>WHEN STUDENTS COME ACROSS AN UNFAMILIAR WORD</b>	<b>F</b>	<b>%</b>
Ask the teacher	4	67 %
Look up in the dictionary	2	33 %
Re-read the sentence	1	17 %
Sound the word out	0	0 %
Read ahead	0	0 %
Ask a classmate	0	0 %

**b) Graphic representation**



### **c) Interpretation**

67% of teachers from CHC upheld that when their students come across an unfamiliar word in the text, they as teachers offer them help translating these unknown words; a 33% of them advises their students to use a dictionary whether they have a difficulty with the understanding of any word; and 17% asks the students to read the sentence over and over again where the new word is, until having a comprehension of the full message.

The students and teachers agree with applying the technique of translation of the unknown words, either through the oral translation by mean of the teachers or through the use of the dictionary.

When students meet an unknown word they must be encouraged to go back and reread the sentence or part of the sentence that was confusing. Students will have to ask themselves this question: Was it a word, a phrase or an entire sentence that caused a breakdown in understanding? Once they have identified the part or parts, they can refer to other sources such as guessing meaning from context, using a dictionary or using the knowledge of parts of speech.

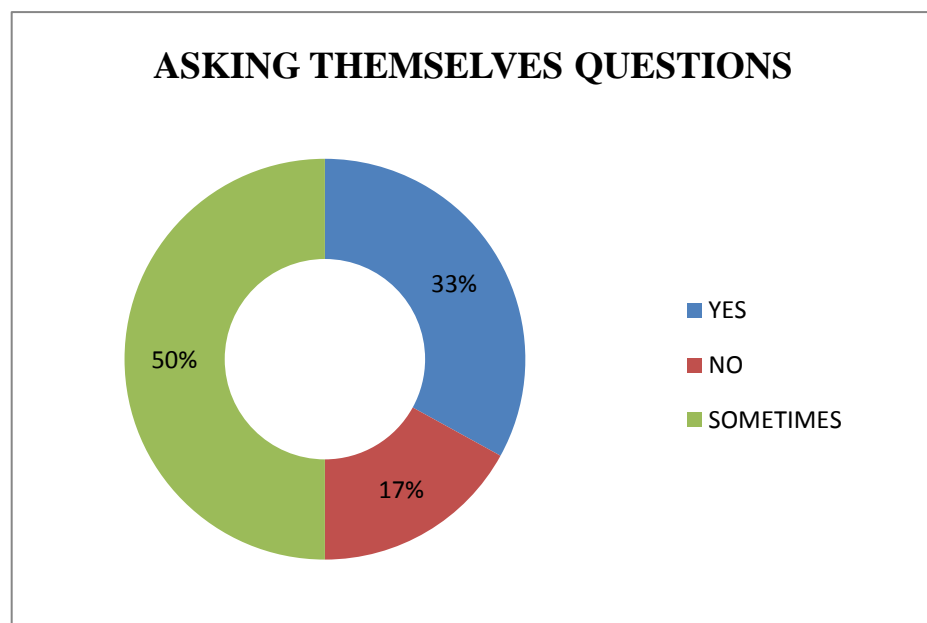
As good readers, students ought to monitor their attention, concentration and effectiveness. They must quickly recognize if they have missed an idea and backup to reread it.

6. Do you recommend your students to ask themselves questions as they read in order to increase their reading comprehension?

a) Statistic table

<b>ASKING THEMSELVES QUESTIONS</b>	<b>F</b>	<b>%</b>
Yes	2	33 %
No	1	17 %
Sometimes	3	50 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

b) Graphic representation



**c) Interpretation**

In order to raise students' understanding for reading, 50% of the teachers put students forward to ask themselves questions; 33% of them announced to suggest the students to develop this strategy; and 17% never does it.

Once the results analyzed, these permit the researcher to confirm that only the half of the teachers counsels the students develop this technique by developing any kind of reading, and the other half does not recommend the students perform this activity or they do it occasionally.

After the modeling, the teacher should ask the students to read the text in pairs. In each paragraph, the students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity activates students' background knowledge, relates them to the new information and confirms their understanding of the text.

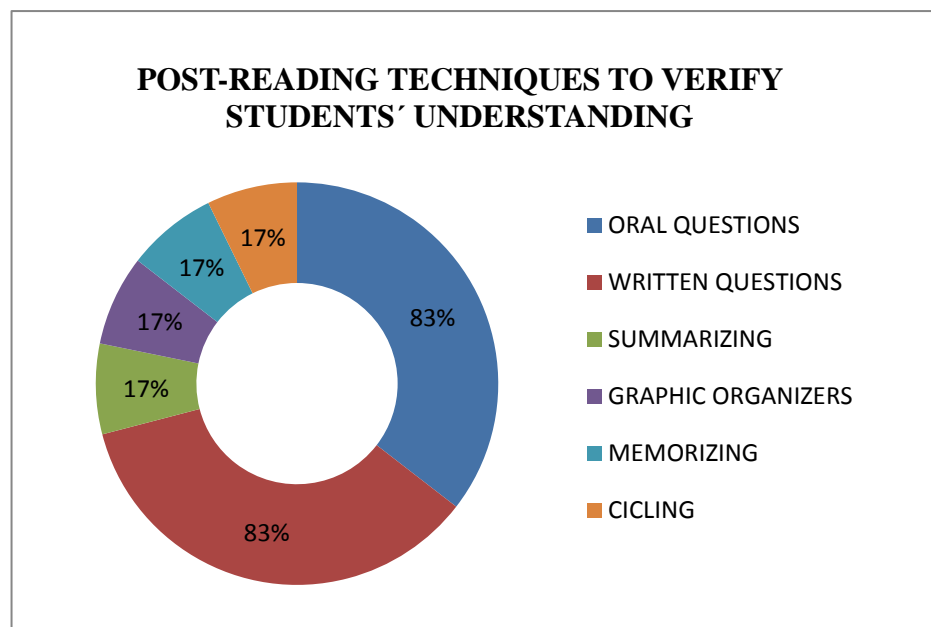
The study of graphs and headings, the reading of the first and last paragraph in a chapter, or the first sentence in each section are strategies that may go with the study of pictures, as often as the text provides any.

7. What post-reading techniques do you apply to verify your students' reading comprehension?

a) Statistic table

<b>POST-READING TECHNIQUES TO CHECK UNDERSTANDING</b>	<b>F</b>	<b>%</b>
Oral questions	5	83 %
Written questions	5	83 %
Summarizing	1	17 %
Graphic organizers	1	17 %
Memorizing	1	17 %
Circling	1	17 %

b) Graphic representation



### **c) Interpretation**

83% of the teachers expressed that the post-reading strategy they apply is oral questions; another 83% said that they apply written questions; and some teachers with the same percentage of a 17% apply summarizing, graphic organizers, memorizing and circling.

Questioning, summarizing and graphic organizers are the reading strategies that teachers and students from CHC carry out, but these techniques are not developed by the students but by the teachers.

Questions sheets containing various questions are provided for each student to work individually. These can be; true or false questions, alternative questions or WH-questions.

To help students have a better understanding, teacher could apply a post-reading technique called key words, which consist of asking students to identify key words to distinguish the important words from the less important ones in the text. Students are asked questions like these; What was the event?, When did the event occur?, Where did the event occur?, Who was involved in the event?, How did the event occur?, Why did the event occur?

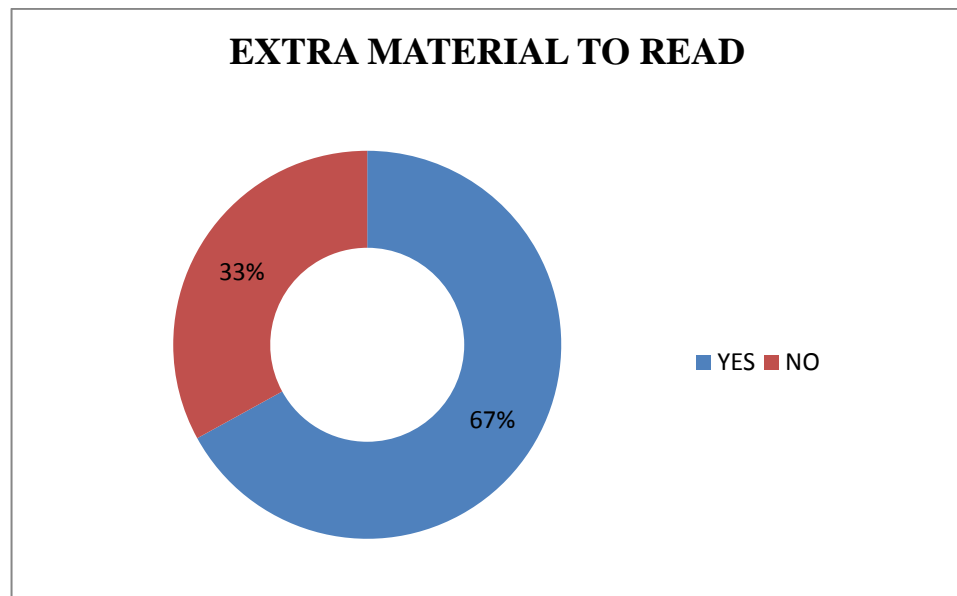


8. Do you encourage your students to read extra material apart from what they have in the book?

a) Statistic table

<b>READING EXTRA MATERIAL</b>	<b>F</b>	<b>%</b>
Yes	4	67 %
No	2	33 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

b) Graphic representation



c) Interpretation

67% of the teachers cited that they motivate their students to read other sources with the exception of the students' book and the workbook they have; and 33% of them assured that they do not motivate their students to develop intensive readings.

Easily we can see that more than half of the teachers have students develop intensive readings by using additional sources to read outside the class.

The incorporation of environmental print with examples from magazines, newspapers, ads, street signs, and other sources, are of utmost importance into the classroom.

It is known that owners and teachers from CHC provide the students from this institute stories and/or articles elaborated by them referring about this institution, its educative community, its programs and their roles as educators. This lets students wake up more the desire for the reading in a creative way to better their reading comprehension.

## **✚ HYPOTHESIS TWO**

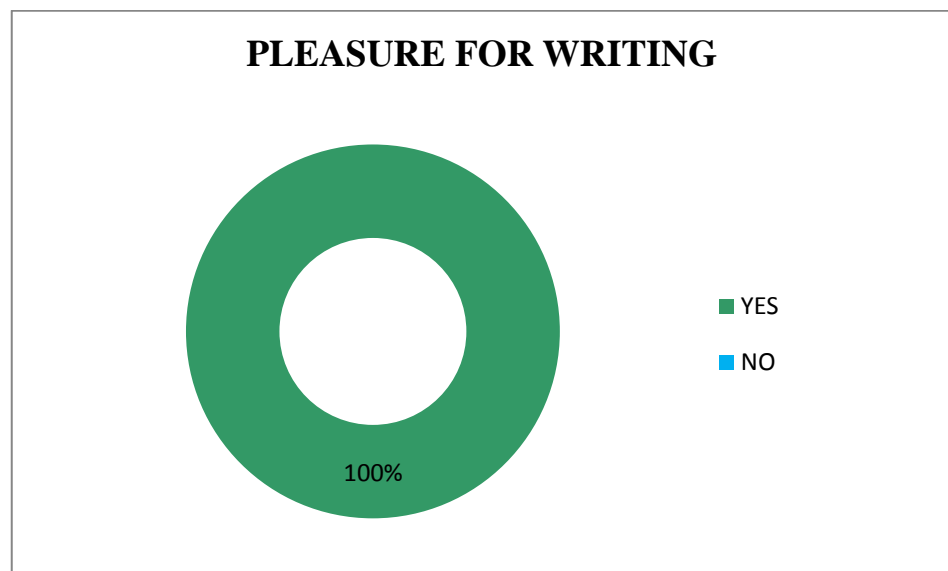
The techniques applied by the teachers are not supporting the development of written production of the English language in the adult students at The Canadian House Center during the academic year 2010-2011.

### **9. Do your students like writing in English?**

#### **a) Statistic table**

<b>PLEASURE FOR WRITING</b>	<b>F</b>	<b>%</b>
Yes	6	100 %
No	0	0 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

#### **b) Graphic representation**



**c) Interpretation**

Though 14% of students claimed their dislike for writing in English, 100 % of the teachers indicated that all their students enjoy writing fully.

Although 14% of the students avoid writing, a great number of them say to have a wide enjoyment for writing.

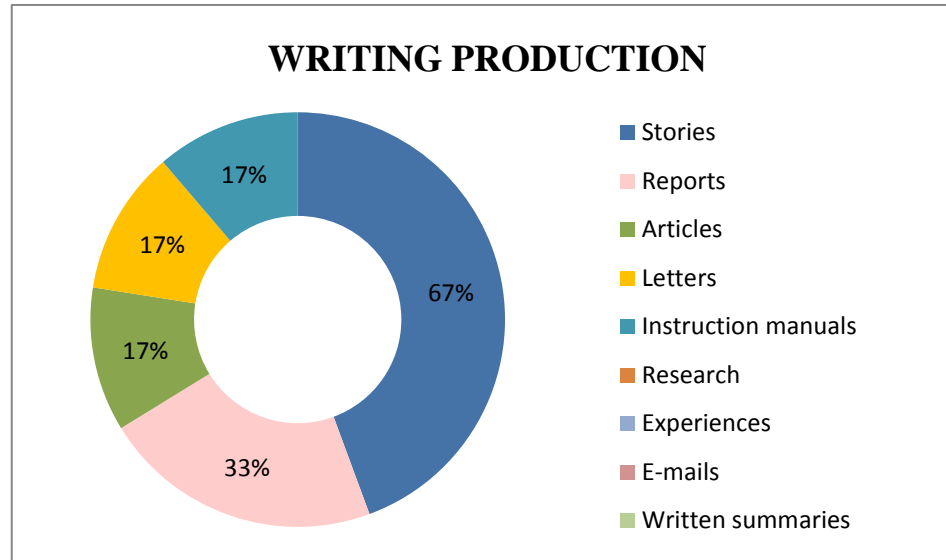
Students need someone to encourage them to support them during each phase of their writes up, to read and respond to their writings and provide direct instruction in the mechanic of writing. While students focus on the writing process, the teacher provides appropriate support.

**10. What kind of written production do you ask your students to develop in class?**

**a) Statistic table**

<b>WRITTEN PRODUCTION</b>	<b>F</b>	<b>%</b>
Stories	4	67 %
Reports	2	33 %
Articles	1	17 %
Letters	1	17 %
Instruction manuals	1	17 %
Research	0	0 %
Experiences	0	0 %
E-mails	0	0 %
Written summaries	0	0 %

## b) Graphic representation



## c) Interpretation

67% of the teachers have the students develop written production by mean of stories; the 33% of them ask their students to write their own reports; the 17 % asks them to write articles; and a 17% has the students present letters, and the other 17% instruction manuals.

The students from this institution are asked to develop descriptive and informal writings which consist of reporting events, functional writing which implies writing clear instructions by allowing the students to develop instructions for a game or recipe book.

Most of the teachers just emphasize the development of letters and stories as written production in class when there are a lot of genres to practice written production, which could be through essays, biographies, lyrics,

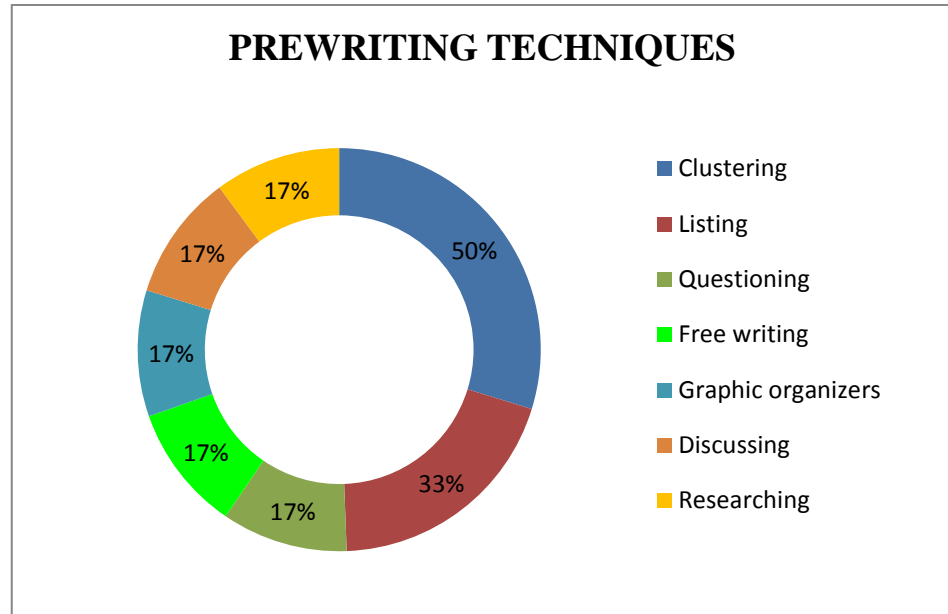
recipes, parodies, journal entries, reports, articles, opinions, poetry (e.g., ballads, acrostic, counted-syllable, formats, free verse, song lyrics), correspondence: (e.g., friendly letters; invitations; letters of thanks, complain, application, sympathy, inquiry, protest, congratulations, apology), invitations, scripts: (e.g., skits, plays, radio plays) speeches, memoranda, instructions and advice, rules and regulations, pamphlets, résumés and cover letters. So students will have more opportunities to produce and improve this important skill.

**11. Match which of the following technique(s) you ask your students to apply before starting to write.**

**a) Statistic table**

<b>PREWRITING TECHNIQUES</b>	<b>F</b>	<b>%</b>
Clustering	3	50 %
Listing	2	33 %
Freewriting	1	17 %
Researching	1	17 %
Discussing	1	17 %
Questioning	1	17 %
Graphic organizers	1	17 %

**b) Graphic representation**



**c) Interpretation**

50% of the teachers have their students develop writing tasks by using the clustering technique: 33% of them have students to work with the listing one; and the other half of the teachers in a similar percentage of a 17% works with techniques of freewriting, researching, discussing, questioning and graphic organizers.

Once the results analyzed, it is said that the clustering and listing techniques are the most applied by the students from CHC due to their teachers are who stimulate them to use each one of these.

There are many strategies teachers can advise students to develop to facilitate the work of writing, depending on what kind of written

production they are performing. Some strategies may be the following: Questioning (have students ask as many questions as they can think about the subject); Freewriting (have students write without stopping without and worrying about "mistakes" — they don't matter. Just focusing on getting words down on paper); Making a list (have students list as many items about the topic as they can think of); Mapping (ask students to use circles, boxes, and other shapes to show the relationships between different ideas); Preparing a Scratch Outline (In a brief outline, show the point of the paper and number 1, 2, and 3 the items that support the point, e.g., Television can have real benefits, 1.- Relaxation 2.- Entertainment, 3. - Education)

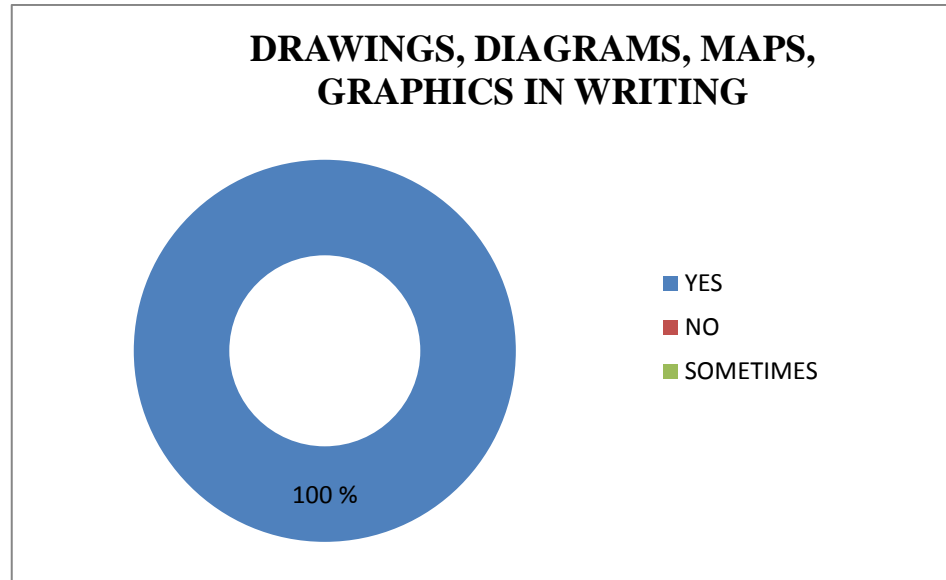
**12. Do you suggest your students to include drawings, diagrams, maps or graphics to illustrate their writings?**

**a) Statistic table**

<b>DRAWINGS, DIAGRAMS, MAPS, GRAPHICS IN WRITING</b>	<b>F</b>	<b>%</b>
Yes	6	100 %
No	0	0 %
Sometimes	0	0 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>



**b) Graphic representation**



**c) Interpretation**

Thought more than the half of students admitted that their teacher does not have them include drawings, diagrams, maps or graphics to illustrate their paper. On the other hand, 100% of the teachers vouched that they do it permanently.

According to the answers given by the teachers, all of them have students incorporate drawings, diagrams, maps and/or graphics to illustrate their pieces of writing, when the students' answers disagree with this response.

With the exception of research papers like this, nearly all write up styles need a graphic representation so that the reader has a pretty clear idea about what it refers to and has a better interpretation of this. Let us

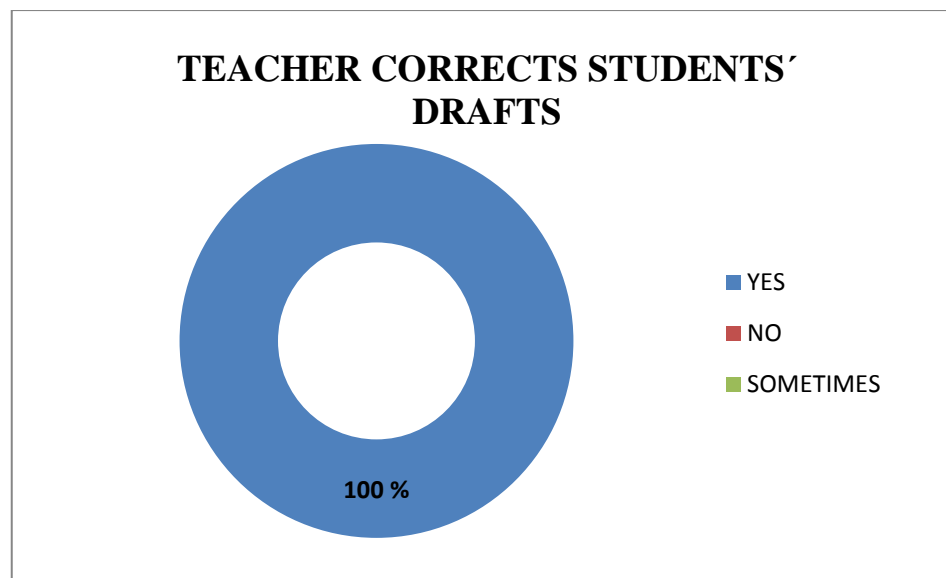
remember that the visual pictures help the reader picture what the author is attempting to portray in her/his paper. So it is important the reader can interpret of the best way what the writer desires to communicate through the written symbols.

**13. Do you ask your students to correct their drafts once you check it?**

**a) Statistic table**

<b>TEACHER CORRECTS THE STUDENTS' DRAFTS</b>	<b>F</b>	<b>%</b>
Yes	6	100 %
No	0	0 %
Sometimes	0	0 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

**b) Graphic representation**



### **c) Interpretation**

63% of the students and 100% of the teachers agree that revision of the writes up produced by the students during the teaching-learning process of the English language.

Draft reflects the struggle to get words down on paper and, as such, they are usually rough and incomplete. Revising brings a work to completion. It is a complex process of deciding what should be changed, deleted, added or retained. Revising is the general post-writing procedure which involves editing (revising for ideas and form) and proofreading (revising for sentence structure, spelling, punctuation and capitalization).

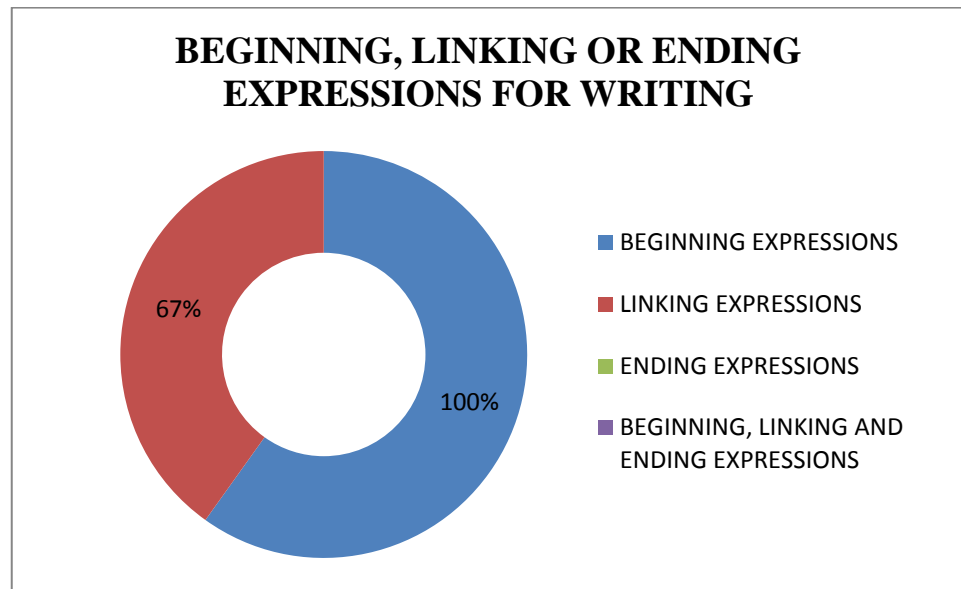
But keep on eye, the process expressed above is teacher's labor. Students also need revise their writings before handing in it to their guide. This revision consists of evaluating the strengths and weaknesses of their writes up and thinking of ways to make them clearer, more interesting or more convincing. Here are some questions they can ask as they think about how to revise their writings: Is there a better way to organize my ideas? Do I need to add more details and examples? How can I make my writing more interesting? Will my reader(s) understand what I am trying to say?

14. Which of the following beginning, linking or ending expressions do you advise your students to include in their writings?

a) **Statistic table**

<b>BEGINNING, LINKING OR ENDING EXPRESSIONS FOR WRITING</b>	<b>F</b>	<b>%</b>
Beginning expressions	6	100 %
Linking expressions	4	67 %
Ending expressions	0	0 %
Beginning, linking and ending expressions	0	0 %

b) **Graphic representation**



c) **Interpretation**

100% of the teachers suggest their students to include beginning expressions; 67% of them ask the students include beginning and linking

expressions in their papers, and all the surveyed teachers are careless about the use of closing or ending expressions in the students' pieces of writing.

It seems to be that almost all the writings developed by the students from CHC lack of expressions that let show their ending, due to the most of the students are only asked to include beginning and linking expressions, and the ending ones simply are evaded by them.

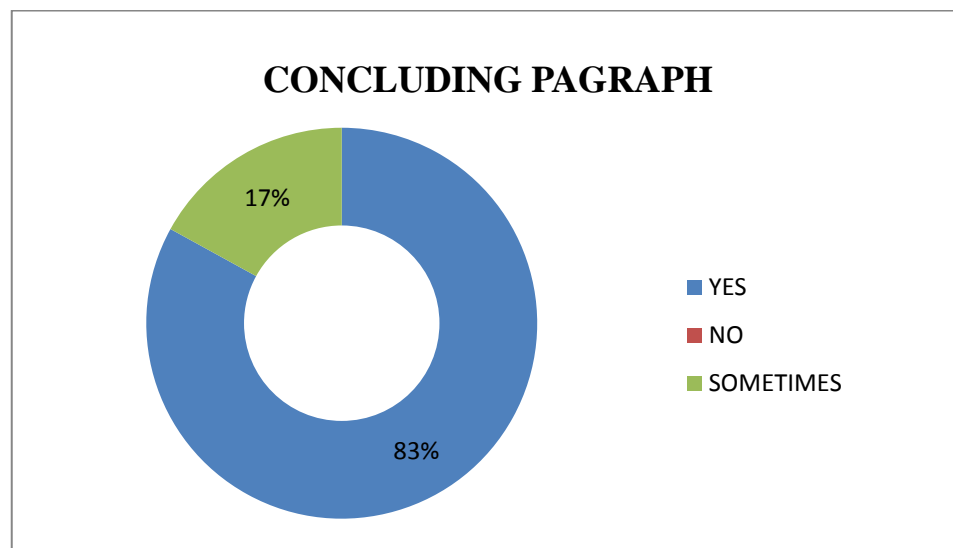
To connect their ideas or show relationships, students should be asked include the following expressions: Contrast or opposing ideas (although, while, in spite of, but, however); Comparison (like, similarly, both, just, as + adjective + as); Reason, cause an defect (because, since, as, so that, in order that); Time and sequence (when, while, first of all, secondly, finally); Result and consequences (therefore, thus, as a result of); Addition and example (moreover, in addition, for instance, such as). Certain words or expressions are often used to indicate the conclusion of a piece of writing: In conclusion, lastly, finally, to sum up, in short, etc.

15. Have you taught your students how to conclude their pieces of writing with a short summary?

a) Statistic table

<b>THE CONCLUSION WITH A SUMMARY IN WRITINGS</b>	<b>F</b>	<b>%</b>
Yes	5	83 %
No	0	0 %
Sometimes	1	17 %
<b>TOTAL</b>	<b>6</b>	<b>100 %</b>

b) Graphic representation



c) Interpretation

While 83% of the teachers from CHC said to have instructed their students to conclude their papers with an ending paragraph, only 35% of the students said to carry out this post writing technique. And 17% of the teachers commented to have the students do this activity at times.

The results permit the researcher to conclude that teachers as well students do not know how essential the inclusion of an ending paragraph is in order to reinforce the thesis statement, referring to the main points already given in the body of the paper.

Students must be aware that a paper always needs a concluding mark that allows the reader to reflect on the thesis statement after reading the supporting evidence which must be represented in a summary statement. This can be one or two sentences long and restate the thesis, but this should not be repeated word-for-word. The conclusion may contain a brief summary of the main points of the paper. It may also contain a final thought that s/he would like to leave in the readers' mind.

## STUDENTS' SURVEY

### HYPOTHESIS 1

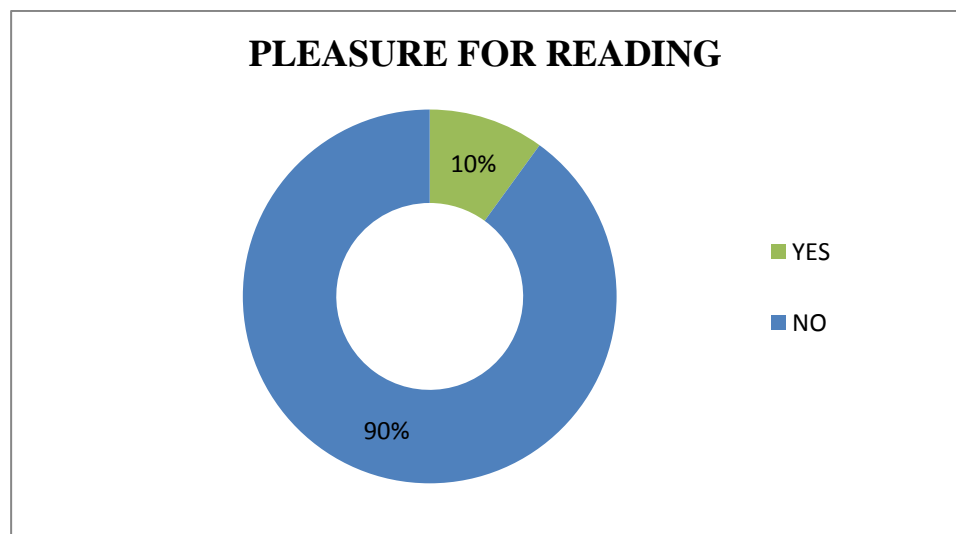
The techniques applied by the teachers are not supporting the development of written production of the English language in the adult students at The Canadian House Center during the academic year 2010-2011.

#### 1. Do you like reading in English?

##### a) Statistic table

PLEASURE FOR READING	F	%
Yes	112	90 %
No	13	10 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

##### b) Graphic representation





**c) Interpretation**

Only 10% of students from CHC assumed their pleasure for reading in English, while 90% affirmed their dislike for this.

The importance of reading is due to this does not just generate the knowledge of concepts or information about different happenings cited around the world, but also the enlarging of vocabulary which allows the learners to be better arguers . Alike the habit of reading help the reader develops her/his written production. So, keeping the habit of reading in the mother tongue as well as in a foreign language does not only permit us to enrich in information but also help us become better writers.

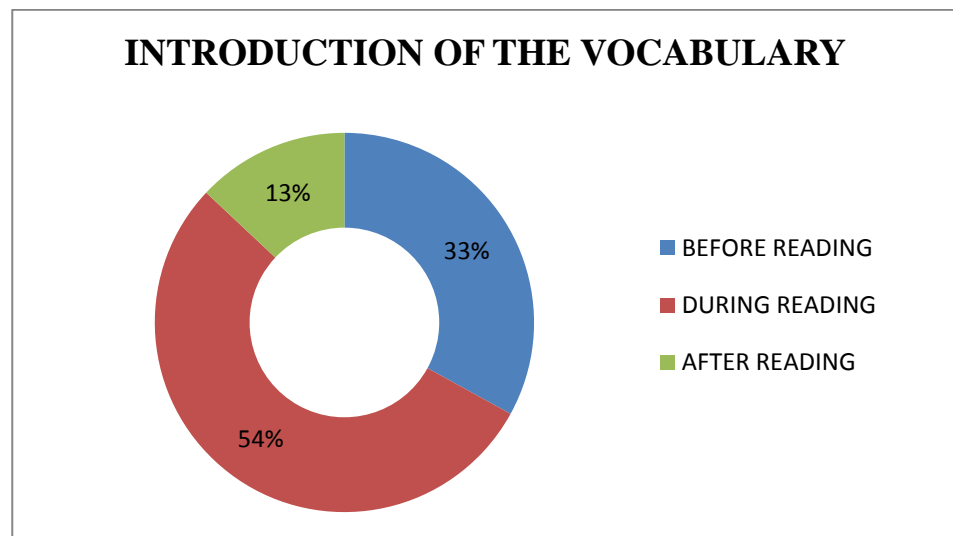
To motivate students, teachers need to build a variety of experiences relevant to the topic of study and use a variety of materials inside and outside the class to better accommodate the individual students´ needs, interests, and abilities. Reading must be viewed by the students as an activity where they construct meaning for themselves; it is an active, cognitive and affective process that involves complex thinking.

2. When does your teacher introduce the new vocabulary for each reading?

a) Statistic table

<b>INTRODUCTION OF THE VOCABULARY</b>	<b>F</b>	<b>%</b>
Before reading	41	33 %
During reading	68	54 %
After reading	16	13 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

b) Graphic representation



c) Interpretation

A 54% of students commented that their teacher introduces the vocabulary during reading; 33% said that their teacher does it before reading and a 13% mentioned that s/he does it at the end of it.

Most of them present the vocabulary only when this is asked by their students. This technique is considered as a pre-reading technique which means that this should be introduced before reading in order to facilitate learners' comprehension a long time before they start reading.

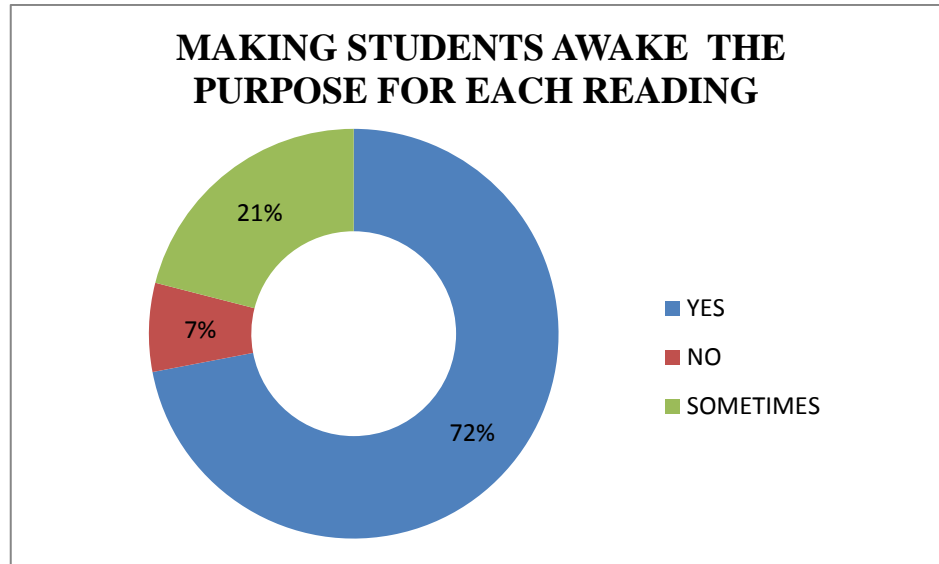
These are many ways of introducing the new vocabulary, among them; body language, pictures, drawings, synonymous, antonymous, comparisons or examples. As the translation is one of the favorite and most employed technique by the English teachers, it is the least feasible to teach a foreign language.

**3. Does your teacher make you awake the purpose(s) of each reading?**

**a) Statistic table**

<b>MAKING AWAKE THE PURPOSE FOR READING</b>	<b>F</b>	<b>%</b>
Yes	90	72 %
No	9	7 %
Sometimes	26	21 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

72% of students revealed through the surveys that their teacher makes them aware the purpose of each reading; 21% of them assumed that their teacher seldom converses with them about this purpose. And 13% remaining clarified that their teacher never accomplishes this technique.

The goal of this technique is to provide learners a clear idea of the knowledge they will acquire or to reinforce after that reading. And clearly we can see that most of the teachers apply this technique. Otherwise, reading will not make sense due to once the reader finishes reading the passage, s/he could not analyze whether the purpose set at the beginning of the process was reached or not, simply because there was not any purpose for reading at that time.

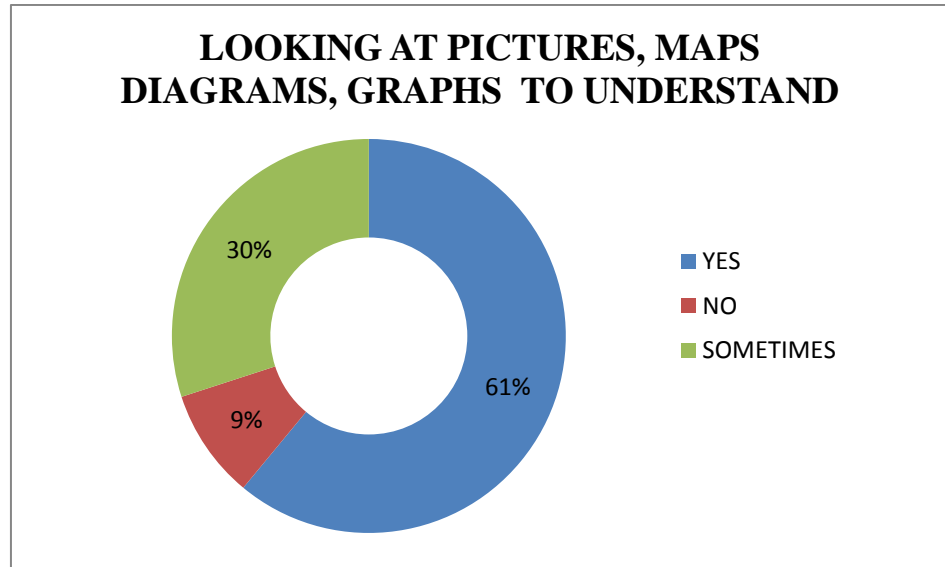
This strategy is known as “reciprocal teaching” whereas the whole class has a discussion to generate questions, make summaries, predict and clarify the text. This is to clarify the purpose of reading, direct attention, activate background knowledge again, and also to evaluate content, monitor predictions and finally draw conclusions. The teacher will monitor the students’ performance and confirm whether they are able to use the new vocabulary, express ideas/concepts and link them in a correct way.

**4. Does your teacher advise you to look at pictures, maps, diagrams or graphs to have a better understanding of the reading passage?**

**a) Statistic table**

<b>LOOKING AT PICTURES, MAPS, DIAGRAMS OR GRAPHS</b>	<b>F</b>	<b>%</b>
Yes	77	61 %
No	11	9 %
Sometimes	37	30 %
<b>TOTAL</b>	<b>125</b>	<b>100%</b>

**b) Graphic representation**



**c) Interpretation**

61% of the whole population from CHC articulated that their tutor advises them to look at pictures, maps, diagrams or graphs to facilitate the understanding of reading; a 30% of them supported that their teacher occasionally asks them to perform this activity as a reading strategy. And 9% revealed that their teacher does not carry out this technique.

The results indicate that a good number of teachers as well as students know and apply this pre-reading technique. This makes the students' capacity of comprehension easier.

It is important that teachers train their students to use their own background knowledge as a strategy to comprehend a text. Closely connected to the idea of constructing meaning and using background

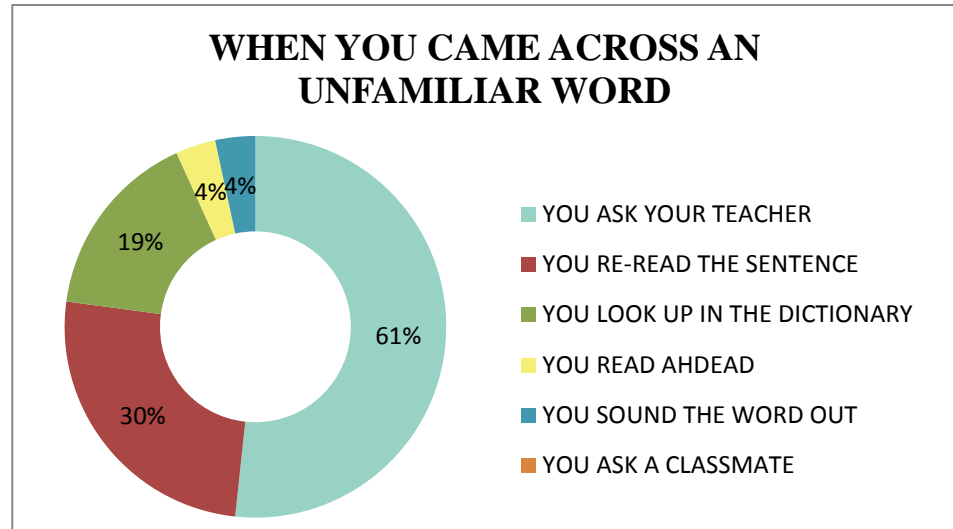
knowledge are the related strategies to mental imagery or making mental pictures, much better if these are formed through visual pictures taken from the source they are going to read. Students will have a better ability to understand and picture what the author is attempting to portray in the text. The ability to construct mental images has been demonstrated to improve learners' memory for literature.

**5. What do you do when you come across an unfamiliar word in a reading passage?**

**a) Statistic table**

<b>WHEN COMING ACROSS AN UNFAMILIAR WORD</b>	<b>F</b>	<b>%</b>
You ask your teacher	76	61%
You re-read the sentence	37	30 %
You look up in the dictionary	24	19%
You sound the word out	5	4%
You read ahead	5	4 %
You ask a classmate	0	0 %

**b) Graphic representation**



**c) Interpretation**

61% of students from CHC upheld that when they come across an unfamiliar word in the text, they ask their teacher; a 30% of them re-reads the sentence; a 19% said to use a dictionary in order to be able to understand the wording and 8% remaining just evades the unknown words.

All these techniques should be used during readings. These help readers cope with a circumstance whereas they do not know the meaning of a word. But the important would be students knew these techniques by mean of their teachers since of the majority of the students at this institution ask their teacher or look up the words in the dictionary when they find incomprehensible words in their readings, but not always these



resources are available for them. Then the application of other resources will be necessary to avoid the use of the dictionary or the translation.

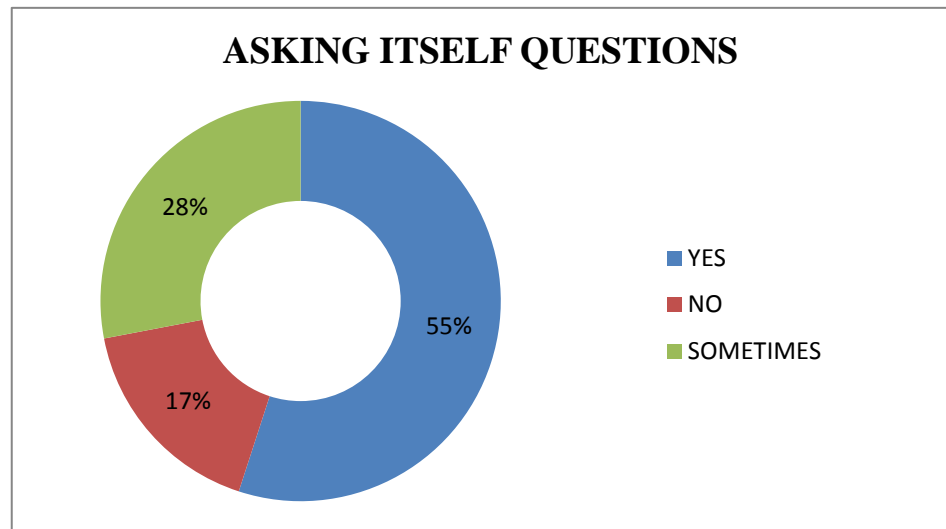
When students self-monitor and self-correct they are demonstrating an ability to recognize that what they are reading is not making sense and apply strategies to solve the problem. Students should use strategies like these when they realize that their comprehension is not proceeding well. When a student comes across an unfamiliar word, s/he needs to decide whether to re-read the sentence, read ahead, sound the word out, or look up the word in a monolingual dictionary.

**6. Do you ask yourself questions as you read in order to increase comprehension?**

**a) Statistic table**

<b>ASKING ONESELF QUESTIONS WHILE READING</b>	<b>F</b>	<b>%</b>
Yes	69	55 %
No	21	17 %
Sometimes	35	28%
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

55% of the whole population of students asks themselves questions to increase their comprehension. On the other hand, 28% does it occasionally, and 17% never does it.

These results show that a big number of students are applying this technique, which let them know whether or not what they are reading makes sense to them. During this monitoring process, if they find that a word or an idea does not quite fit with what they are reading, they apply this self-correct skill in order to fix the problem.

In while-reading activities, the comprehension is fundamental through checking of questions like the following: Have I obtained the information I was looking for?, Do I understand the story line/sequence of ideas well enough to enjoy this reading?, Do I understand each main idea and how

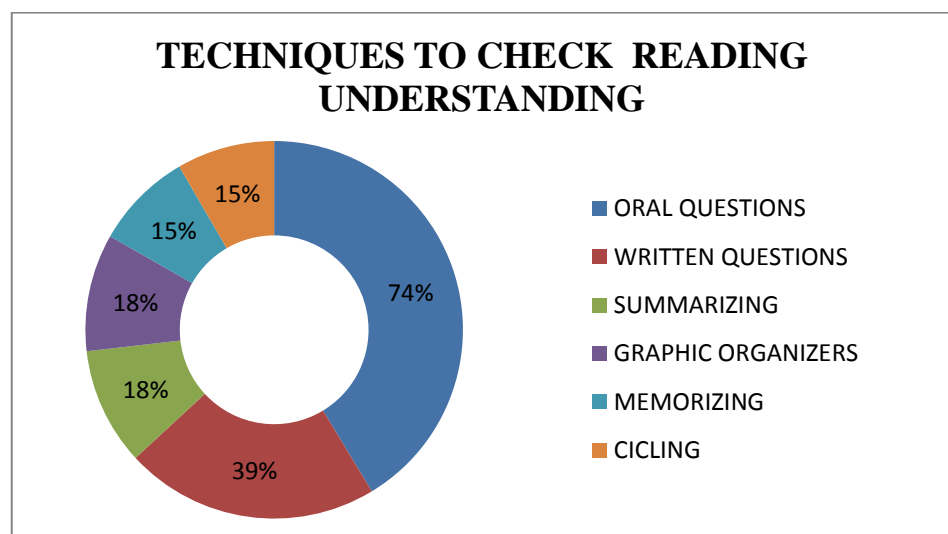
the author supports it?, Does what I am reading agree with my predictions, and if not, how does it differ?

**7. What post-reading techniques does your teacher apply to verify your reading comprehension?**

**a) Statistic table**

<b>TECHNIQUES TO CHECK READING UNDERSTANDING</b>	<b>F</b>	<b>%</b>
Oral questions	93	74 %
Written questions	49	39 %
Summarizing	22	18 %
Graphic organizers	23	18 %
Memorizing	19	15 %
Circling	19	15 %

**b) Graphic representation**



### **c. Interpretation**

74% of the students expressed that the post-reading strategy applied by their teacher is through oral questions; a 39% cited that their teacher applies written questions; an 18% summarizing; an 18% graphic organizers, 15% of teachers asks their students memorize passages from readings and the other 15% of them confused circling as a reading strategy when it is a writing one.

Questioning, summarizing and graphic organizers are the reading strategies that the teachers and students from CHC carry out, but these techniques are not been developed by the students, but by the teachers.

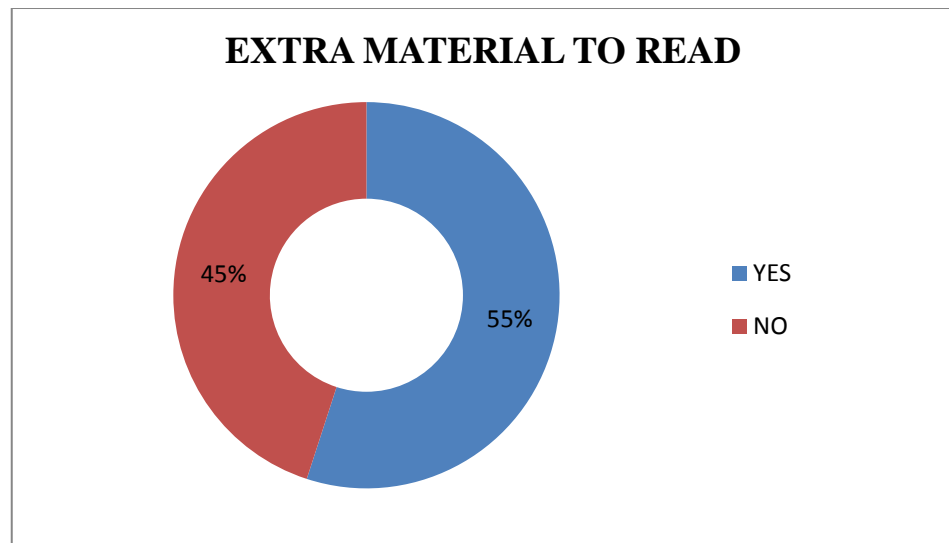
Questioning is a post reading strategy that should be prepared by students not by teachers. Students are accustomed their teachers to ask the questions about the passage, but if teachers asked the students all the questions, they would be strategic readers. Instead, they need to learn to ask themselves questions as they read. When students generate their own questions, they increase comprehension of text. It forces students to think more deeply about the author's words and intentions, giving them a goal for reading.

**8. Does your teacher encourage you to read extra material apart from what you have in your book?**

**a) Statistic table**

<b>EXTRA MATERIAL TO READ</b>	<b>F</b>	<b>%</b>
Yes	69	55 %
No	56	45 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

55% of the students are motivated to read other sources with the exception of the book they have for the teaching-learning process, and 45% assured that their teachers do not motivate them to develop intensive reading.

Easily we can say that a few more than half of the population develop intensive readings by using additional sources to read outside the class.

These sources are; newspaper and stories. Articles prepared by the owners and teachers from CHC about themselves as institution, as professionals and as people. These pieces of writing are provided to the students, which wake up their desire for reading in a creative way. Likewise, a big number of students simply develop extensive readings that their book provides them to work inside the class.

The capability to comprehend what has been read is a requirement for success in all aspects of learning, including beyond the educational years. Thus, in order to become professionals in any field, students should learn to understand the English language. Also students need to research about a variety of subjects in English. While doing this, they should be forced to read in English since most of the sources (internet, magazines, research, newspapers, advertisements, books, handbooks, etc.) are written in this language. So, it is very important teachers take into account all these additional sources as strategies in order to increase students' interest for reading.

## **✚ HYPOTHESIS TWO**

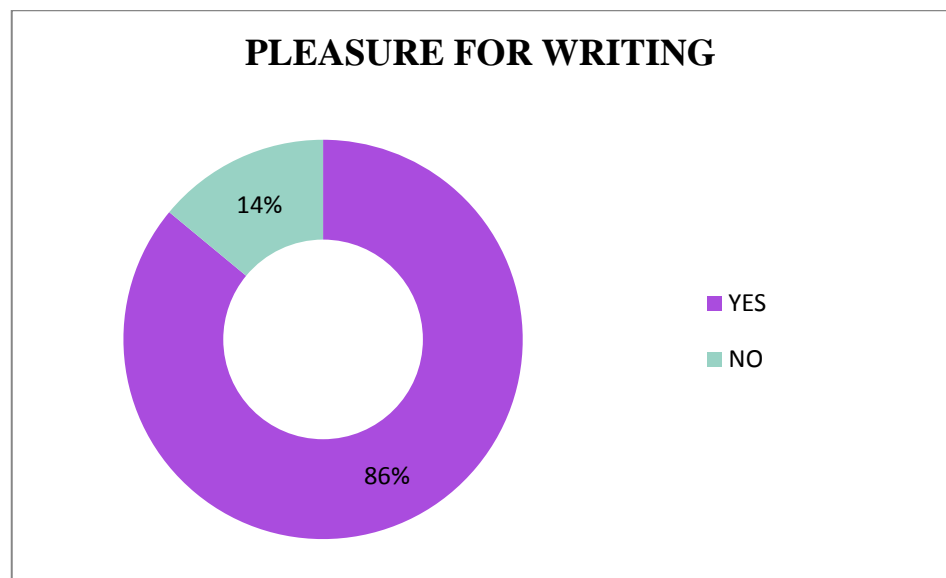
The techniques applied by the teachers are not supporting the development of written production of the English language of the adult students at The Canadian House Center during the academic year 2010-2011.

### **9. Do you like writing in English?**

#### **a) Statistic table**

<b>PLEASURE FOR WRITING</b>	<b>F</b>	<b>%</b>
Yes	108	86 %
No	17	14 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

#### **b) Graphic representation**



**c) Interpretation**

86% of the students claimed their pleasure for writing while 14% of them stated their dislike for writing.

It seems to be that a great part of the students from CHC have a wide pleasure for writing while only a reduced number of them avoid writing.

People, especially teenagers like share experiences, trying always to find an opportunity to express their thoughts or feelings and often chose to do it through a written way since many times speaking activities are out of context what they desire to express. So, they take the opportunity of a writing task with the purpose of being attended and listened.

Teacher as a facilitator should offer guidance in order to encourage students to express their ideas freely, respecting always their concepts and opinions without imposing on them, which is part of the writing process of the English language.

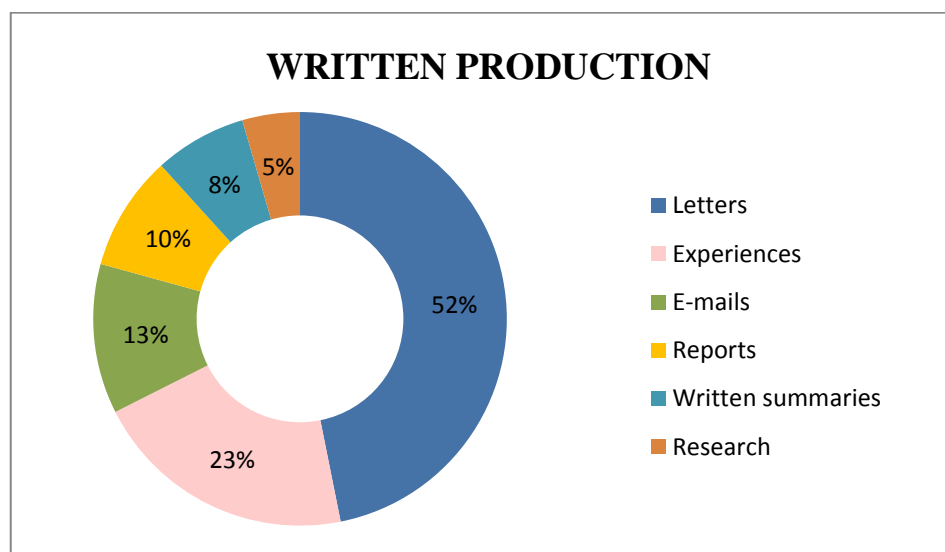


## 10. What kind of written production do you develop in class?

### a) Statistic table

WRITTEN PRODUCTION	F	%
Letters	65	52 %
Experiences	29	23 %
E-mails	16	13 %
Reports	13	10 %
Written summaries	10	8 %
Research	6	5 %

### b) Graphic representation



### c) Interpretation

47% of the population develops written production by mean of letters; the 21% of them does it through their daily experiences; 12% of them do it through chat or e-mails with foreign speakers or with their own

teachers; a 9% write academy reports; a 7% is asked to write summaries and 4% of them develop research works.

The students from this institution develop descriptive and informal writings which consist of reporting events and writing their own experiences using pictures and/or role played voices. These types of writing undoubtedly help students better their written production. But it would be advisable teachers have students write imaginative writings, so that students are able to write fictional stories (made-up) as well as functional writing that consist of writing clear instructions allowing the students to develop instructions for a game or recipe book.

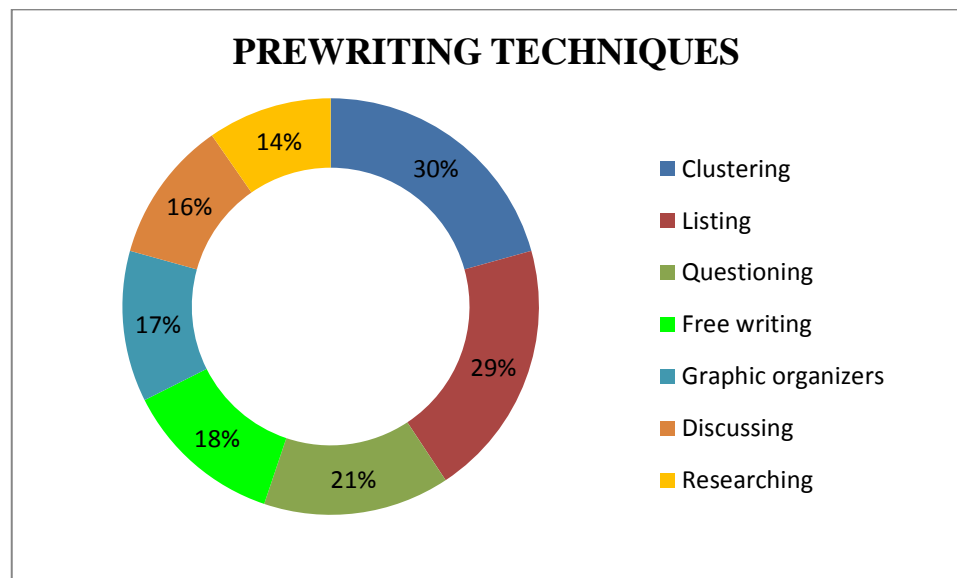
Teachers should require the students to demonstrate creative writings, in which they produce an original piece of art such as a poem, a play, or a short story. Finally, they may be asked to record and comment upon their own experiences in expressive, autobiographical, personal writings or to explore ideas and experiences in a reflective writing. There may be some overlapping between different types of writing.

11. Mach which of the following technique(s) you apply before starting to write

a) Statistic table

PREWRITING TECHNIQUES	F	%
Clustering	37	30 %
Listing	36	29 %
Questioning	26	21 %
Freewriting	22	18 %
Graphic organizers	21	17 %
Discussing	20	16 %
Researching	18	14 %

b) Graphic representation



### **c) Interpretation**

A 30% of students apply the prewriting technique called clustering; a 29% develop listing; a 21% makes use of questioning; an 18% applies freewriting; a 17% employs graphic organizers; 16% makes use of discussing; and 14% remaining utilizes researching.

These results demonstrate that some of prewriting strategies are applied by the students. They use different sources of information to the development of their papers depending on what they are going to write.

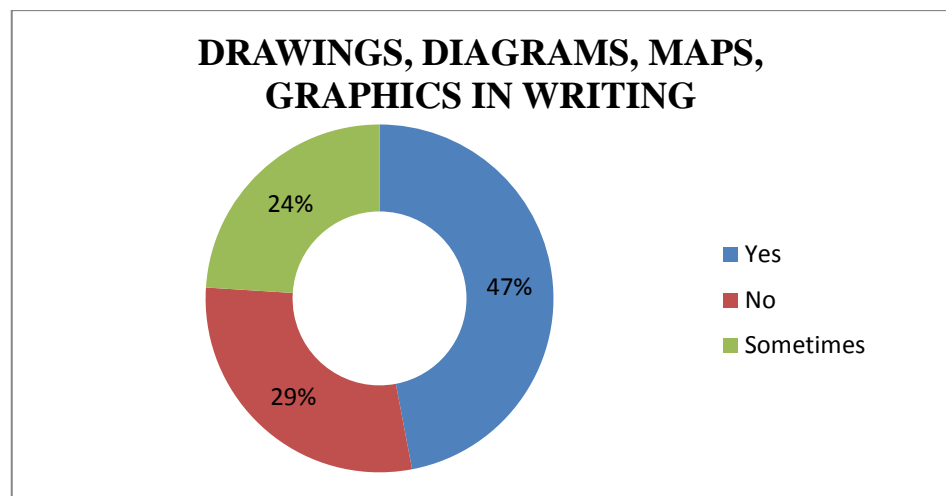
Prewriting techniques are nothing more than getting ready for writing. Since each person is unique, there can be no single method for focusing the brain. Prewriting can include: Listing (making a list of things related to the topic), Freewriting (starting writing on a topic without stopping), Clustering (starting with a central idea and relate words, phrases or ideas to it), Percolating (thinking about the topic. Deeply examining with the mind what needs to be said), Researching (finding information about the topic), or Discussing (talking to other people with varying levels of knowledge on the topic about the piece).

12. Do you include drawings, diagrams, maps or graphics to illustrate your writings?

a) Statistic table

<b>DRAWINGS, DIAGRAMS, MAPS, GRAPHICS IN WRITING</b>	<b>F</b>	<b>%</b>
Yes	59	47 %
No	36	29 %
Sometimes	30	24 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

b) Graphic representation



c) Interpretation

47% of the learners is not in the habit of include pictures, drawings or graphics in their papers; 29% does it at times and 24% simply never does it.

The results confirm the application of this important strategy by mean of the students in written production.

With the exception of research paper like this one, nearly all write up styles need a graphic representation so that the reader has a pretty clear idea about what it refers to and has a better interpretation of this. Let us remember that visual pictures help the reader pictures what the author is attempting to portray in his paper. So it is important the reader can interpret of the best way what we desire to communicate through the written symbols.

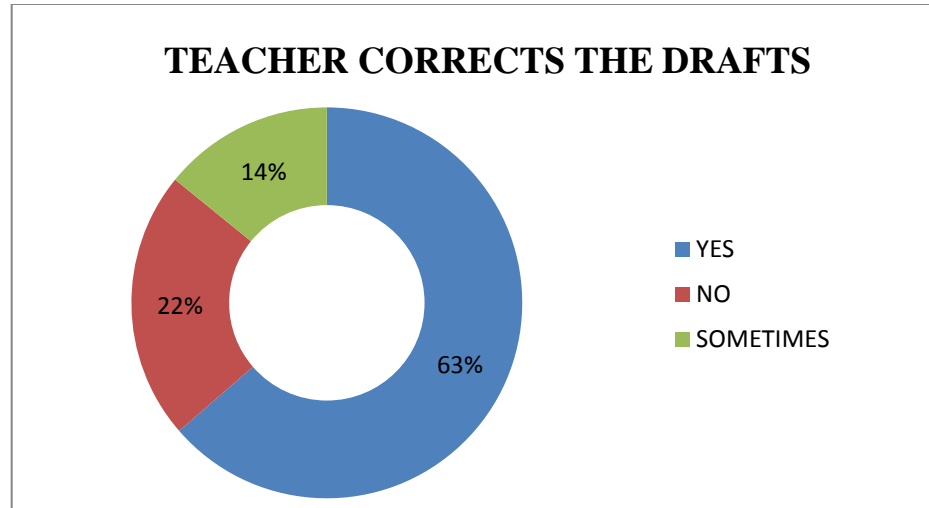
When concluding, the writer should also include pictures, charts, tables or anything that the author can use to make her/his write up more interesting. Everything should be labeled and an explanation should be included so the reader knows what s/he is looking at.

**13. Does your teacher make you correct your drafts once s/he checks it?**

**a) Statistic table**

<b>TEACHER CORRECTS THE DRAFTS</b>	<b>F</b>	<b>%</b>
Yes	79	63 %
No	28	22 %
Sometimes	18	14 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

## b) Graphic representation



## c) Interpretation

The results given by 63% of the students bore out that their teachers check their papers and give them the respective revision about what is grammar, misspell or punctuation so that the students' papers are semantically as well as pragmatically corrected. On the other hand; 18% of the surveyed students vouched that their teachers revise their papers very suddenly; while 22% remaining revealed that their writes up never have a respective revision by part of their teacher.

The papers performed by the students from the CHC are almost always revised by their English teachers. It is worth recognizing that this is a good labor by part of them, due to this activity is very helpful so that students can better their written production.

Many students believe that revision is just about correcting grammar, spelling and mechanics. Revision is primarily concerned with making the ideas clearer to make sense of the writing. Students need to know that to get a good essay it is necessary to check it time and time again. No one can create a masterpiece at the first draft. A writer is not really writing until s/he is revising.

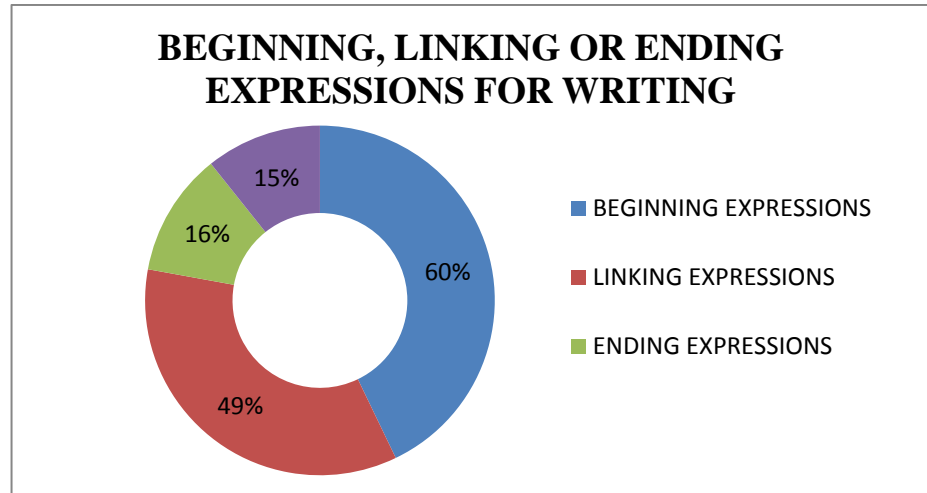
**14. Which of the following beginning, linking or ending expressions do you use in your writings?**

**a) Statistic table**

<b>EXPRESSIONS FOR WRITING</b>	<b>F</b>	<b>%</b>
Beginning expressions	75	60 %
Linking expressions	61	49 %
Ending expressions	20	16 %
Beginning, linking and ending expressions	19	15 %



## b) Graphic representation



## c) Interpretation

60% of the whole population from CHC uses beginning expressions in their papers; 49% of them include linking expressions; 16% adds ending expressions and just 15% of them utilize beginning, linking and ending expressions in the same writing, when just the half of the population of teachers assures to have students use beginning and linking expressions in their papers.

There are many students that when they include beginning expressions they do not include linking expressions or when they write beginning expressions they forget to use the ending ones or vice versa. Only a small number of students make use of the beginning, linking and ending expressions in the same text.

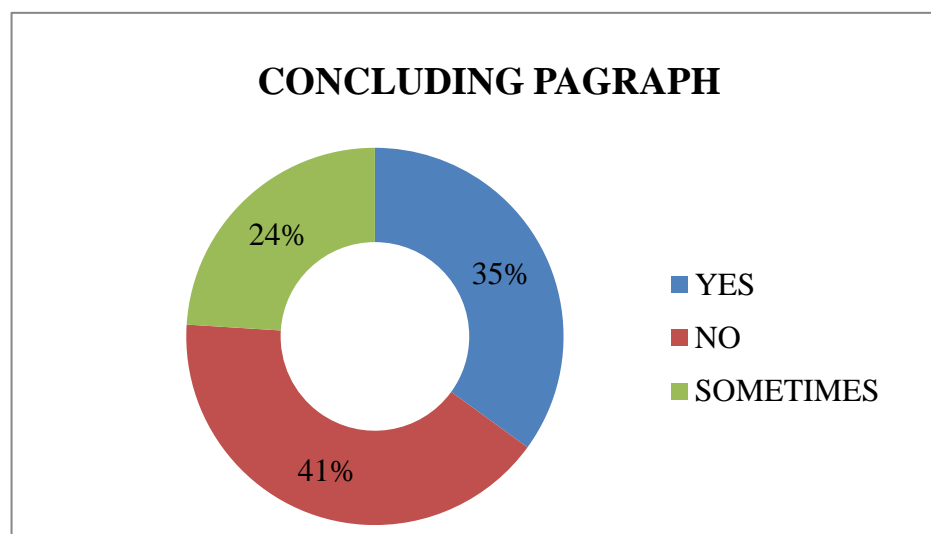
The reader must revise the thesis to make sure it is clear, direct, and complete. Next, s/he should reread the topic sentence of each paragraph and the body to ensure they relate to the main idea contained in the thesis. Also it is important that s/he reviews the supporting details to make sure they are specific, relevant, typical, and sufficient. But to achieve this goal the fitting use of the beginning, linking and ending expressions are very indispensable at all moment.

**15. Do you get used to concluding your writings with a short summary?**

**a) Statistic table**

<b>CONCLUSION PARAGRAPH</b>	<b>F</b>	<b>%</b>
Yes	44	35 %
No	51	41 %
Sometimes	30	24 %
<b>TOTAL</b>	<b>125</b>	<b>100 %</b>

**b) Graphic representation**



**c) Interpretation**

35% of the students upheld that they conclude the pieces of writing with an ending paragraph; 41% of them sustained that they do not get used to concluding their papers with any kind of summary, and 24% vouched that they do it at times.

When not containing the students' writing an ending paragraph, this lacks of an emphasis in the results of the ideas, or a prediction about the situation that will occur from the ideas introduced in the essay or probably a recommendation concerning to the material presented in the text.

When concluding a passage it is necessary to provide a sense of closure. This is often accomplished by summarizing the main elements of the body, restating the main point from the thesis, and/or adding any final observation about the topic in order to persuade, to warn or a statement to urge the reader to action.

## **g) CONTRASTING AND VERIFICATION OF HYPOTHESES:**

After exposing, discussing and analyzing the data given by the teachers and students from CHC by mean of the surveys, the researcher presents the questions which were helpful to prove each one of the hypotheses stated in the thesis project.

### **HYPOTHESIS ONE:**

#### **√ STATEMENT**

The techniques applied by the teachers do not help to the development of reading comprehension of the English language with the adult students at The Canadian House Center during the academic year 2010-2011

#### **√ DEMONSTRATION**

The independent variable refers to the techniques applied by the teachers and reading comprehension as dependent variable. The researcher can make an analysis based on the obtained answers in the survey applied to the teachers as well as to the students from CHC in the city of Loja. Regarding to the more meaningful questions, they are the followings:

The **question number one** was set in order to get to know the grade of interest the students from CHC have for reading in English. It was determined that 90% of the students and 100% of the teachers coincided with their answers. Students have a wide pleasure for reading in English.

The **question two** was to verify whether or not the teachers considered the vocabulary be presented as a prereading technique as it is recommended. 54% of the students told that the vocabulary was introduced during reading when it was asked the teacher, and 40% of the teachers agreed with the students' answers. The introduction of the vocabulary before reading let students increase background knowledge since sometimes there are words or expressions of an own culture.

The **question number three** would allow the researcher to know if the teachers notify the students the purpose of each one of readings. 66% of the teachers make students aware the purpose or purposes for each reading and 61% of their students supported this answer. These purposes may be: to reflect, clarify, explore ideas, express understanding, report, describe, retell, state an opinion, evaluate, or experiment.

The **question number four** was asked to prove if the students interpreted the graphic language through pictures, maps, diagrams, graphs to get an overall understanding about the passage a long time before students start reading and also to have a better understanding of the text. 66% of the teachers and 61% of students said to apply this strategy.

The **question five** was to know what strategy the students apply when they came across an unfamiliar word in a reading. 67% of the teachers and 61% of the students said that the most feasible strategy is asking the teacher when a student wants to know a new word, leaving as second alternative the rereading of the

sentence, looking up the word in the dictionary and sounding the word out, which are also techniques that could be helpful for the reader to understand a word/expression when s/he does not count on a human resource to translate this word/expression.

The reason which the **question number six** was inquired was to know if the teachers have their students ask themselves questions in order to increase reading comprehension on their own. 55% of the teachers said to advise their students to ask themselves questions during reading and 50% of the students affirmed they sometimes carry it out. This means that some students carry out reading only to fulfill tasks or to find information asked by the book or by the teacher – everything, less to develop a reading with specific goals.

The **question number seven** was about the technique(s) applied by the teacher to verify the students' comprehension. 83% of the teachers said to apply oral and written question as a post reading technique to check their students' understanding. 74% of the students commented they were asked oral questions and a 39% of them matched written questions. Questioning turns out to be a magnificent strategy provided when it is done by the students, in other words when students ask students, not when the teacher asks students. This provides students a new purpose for reading.

The **question eight** was about the encouragement to the students to read extra material. 67% of the teachers encourage students to develop extra material by using stories and small magazines. 55% of the students agreed with this. When

students read other sources apart from reading texts supplied by the English book their reading skills and their ability to comprehend the main idea of a text raises quicker.

√ **DECISION**

Based on the obtained results in the applied survey to the teachers and students, the researcher has accepted the first hypothesis which states that; the techniques applied by the teachers do not help the development of reading comprehension of the English language with the adult students at The Canadian House Center during the academic year 2010-2011.

## **HYPOTHESIS TWO:**

### √ **STATEMENT**

The techniques applied by the teachers are not supporting the development of written production of the English language in the adult students at The Canadian House Center during the academic year 2010-2011.

### √ **DEMONSTRATION**

Regarding to the second hypothesis the researcher has the independent variable refers to the techniques the teachers from CHC apply, and the second variable is about written production so the researcher would analyze the obtained results in the questions below.

The **question number nine** was to get to know the grade of students' interest for reading in English. It is known that 100% of the teachers and 85% of the students coincided with their answers when mentioning the students' pleasure for reading in English.

The purpose of the **question ten** was focused to the kind of written production developed in class. 67% of the teachers matched stories, 52% of the students and 17% of the teachers matched letters as a written production. It seems to be that the students committed an error on meaning of the word *letters*. That is why teachers' and students' answers did not coincide this time.

The researcher included the **question number eleven** to get to know the prewriting techniques that teachers have students perform before starting to



write. 50% of the teachers and 30% of the students stated to apply clustering which consist of making a list of things and afterward start writing taking into account all the pieces related to the topic.

The goal of the **question twelve** was to find out whether or not the students were suggested to include drawings, diagrams, maps or graphics or other illustrations in order to facilitate the reader's understanding to get true message of the text. 100% of the teachers together with 47% of the students answered this question as affirmative. So it is confirmed that students illustrate the paper with graphics.

The **question thirteen** was to know the process of revision the teachers carried out with their students' drafts. The answer given by 100% of the teachers determined that the students' papers have a revision process, and 85% of the students supported this answer. Teachers check students' papers and have them correct the word choice, misspell, grammar, punctuation mistakes, etc., but students must know they will be able to evaluate their own drafts and realize if their ideas are well organized, with the enough number of details and examples in order to support the main thesis.

To know if teachers teach students the use of connectors in their writes up, the **question fourteen** was asked, whereas 0% of the teachers and 15% of the students considered the beginning, linking and ending expressions an important strategy as to include them in their papers. Since 100% of the teachers and 60% of the students only considerate important the inclusion of the beginning connectors

√ **DECISION**

As it has been observed in the obtained results and basing on the analysis stated above, the researcher accepts the second hypothesis which upholds that the techniques applied by the teachers are not supporting the development of the written production of the English language in the adult students at The Canadian House Center during the academic year 2010-2011.

# **CONCLUSIONS AND RECOMMENDATIONS**

## **h) CONCLUSIONS AND RECOMMENDATIONS**

Once the research of reading comprehension and written production in the teaching learning process of the English language in the adult students at The Canadian House Center, the following conclusions and recommendations have been stated by the researcher.

### **CONCLUSIONS:**

- The students from The Canadian House Center are not awaked of the existing of some reading techniques to the application of these at the moment they face up comprehension difficulties.
- The students are unmotivated for reading, due to they see reading as a simply activity to the looking up information to answer written questions asked by the teacher or by the required task in the book, and not as a task to the enlarging of their vocabulary or the construction of meaning or what is more, to the activation of their cognitive knowledge.
- The teachers are not applying post reading techniques in order to check their students´ reading comprehension. They do not have students express their understanding for reading tasks through oral questions, summaries, graphic organizers, or through questions asked by them so that these are asked by themselves.
- The teachers from CHC do not develop the whole writing process with the students: process that must include; prewriting, organizing, drafting, revising

and editing. The teachers just have the students write pieces of writing but the students are not well qualified as to carry out this process.

## **RECOMMENDATIONS:**

- The teachers should teach the students a great number of reading strategies as well as their application throughout the whole reading process; pre, during and post reading, so that they could get a better reading comprehension each time.
- In order to increase the students' interest for reading, the teachers from CHC should encourage the students to read short and interesting sources of easy understanding, whose reading is part of the study theme, and similarly, taking into account the right application reading strategy.
- In order to get a higher level of comprehension by the students, it will be essential to allow them not only extract information or ideas from a text, but also be consented to help the teacher extract some questions from text so that subsequently these are been asked among partners.
- The teachers should capacitate the students about the writing process; prewriting, drafting, revising and editing, carrying out this process step by step to facilitate the development of written production in the students, so they will be able to produce better pieces of writing.

# PROJECT



**UNIVERSIDAD NACIONAL DE LOJA**

**ÁREA DE LA EDUCACIÓN, EL ARTE Y  
LA COMUNICACIÓN**

**ENGLISH LANGUAGE CAREER**

**PROJECT:**

**THE TEACHING OF THE ENGLISH LANGUAGE AND ITS  
INFLUENCE ON THE DEVELOPMENT OF READING  
COMPREHENSION AND WRITTEN PRODUCTION  
WITH THE ADULT STUDENTS AT THE CANADIAN  
HOUSE CENTER DURING THE ACADEMIC YEAR 2010-  
2011.**

**AUTHOR:**

**Jorge Luis Ortiz Cochancela**

**LOJA - ECUADOR**

**2010 - 2011**



a. **THEME:**

**THE TEACHING OF THE ENGLISH LANGUAGE AND ITS  
INFLUENCE ON THE DEVELOPMENT OF READING  
COMPREHENSION AND WRITTEN PRODUCTION WITH  
THE ADULT STUDENTS AT THE CANADIAN HOUSE  
CENTER DURING THE ACADEMIC YEAR 2010-2011**

## **b. PROBLEMSTATEMENT**

### **2.1 BACKGROUND**

The Canadian House Center is an English academy which is located on Venezuela 19-77 Street and Pio Jaramillo Avenue, in the beautiful city of Loja in the south of Ecuador.

The Canadian House Center story started when Michelle Madeira, a Canadian national, was working as an English teacher at the Technical Particular University of Loja. Because of her accessible teaching style she was well liked by the students. During this time there were very few native English speakers working as teachers in Loja. Therefore, she started giving private lessons. The number of her students quickly increased, so together with her husband Diego Castro, a Lojano entrepreneur, they decided to open a small English academy. Until they received official permission to open, the only teacher was Michelle. They decided to give the academy the name “*The Canadian House Center*”, because Michelle is Canadian and the location was previously Michelle and Diego’s house.

This academy officially started in November 2007, with three classrooms that had a capacity for a total number of ninety students. This included children, teens and adults, all at a beginners’ level. At this time, there were two more teachers; James and Helen who were the first founders of CHC. All of them

came from foreign countries. However the adult students, having a more urgent need of communication, requested to have intensive classes, so the length of the adult classes was increased to two hours. Since then, the classes for adult students were changed to intensive periods of two hours daily. There are courses offered in the morning, afternoon and evening.

What they had not expected was the immediate demand for English classes. The need to cover the people demand led to expand the academy. Up until now CHC has hired over 90 foreign teachers who have come to Ecuador and have gone back from different parts of the world such as: Canada, United States, Australia, England, Nigeria, Germany, Belgium, Slovakia, etc. That is why CHC is one of the very few English schools in our country that offers a learning experience solely with native foreign speakers as teachers.

Currently, The Canadian House Center offers classes at eight levels of English. In Loja it has a building with three floors, three offices, two staffrooms, thirteen classrooms and a backyard. It also has an administrative staff of six people:

<b>Diego Castro</b>	Administrator of CHC
<b>Michelle Madeira</b>	General Director
<b>Gloria Benstead</b>	Pedagogical Director
<b>Germania Guamán</b>	Accountant
<b>Gabriela Celi</b>	Secretary
<b>Patricia Piedra</b>	Secretary
<b>René Morocho</b>	Administrative Assistant

In addition the CHC has two new branches located in the cities of Machala, and Cuenca, which have had a good acceptance.

The students at CHC in Loja include children, teenagers and adults. Throughout 2010, there were a total of over nine-hundred students and twenty-nine teachers.

It is also important to mention some agreements that this academy has with other institutions such as: The Technical-Particular University of Loja and some high schools such as; Sudamericano, Iberoamericano, Punto de Partida, Lauro Guerrero, and Daniel Alvarez Burneo. These agreements consist in that the CHC sends native speakers to these institutions to help to the English teachers with their language skills, especially with the speaking one.

The Canadian House Center also considers that it is important the contribution of a percentage of its financial resources for social work.

It is worth emphasizing that CHC makes decisions in order to improve its services to the community taking into account the opinion and suggestions from parents and students of this institution.

## **2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT**

Nowadays no one can deny the importance of speaking English: It's the language of air transport and shipping; the leading language of science, technology, computers, commerce, business, investigation, publishing, international relations and a major medium of education. In other words, it is

the unofficial language of the world: spoken by more than 300 million native speakers and between 800 million and 1.8 billion foreign users.

For this reason, everyone should make the best to learn English in order to develop ourselves culturally and economically; so that we can compete with the rest of the world. Briefly we might say that English language is “the window to the world.”

English language is a tool to help us to create our worldview. We can learn from experiences of others and compare them with ours. We can also promote our own ideas among the international audience and readers. While we have a lot to learn from others, we have also learned from our own experience. In order to maintain our culture and place in the world, we cannot simply accept world’s life style; we must decide what is important within our country, what is still relevant.

At present, Ecuador is one of the most attractive tourist sites in South America; there are many national and international companies with state of the art technology developing software which is exported all over the world. There is also a very dynamic industrial and commercial sector. All this has changed Ecuador’s demographic composition, which shows a large increase in the urban population. This means that there are more people dedicated to manufacturing, services and commerce. These people have a great need to communicate in English to meet the demands of national and international

companies. People read and write e-mails and letters and use chat rooms to communicate nationally and worldwide. They also have to give job interviews and write résumés in English. Being able to speak, read and write in English is an essential tool to apply for and to get a job. In short, there is internal and external pressure on Ecuador to become more integrated into the international community. That is why many public and private educational institutions, among these Canadian House Center, are joining the effort to make Ecuador a bilingual country.

However, the attempt to turn Ecuador into a bilingual country has not been easy. It is a common phenomenon that despite the fact that students learn English all through elementary and high school even after twelve years of formal classes, their proficiency is quite limited in production as well as receiving skills. There are institutions which offer different types of scholarships inside and outside the country with the aim of encouraging the Ecuadorians, in particular young people, to learn the most important language of the world. These programs run with the financial help of the Ministry of Education and Culture. Despite the support from foreign countries, state's support and private institutions, progress and free access to technology and tourism, we have not achieved satisfactory progress in English learning.

Poor management of techniques and tools in the teaching of the English language results in low communicative competence in the oral as well as in the written production of the English language. One of the reasons for this is the

curriculum planning of the Ministry of Education, which is focused on the development of certain specific language skills for different levels.

Within the content of the curriculum, the identification of main ideas and the development of abstracts are emphasized over grammatical and lexical structures related to the texts of literature made for these purposes, (which are written regularly extracting the essential ideas verbatim from the text). As a result, the processes of analysis, synthesis, abstraction, generalization, are not taken into account because reading is simply seen as a process of decoding and constructing meanings.

Another problem that the English language programs have is that students are often unable to transfer the skills they learn in one course to the other courses they take. Therefore, grammar and composition must be taught in all courses offered in a program if teachers want their students to become proficient speakers and writers of the language. Reading class can help students reach both goals. Texts provide excellent opportunities for discussion, and journal entries can help students improve their writing skills.

For the earlier mentioned problems it is necessary to state the following research issues:

### **2.3 RESEARCH ISSUE:**

How does the teaching of the English language influence the development of reading comprehension and written production skills with the adult students at The Canadian House Center during the academic year 2010-2011?

### **2.4 DELIMITATION OF THE RESEARCH**

#### **a) TEMPORAL:**

This research work will be done during the school year 2010-2011.

#### **b) SPATIAL:**

The establishment chosen for the research project is The Canadian House Center.

#### **c) OBSERVATION UNITS:**

People with whom the research project will be carried out are the adult students and the teachers from The Canadian House Center.

#### **.d) SUB ISSUES:**

- ✓ What kind of strategies do the teachers apply to develop reading comprehension with the adult students at The Canadian House Center during the academic year 2010-2011?
- ✓ What are the techniques the teachers use to develop written production with the adult students at The Canadian House Center during the academic year 2010-2011?



### **c. JUSTIFICATION**

Seen from the social point of view, English has taken an important role in our civilization and the people who are involved in the development of it, (among these, we, the future professors) are committed to solve the current problems relating to the English teaching-learning process. To do this, first of all it is necessary to know the reality of the institutions in our city, to be able to propose possible solutions and apply them once we become teachers.

As an undergraduate student of English Language Career at the Universidad Nacional de Loja, I am carrying out this research project as part of my professional development, with the purpose to look for possible solutions to problems that are found in this research.

From the academic point of view, this research is focused on the limitation of reading comprehension and written production in the different institutions where young people and adults acquire the knowledge of English as a foreign language. As one of the first graduates of the program at The Canadian House Center, I felt that when I finished my studies at this institute, my reading comprehension and written production have not been developed as much as I would have liked. That is one of the main reasons why I decided to research the causes why this institution does not provide the students a higher level of development of these skills as of the other two ones (speaking and listening) and why these two skills are more significant within the macro curriculum planning than the other two.

Also, I would like to know the strategies and techniques of reading comprehension and written production applied by the teachers at CHC, in order to suggest the use of some sub skills, with the purpose of improving students' skills

Considered from the scientific point of view, this research work is justified due to the fact that students in both public and private institutions are not able to write a basic essay in English, because of the lack of strategies and techniques applied by the.

This theme is feasible because of its inexpensiveness, the readily available resources, and my own knowledge. In addition, the owners, authorities, teachers and students from The Canadian House Center have volunteered to contribute with their time throughout this research. It is also relevant because of the need for complete my mastery of the English language in order to have a successful career.

In conclusion, I have decided to research this theme in order to fulfill the requirements to obtain the Bachelor's Degree in Sciences of Education, English Language specialization, and as an undergraduate student of the English Language Career and because I have the skills to develop this research work successfully.

**d. OBJECTIVES:**

**4.1 GENERAL OBJECTIVES:**

- ✓ To diagnose the influence of the teaching of English language on the development of reading comprehension and written production with the adult students at The Canadian House Center during the academic year 2010-2011.

**4.2 SPECIFIC OBJECTIVES:**

- ✓ To determine the strategies the teachers use to develop reading comprehension with the adult students at The Canadian House Center during the academic year 2010-2011.
  
- ✓ To identify the techniques the teachers apply to develop written production with the adult students at The Canadian House Center during the academic year 2010-2011.

e. **THEORETICALFRAME:**

## CHAPTER I

### 5.1. READING AND WRITING IN SECOND/FOREIGN LANGUAGE LEARNING

“Teachers and many successful learners feel that extensive reading is a very good means to learn another language. They find that reading is an excellent way to expand vocabulary, learn new phrases, and consolidate grammar. Reading provides rich exposure to language in use. It has the advantage of students being able to read at their own pace, read things over again when needed, look up the new words in the dictionary, and make record of new words and useful phrases.”<sup>1</sup>

“Reading for meaning, especially free voluntary reading is comprehensible input and is the source of much of our competence in literacy, our reading ability, writing style, much of our vocabulary and spelling competence, and our ability to use and understand complex grammatical constructions.”<sup>2</sup>

“Many second language learners have mentioned the lack of vocabulary as one of the main problems in understanding a text, and the most successful way to acquire a large vocabulary is through extensive reading; this includes reading during class time, as well as

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<sup>1</sup> WILLIS, Jane. **Language learning: Creating a best Environment**, (pp. 3-19). In a framework for task based learning. Essex: Addison Wesley Legman Ltd. (1996).

<sup>2</sup> KRASHEN, Stephen D., **Foreign Language Education: the Easy Way**, (p. 5). Culver city, California: Language Education Associates.(1997).

after school and weekends, reading beyond the required homework assignments, and reading for fun as well as for information.”<sup>3</sup>

In order to expand their vocabulary and become better readers, students can keep a personal dictionary, a reading log and a reading journal. In personal dictionaries, students record new words related to personal readings and class assignments. The new words taken from in-class readings are teacher-selected. Professors should base their criteria for choosing and recording the words in the log on definition of what is involved in knowing a word. “Receptive knowledge involves being able to recognize a word when it is heard or when it is seen. It also involves having an expectation of what grammatical pattern the word will occur in, the knowledge of its frequency of occurrence, and the words it will collocate with; that is, which words usually accompany it, for example, *too* frequently collocates with *late* and *much*. Knowing a word also includes being able to recall its meaning when we encounter it and being able to see which nuance is most suitable for the context that it occurs in. Productive knowledge includes all of the above plus knowing how to pronounce the word, how to write it, and what other words could be used instead”<sup>4</sup>. Professors, therefore, can ask the students to include in their personal dictionaries the phonetic transcription of the word, a definition, the part of speech, the context in which it occurs, and an original sentence using the word. When choosing words, teachers should also take into consideration the frequency of occurrence. New vocabulary from personal readings is selected by the students.

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<sup>3</sup> ANDERSON, **Exploring Second Language Reading: Issues and Strategies**. p. 23 Boston, MA.:Heinle and Heinle Publishers. (1999)

<sup>4</sup> NATION, Paul, **What is Involved in Learning a Word? In Teaching and Learning Vocabulary**, (pp. 29-33). Boston, MA.:Heinle and Heinle Publishers. (1990).

One way to hold students accountable for their reading progress is to ask them to document the type and quantity of reading they do in their reading logs. Reading logs provide the students with an account of the books and texts they have read over a specific period of time. Students keep a chart where they enter the book's author and title, the date completed, the number of pages read, and a brief critique of the reading.

Research studies “have also shown that responding to literature helps students become better readers. This can be done through reading response logs, which are basically journals about what the students read. The students write personal reactions and reflections about the reading material and the professor comments on the student's observations.”<sup>5</sup>

When selecting readings, professors should choose interesting topics to suit their students, they should have a purpose in mind and they should also provide general journal writing guidelines. These should include the purpose of the writing, the minimum length (in number of words), how often journals have to be turned in, and the evaluation criteria. Since responding to journal entries is very time consuming. Teachers must resist the temptation to comment on every idea and correct every language error. Comments on content should be brief but meaningful for the students, but once in a while, teachers can include a lengthy response to everyone's writing. This personal response from the professor establishes a communication with the students that could be more rewarding than other less personal activities in the class.

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<sup>5</sup> O'MALLEY, JM and VALDEZ Pierce, *Authentic Assessment for English Language learners: Practical Approaches for Teachers*. Reading: Massachusetts: Addison-Wesley Publishing Company. (1996)

Students have to understand that grammar is important, and that people may not understand what they write (or say) if their sentences are ungrammatical, if they misspell words or use incorrect punctuation. Larsen-Freeman claims that “focusing on the form of the structure is not enough. Form (How is the structure formed?) is only one of the three dimensions applied to language in communication. The other two are semantics (What does the structure mean?) and pragmatics (When/why is the structure used?). Students have to learn not only how to use the forms correctly, but how to use them meaningfully (semantics) and appropriately (pragmatics) as well.”<sup>6</sup> In addition, professors have to keep in mind that the students will not successfully produce grammatical sentences if the conditions of learning are different from the conditions of use. If the students spend most of the class time memorizing a set of formulas or practicing grammar points in isolation, professors cannot expect them to transfer the skills to other courses and use the structures correctly in authentic communication situations (oral and written).

To summarize, in order to become good readers and writers, students should be aware of the importance of building a large vocabulary, and extensive reading is one of the best ways to achieve this goal. They also have to produce grammatically correct sentences. This means using grammar structures accurately, meaningfully, and appropriately. Authentic readings help students learn to use grammar structures correctly because they include samples of what native speakers say. It is important for professors to keep in mind that the way they teach and the practice activities they implement in class will directly affect the successful transfer of the skills to real-life situations.

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<sup>6</sup> LARSEN-FREEMAN, D, *Teaching Language: From Grammar to Grammaticing*, (pp. 123) Canada: Thomson-Heinle. (2003)

### 5.1.1 Providing Feedback.

Larsen-Freeman uses the term feedback to mean “evaluative information available to learners concerning their linguistic performance.”<sup>7</sup> She claims that there are many ways in which teachers can provide feedback to the students. However, in order for feedback to be effective, it should be done judiciously, using appropriate techniques, appropriately focused, in an effective supportive, nonjudgmental manner.

She provides guidelines to help professors attend judiciously to certain errors.

The following recommendations seem appropriate for writing tasks:

- a. Work on errors, not mistakes.
- b. Focus feedback on errors which hinder communication.
- c. Work with errors which show that students know what they want to say, recognize that they do not know how to do so, and try anyway.

In order to understand what she has said we must define the terms. Errors are seen as being as a higher magnitude than mistakes according to some. Another definition is that errors are based on a misjudgement or miscalculation. They can reflect something not having been taught whereas with mistakes been forgotten. Focusing feedback on errors which hinder communication requires that the teacher be an effective communicator themselves. An effective communicator uses a variety of styles in order to be

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<sup>7</sup> LARSEN-FREEMAN, D, **Teaching Language: From Grammar to Grammmaring**, (pp. 123) Canada: Thomson- Heinle. (2003)



able to reach the largest number of people and requires interaction and listening rather than simply dictation.

The last recommendation means that the professor has to be aware of what the student is trying to say in order to provide an acceptable linguistic formulation. Although students might not pay attention to the professor's feedback, knowing what the students want to say will increase the chance of success. Identifying the source of an error can also be very helpful in determining what sort of feedback to offer in response.

There are many techniques that can be used to provide feedback which scale goes from more explicit techniques to more implicit ones. At the implicit end of the continuum, students are asked to find their errors and correct them on their own.

Toward the middle of the scale, the nature of the error is identified, and explicit negative feedback is given, but the students have to identify the precise error and correct it. At the explicit end of the scale, the student is given an explanation for the use of the correct form and, if necessary, additional examples are provided. It is assumed that self-correction yields better results because when the students correct the error, they are more likely to remember it. However, favoring self-correction does not mean that professors cannot use other techniques, for example, explicit teacher feedback and peer feedback. Regardless of the technique used, it is important to note

that no technique is successful unless the student becomes aware of the gap between what they have produced and what is linguistically correct.

Professors should try to create a supportive learning atmosphere in the classroom, which will be conducive to learning. Students have different personalities and learning styles; therefore, professors have to get to know their students and provide feedback selectively. It is important to add that teachers should develop a repertoire of techniques and select the correct one(s) according to the target problem and the individual learner.

To summarize, Larsen-Freedman is in favor of providing students with feedback. In order for feedback to be effective, though, it has to be judicious, appropriate, and nonjudgmental. She says that even though this is no easy task, teachers should not abandon the quest because this is the only way the students will be aware of what is correct and what is wrong in the target language.

## **CHAPTER II**

### **5.2. READING**

#### **5.2.1 Introduction**

There are massive amounts of research literature available discussing the different reading strategies. The general conclusion is that reading comprehension is strengthened when students work methodically and systematically to improve their reading comprehension. In order to become good readers, students must have the ability to apply different strategies in order to build meaning for themselves and as teachers; we need to teach students how to think about these strategies as they read.

So as to motivate the students, teachers need to build a variety of experiences relevant to the topic of study and use a variety of materials in the classroom to better accommodate the individual student's needs, interests, and abilities. Students who do not have a strong foundation in basic decoding and comprehension skills become struggling readers. Remedial readers never see reading as something they could do. It is something to be avoided. Their poor reading ability denies them access to the content of papers they have to study. In contrast those who read well not only enjoy reading and use this ability to gain access to different areas but this ability encourages openness to the world in general. Thus, reading will

be viewed as an activity where we construct meaning for ourselves; it is an active, cognitive and affective process that involves complex thinking.

Furthermore, the capability to comprehend what has been read is a requirement for success in all aspects of learning including beyond the educational years. Thus, in order to become professional in their field, students should learn to understand the English language. Also students need to research about a variety of subjects in English. While doing this, they are forced to read in English since most of the sources are written in this language. For this reason alone the university students need to improve their reading abilities.

Effective reading skill is a systematic process for the students to learn and face different problems when reading in English. However, the problems are very different from each other and also these vary according to different departments, classrooms, courses and so on. To cope with these difficulties, students need to make connections between prior knowledge and new information assisting the construction of meaning and comprehension. This is to ensure that the students build their confidence and interest in reading. A pre-requisite for the teacher to improve the performance of the reader is assisting and motivating students. Educators want students to read information, make critical decisions about it, or form their own opinions and respond intelligently.

Good readers are extremely active as they read, as is apparent whenever excellent adult readers are asked to think aloud as they go through a text. Good readers are aware of why they are reading a text, gain an overview of the text before reading, make predictions about the upcoming text, read selectively what they already know, note whether their predictions and expectations about text content are being met, and revise their prior knowledge.

### 5.2.2 What is Reading?

Reading is one of the important skills of a foreign language that is aimed to be taught to students in English as a Foreign Language courses. Also it is not an easy skill to gain for the foreign language students because reading is a complex process. The first definition of the reading is from Goodman (1988). It claims that reading is an interaction between writer and the reader.

Reading is a receptive language process. “It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs. There is thus an essential interaction between language and thought in reading. **The writer encodes thought as language and the reader decodes language to thought.**”<sup>8</sup>

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<sup>8</sup> BIRKEN, Víctor, **Reading Comprehension in Teaching English as a Foreign Language.** <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>

Reading requires efficient knowledge of world and a given topic, as well as an efficient knowledge of the language. As it is stated, reading requires a rich background, and also some ability to comprehend the texts.

Writers agree that readers have to do several other tasks in order to comprehend a text: they should connect new information with past experiences. This means background knowledge: interpret, evaluate, synthesize, and consider alternative interpretations. While doing this task, students also need some strategies to help them make their reading comprehension easy.

### **5.2.3 Importance of Reading**

There is a further, very important reason why ESL students should try to develop their reading skills. Educational researchers have found that there is a strong correlation between reading and academic success. In other words, a student who is a good reader is more likely to do well in school and pass exams than a student who is a weak reader.

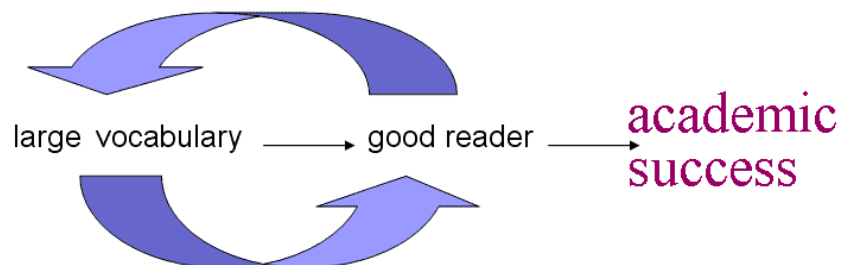
Good readers can understand the individual sentences and the organizational structure of a piece of writing. They can comprehend ideas, follow arguments, and detect implications. They know most of the words in the text already, but they can also determine the meaning of many of the unfamiliar words from the context - failing this, they can use their dictionary effectively to do so. In summary, good readers can

extract from the writing what is important for the particular task they are employed in. And they can do it quickly.

Educational researchers have also found a strong correlation between reading and vocabulary knowledge. In other words, students who have a large vocabulary are usually good readers. This is not very surprising, since the best way to acquire a large vocabulary is to read extensively, and if one reads extensively they are likely to be or become a good reader.

So if an educator wants his students to be successful at school encourage them to read. Reading non-fiction in English is probably the most important, but English fiction and any reading in the mother tongue - if done extensively - will help them to develop the reading competence that is essential for academic achievement.

The graphic below illustrates the interdependence of vocabulary, reading ability and academic success.



Research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic

success at all ages, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades.

#### **5.2.4 Types of Reading**

##### **❖ Extensive Reading**

“The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners.”<sup>9</sup>

The amount of extensive reading accomplished varies according to students’ motivation and school resources. The teacher has to find the correct material to meet the students’ needs.

Extensive reading is an individual activity that can be done not only in class but also at home. It helps students to find their way to be independent, build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning.

Learners can be allowed to select their own reading materials according to their interests and level of language they have.

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<sup>9</sup> BIRKEN, Víctor, **Reading Comprehension in Teaching English as a Foreign Language**. <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>



Extensive reading “is vital for the development of automaticity in low-level processing, providing as it does repeated exposure to frequent vocabulary items. Extensive reading means reading unproblematic self-chosen materials, for information and enjoyment; reading texts easy enough for dictionaries to be unnecessary; and giving feedback to the teacher only about how much was read, about general meaning and about enjoyment, not about the structure or language of the texts. Ideally, this will include sustained silent reading in class.”<sup>10</sup>

❖ **Intensive Reading.**

"Intensive reading is associated with short texts used to make students explore the meaning and get familiar with the writing mechanisms. The texts are used to practice or focus on specific lexical, syntactical or discoursal aspects of the target language or to practice a selected reading strategy. However, it is only through more extensive reading that learners can gain substantial practice in operating these strategies more independently on a range of materials. These strategies can be either text-related or learner-related: the former includes an awareness of text organization, while the latter includes strategies like linguistic, schematic, and metacognitive strategies.”<sup>11</sup>

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<sup>10</sup> DAY, R. R. & BAMFORD J. **Extensive Reading in the Second Language Classroom.** Cambridge: Cambridge University Press. (1998).

<sup>11</sup> DAY, R. R. & BAMFORD J. **Extensive Reading in the Second Language Classroom.** Cambridge: Cambridge University Press. (1998).

### 5.2.5 Strategies in Reading in English as a Foreign Language

In order to help students increase their comprehension of reading and also increase their reading ability, teachers have to use some skills and strategies. This review of literature will define the difference between reading skills and reading strategies, and illustrate before, during, and after reading strategies.

#### Differences between Reading Skills and Reading Strategies

SKILLS	STRATEGIES
Instructor decides what learner needs	Learner's needs are anticipated by instructor
Skills are often taught in predetermined sequence	Self-direction/need is determined by learner
Skills are often practiced in isolation	Strategies are taught in a meaningful context
The emphasis is often on practice for practice's sake only	Strategies are student-centered rather than teacher-directed
An automatic response is usually expected	Activities are purposeful, interactive, and independent
Applications to meaningful contexts may not occur	Continual observation is practiced for evaluation of what is needed

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“A reading skill is a helpful tool that a student practices in order to improve reading. Teachers teach various skills to improve the understanding of reading. Unfortunately, many of the students while decoding do not comprehend what they are reading. On the other hand, a reading strategy is

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<sup>12</sup> <http://www.sarasota.k12.fl.us/Sarasota/strattactics.htm#What%20is%20a%20Strategy?>

a plan or way of doing something; a specific procedure one uses to perform a skill.”<sup>13</sup>

Strategies are defined “as behaviors and thoughts that a learner engages in during learning that are intended to influence the learners encoding process. Further, a strategy is as a procedural, purposeful, effortful, willful, essential and facilitative.”<sup>14</sup>

Students today have difficulty getting through a short reading assignment, such as a newspaper article. This difficulty is associated with the lack of ability to focus and concentrate on written words. Due to this, many students need guidance and strategies to help focus on reading and to do more than just read the words on a piece of paper. “The skills of a strategic reader in the content areas can be broken down into the following areas:

1. **Calling up** relevant background knowledge.
2. **Predicting** what will be learned and what will happen.
3. **Visualizing** mental pictures of scenes, characters and events.
4. **Determining** the most important ideas and events and see how they are related.
5. **Self-monitoring** and **self-correction**.

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<sup>13</sup> Press, Hollas, B. (2002). **Teaching your below-grade level students how to become strategic readers**

<sup>14</sup> Birlaren, Víctor, **Reading Comprehension in Teaching English as a Foreign Language**. <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>

6. **Fix-up strategies** such as re-reading or asking for help to make understandable and to become free of confusion.
7. **Figuring out** unknown words.
8. **Summarizing** to concisely obtain the essence or main point of the text.
9. **Comparing** and **contrasting** what one reads and what one already knows
11. **Summarizing** what has been read.
12. **Drawing conclusions** and **make inferences**.
13. **Questioning**; what you think (opinion)<sup>15</sup>

#### 5.2.6 Reading Process

Reading process consists of skills divided into pre-reading, during reading and post-reading activities.

##### ❖ Pre-reading Activities

The activities the teacher uses during pre-reading may serve as preparation for in several ways, such as:

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<sup>15</sup> DUKE, N.K. and Pearson, P.D. (1996, August). **Effective Practices for Developing Reading Comprehension**. pp. 1-24. Retrieved September 29, 2001 from the Academic Index online database on the World Wide Web, <http://www.msu.com/kidbibs>

*During pre-reading* the teacher may:

- Assess students' background knowledge of the topic and linguistic content of the text.
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess.
- Clarify any cultural information which may be necessary to comprehend the passage.
- Make students aware of the type of text they will be reading and the purpose(s) for reading.
- Provide opportunities for group or collaborative work and for class discussion activities.

**Sample of pre-reading activities:**

- "Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.
- Looking at pictures, maps, diagrams, or graphs and their captions.
- Talking about the author's background, writing style, and usual topics.
- Skimming to find the theme or main idea and eliciting related prior knowledge.
- Reviewing vocabulary or grammatical structures.
- Reading over the comprehension questions to focus attention on finding that information while reading.

- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading.

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, they will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves. ”<sup>16</sup>

#### ▪ **Background Knowledge**

As it was mentioned before, one of the most important prerequisites for reading is the background knowledge the reader brings to it. Background knowledge is a crucial component of reading comprehension. It was demonstrated by Duke, N.K. that the amount of prior knowledge a reader has can be a very strong determinant of how much the reader will be able to understand of the text he is reading. Readers who had a well-developed knowledge base are more likely to have a strong ability to recall relevant information. Background knowledge helps students to interpret reading materials in an individual

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<sup>16</sup> DUKE, N.K. and Pearson, P.D. (1996, August). **Effective Practices for Developing Reading Comprehension**. pp. 1-24. Retrieved September 29, 2001 from the Academic Index online database on the World Wide Web. <http://www.msu.com/kidbibs>

way. Thus, it is important that teachers teach their students how to use their own background knowledge as a strategy for comprehending a text. Closely connected to the idea of constructing meaning and using background knowledge is the related strategy of mental imagery or, making mental pictures, which has been considered a strategy on its own by many theorists. A student with strong background knowledge will have a better ability to understand and picture what the author is attempting to portray in the text. The ability to construct mental images has been demonstrated to improve learners' memory for literature. Thus, it can be argued that a strong prior knowledge base is a very powerful influence on how well a reader will comprehend the text. If the students are reading for information, in order to gain a strong understanding, it is crucial that they have some prior knowledge to build upon.

Thus, students need to use background knowledge to form a picture in their minds.

- **Setting the Purpose of Reading**

First, the teacher clarifies the purpose of reading to the students. The purpose of reading can be to get an overall idea of the text, to learn new information, to learn some vocabulary and to become familiar with the style of a news article.

After that, the teacher can introduce the kinds of reading strategies are necessary for reading and achieving the above purpose; such as skimming, scanning, and close reading. These strategies also help the students to acquire skills to deal with unfamiliar vocabulary without depending on dictionaries.

- **Signpost Questions**

The teacher asks questions to motivate the readers and activate their background knowledge. The teacher can use examples from real life suggesting to the students that they think about describing their life to someone who has not met them. For example: How do you come/go work/school? (By bus, subway, train, bicycle or foot?)

In order to teach students how to generate questions or make prediction is crucial to use a procedure called 5 W's and H (W's and H (Who, What, When, Where, Why and How).“During this procedure, the teacher asks the students questions before reading a passage. The teacher first models the kind of questions, literal or inferential.”<sup>17</sup> The students are then required to read the passage looking for the answers.

Following this, the students are put into small groups or pairs and are asked to make up their own questions, which they will later share with

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<sup>17</sup> BIRLAREN, Víctor, **Reading Comprehension in Teaching English as a Foreign Language**.<http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>



the class. It is helpful to first teach students the difference between asking questions that require one-word answers and those that require more elaborate responses.

During this activity students are not only engaged in questioning techniques, they are also encouraged to draw upon other strategies such as predicting, self-monitoring, self-correcting and summarizing what they have read.

- **Predicting**

When students make predictions they are deciding their purposes for reading. Prediction activities work hand-in-hand with background knowledge. As students synthesize what they know with the text they are reading, it helps them determine a purpose for reading.

Using their background knowledge their goal becomes finding out, or predicting what is going to happen next. Further, they are engaged in generating predictions prior to reading by first drawing upon background knowledge. “Good readers are constantly forming hypotheses about what is to come in the passage they are reading... Like so many other comprehension skills, this requires prior knowledge about the content and about the structure of what is being read.”<sup>18</sup>

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<sup>18</sup> BIRLAREN, Víctor, **Reading Comprehension in Teaching English as a Foreign Language**, <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>

The teacher shows only the title of the text (and photographs if available) at this stage, and asks the students to predict the topic based on the previous questions, prior knowledge, and the title of the text.

Questions such as these might be asked to identify and clarify textual information:

- Who wrote the text?
- Who was the text written for?
- What style of language might be used?
- How might the text be structured?

▪ **Vocabulary**

“In order to read comfortably, skilled readers need to have receptive mastery of 95% or more of the words in a text, recognizing them rapidly.”<sup>19</sup> Receptive mastery does not require that learners be able to use all of these words productively in their speaking and writing.

“Contrary to previous assumptions, good readers *do not* use context to infer meaning so often as less-skilled readers do; they do not need to, because they know the words”<sup>20</sup>

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<sup>19</sup> GRABE, W. & STOLLER.F. L. **Reading for Academic Purposes**.Guidelines for the ESL/EFL Teacher.In M. Celce-Murcia (ed.), Teaching English as a Second or Foreign Language (3rd edition), 187-203. Boston: Heinle&Heinle. (2001).

<sup>20</sup> JUEL, C., **The Messenger may be Wrong, but the Message may be Right**. In J. Oakhill & S. Beard (eds), Reading Development and the Teaching of Reading, 201-12. Malden, MA: Blackwell. (1999).

Grabe and Stoller recommend “focusing on the 2.000 to 3.000 most common words in a language as an essential foundation for word-recognition automaticity, and then focusing on vocabulary that is appropriate to specific topics and fields of study.”<sup>21</sup>

There is an argument for spending some class time in every lesson on vocabulary activities, e.g. making students aware of the value of learning the most common and useful words of the language and helping them to plan how to do so; exploring various ways of recording vocabulary (in lists or groups; with translations, antonyms and synonyms, contextualized in sentences, in sense and/or function categories); studying patterns of word formation such as using common suffixes and prefixes and teaching effective use of monolingual and bilingual dictionaries.

#### ❖ **During Reading Activities**

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

- When reading for specific information, students need to ask themselves, “Have I obtained the information I was looking for?”

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<sup>21</sup> GRABE, W. & STOLLER.F. L. **Reading for Academic Purposes**.Guidelines for the ESL/EFL Teacher.In M. Celce-Murcia (ed.), Teaching English as a Second or Foreign Language (3rd edition), 187-203. Boston: Heinle&Heinle. (2001).

- When reading for pleasure, students need to ask themselves, “Do I understand the story line/sequence of ideas well enough to enjoy reading this?”
- When reading for thorough understanding (intensive reading), students need to ask themselves, “Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ?”

To check comprehension in this situation, students may;

- Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section.
- Use the comprehension questions as guides to the text, stopping to answer them as they read.

- **Skimming**

When a reader SKIMS She reads quickly to get the main idea of a paragraph, page, chapter, or article, and a few (but not all) of the details.

“Skimming allows read quickly to get a general sense of a text to decide whether it has useful information. After skimming a piece, the reader might decide what to read it in greater depth.

Read the first paragraphs, two or three middle paragraphs, and the final two or three paragraphs of a piece, trying to get a basic understanding of the information. Some people prefer to skim by reading the first and

last sentence of each paragraph, that is, the topic sentences and concluding sentences. If there are pictures, diagrams, or charts, a quick glance at them and their captions may help you to understand the main idea or point of view in the text.”<sup>22</sup>

The reader should remember that s/he does not have to read every word when s/he skims. Generally, s/he only moves the eyes horizontally (and quickly)

- **Scanning**

In SCANNING, the reader moves her/his eyes quickly down a page or list to find one specific detail.

“Scanning allows locating quickly a single fact, date, name, or word in a text without trying to read or understand the rest of the piece. That fact or word may be needed later to respond to a question or to add a specific detail to something being written.

How is the information arranged on a page? Will headings, diagrams, boxed or highlighted items guide the reader? Is information arranged alphabetically or numerically as it might be in a telephone book or glossary?

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<sup>22</sup> ONTARIO, **The Process of Writing**, Ministry of Education, QUEEN’S PRINTER FOR ONTORIO, [http:// www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy](http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy). 2011, Last modified 20/3/09, 10:13 AM

Scanning means moving eyes vertically or diagonally down the page, letting them dart quickly from side to side and keeping in mind the exact type of information wanted.”<sup>23</sup>

- **Self-monitoring and Self-correcting**

“When students self-monitor and self-correct they are demonstrating an ability to recognize that what they are reading is not making sense and applying various strategies to solve the problem. These are also known as "fix-up strategies", which are strategies that students use when they realize that their comprehension is not proceeding well.”<sup>24</sup>

When readers apply self-monitoring strategies they are constantly asking themselves whether or not what they are reading makes sense to them. During this monitoring process, if they find that a word or an idea does not quite fit with what they already know they will apply their self-correct skills in order to fix the problem.

Good readers are able to expect problems in reading and fix them as they occur. When a student comes across an unfamiliar word, he or she needs to decide whether to re-read the sentence, read ahead, sound the word out, or look in the dictionary. It is important that teachers are aware of metacognitive behavior and its importance as a monitoring

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<sup>23</sup> Think Literacy: **Cross, Curricular Approaches. Grade 1-12.** <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/Reading.pdf>

<sup>24</sup> BIRKNER, Víctor, **Reading Comprehension in Teaching English as a Foreign Language.** <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>

device as students assesses their comprehension and to apply fix-up strategies when comprehension fails.

- **Stop and Think**

After the modeling, the teacher asks the students to read the text in pairs. In each paragraph, the students are encouraged to talk and discuss what they have just read, paraphrase it, identify the main ideas, and generate questions in pairs. This activity offers the students more opportunities to practice listening, speaking, and helps them to activate background knowledge and relate it to the new information, and confirm their understanding of the text.

- **Reciprocal Teaching**

At this stage, the whole class has a discussion to generate questions, make summaries, predict and clarify the text. This is to clarify the purpose of reading, direct attention, activate background knowledge again, and also to evaluate content, monitor predictions, and draw conclusions. The teacher is able to monitor the students' performance and confirm whether the students are able to use new vocabulary, express ideas and concepts and link ideas.

- **Identifying Main Ideas and Summarizing**

Identifying the main events or ideas in a story is something that good readers also do. They are constantly pulling out ideas from the text they

are reading and determining what the main points are in each segment of the reading passage. In addition, they have an ability to recognize and discuss key events in a story. “Skilled readers have an ability to select the information they will need in order to understand the reading passage. Further, these readers also have the ability to ignore information that is not important.”<sup>25</sup>

Summarizing is a strategy with which many students have difficulty. However, summarizing is a more synthetic activity for which determining importance is a necessary, but not a sufficient condition. Moreover, it involves the ability to call on other strategies in order to gain a clear understanding of a text. This strategy is an important one because it helps them build an informational framework.

“Summarizing can be defined as: Deleting unimportant and redundant information, categorizing information, identifying and using the author's main ideas and creating her/his own main idea if the author did not clearly state his or hers.

Clearly, summarizing brings into play all of the previous strategies. Thus, students are involved in using all of the reading strategies in order to build a scaffold toward increased comprehension of text.”<sup>26</sup>

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<sup>25</sup> BAKER, S.K., Simmons, D.C., and KAMEENUI, E.J. **Vocabulary Acquisition: Synthesis of the Research.** Retrieved February 22, 2002 from <http://www.idea.uoregon.edu/tech13.html>. (1997).

<sup>26</sup> BORELLI, J. G. and MAXFIELD, R.M. **Improving Academic Achievement on a Shoestring Budget.** *Schools in the Middle*, 7(5), pp. 36-37. (1998, May/June)



❖ **Post-reading Activities.**

▪ **Key Words.**

The teacher asks the students to identify key words to distinguish the important words from the less important words in the text.

The students are asked to identify the words by asking:

- What was the event?
- When did the event occur?
- Where did the event occur?
- Who was involved in the event?
- How did the event occur?
- Why did the event occur?

▪ **Making Inferences and Questioning**

Making inferences and questioning is another strategy that even older students find quite tedious. This may be due to the fact that students are accustomed to their teachers giving them the questions. But if the teachers are asking all of the questions, students are not going to become strategic readers. Instead, they need to learn to ask themselves questions as they read. Many studies which have shown having students generate their own questions lead to increased comprehension of text. It seems that by having students do this, it forces them to think more deeply about the author's words and intentions, giving them a goal for reading.

“Making inferences can be defined as the process where the reader decides what basic facts are necessary for a "coherent interpretation" of the author's message.”<sup>27</sup>

“In contrast, the meaning created by a reader will not be identical to the author's intended meaning because it is the readers who decide what inferences and conclusions will be drawn by creating their own meaning from the text.”<sup>28</sup> This will depend on “many factors including the reader's prior beliefs and knowledge which are used to help confirm, reject or suspend judgments of new interpretations.

It seems appropriate to consider one final point in this discussion of the nature of reading strategies. Good readers make decisions about which strategies to use when to use it, and how to adapt it to a particular type of text. The student may be understood as an active reader who constructs meaning through the integration of existing and new knowledge and the flexible use of strategies to foster, monitor, regulate and maintain comprehension.”<sup>29</sup> Thus, the skilled reader automatically applies the reading strategies needed to reach her/his goal of reaching a greater understanding of the text. The expert reader who applies strategies without hesitation in order to understand newly introduced

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<sup>27</sup> BORELLI, J. G. and MAXFIELD, R.M. **Improving Academic Achievement on a Shoestring Budget**. *Schools in the Middle*, 7(5), pp. 36-37. (1998, May/June).

<sup>28</sup> JELINEK, A., **Thirteen Strategies to Improve Reading Performance**. Retrieved January 17, 2002 from <http://www.education-world.com>. (2000).

<sup>29</sup> MORA, J.K., **Reading in the Content Area: Study Guide and Vocabulary Activities**. Retrieved January 17, 2002 from <http://coe.sdsu.edu>

text can be compared to a gifted athlete who has the ability to react automatically, while anticipating their opponents' next move.

*Deshler and Lenz* assert that “the strategies that have been discussing so far can be applied in the English as a Second Language classroom. A key assumption underlying the strategies instruction approach is that students should be taught the process of learning as much as teaching those specific domains of content information.”<sup>30</sup> Further, teachers should directly teach students strategies to apply skills. As students become more competent readers they will in turn become more motivated.

First of all, it is important to teach these skills directly to students so that they have a multitude of learning tools available to them should they run into difficulty while reading. Thus, students need to be encouraged to actively think about the strategies they are using when they read.

“Another important factor that must be considered briefly is that students also need to be involved in a classroom environment where the students are active and highly engaged learners. Reading engagement should be the aim of instruction because motivational goals will facilitate intrinsic motivational goals which are essential to long term,

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<sup>30</sup> MORA, J.K., **Reading in the Content Area: Study Guide and Vocabulary Activities**. Retrieved January 17, 2002 from <http://coe.sdsu.edu>

self-determined reading. The problem of motivating students to learn seems highly related to the teaching of reading strategies.”<sup>31</sup>

“Motivation to learn must be viewed as a concept that is intertwined with strategy learning. Thus, learners in order to become strategic, self-regulated readers need also to be engaged readers.”<sup>32</sup>“Readers need both the skill and the will to read”<sup>33</sup>

#### ▪ **Comprehension Questions**

Comprehension questions are asked to the students to confirm their understanding of the content of the whole text and to monitor the understanding of each student. Question sheets containing various questions are provided for each student to work on individually. These can be true or false, either/or and Wh questions? An example of each type follows:

##### ✓ **True or False Questions**

- Computer training is offered on the trains. True or False?

##### ✓ **Alternative questions?**

- Is computer training offered on the buses or on the trains?

##### ✓ **WH-questions**

- Why are the lessons given on the trains?

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<sup>31</sup> PARIS, Lipson, and WIXSON, 1999. Cited from Reading 44, pp.210

<sup>32</sup> PÉREZ, Correa Antonio, **The Teaching of Reading Comprehension for Students of EFL Assisted by Computers**. Universidad de las Ciencias Informáticas (UCI) CUBA (2004). <http://www.ciget.pinar.cu/No.2004-1/efl.htm>

<sup>33</sup> PARIS, Lipson and WIXSON, 1999. Cited from Reading 44, pp.210

Information collected at the stage is used not only to find the learners' language proficiency but also to present evidence of their advancement to various stakeholders. The teacher is able to improve the curriculum by using the information collected at the stage in the future course.

### **5.2.8 Hints to Develop Reading Skills**

Grellet, F, 1981, proposed the following hints to develop reading skills:

The teacher should teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood.

Global understanding should be started with and detailed understanding moved towards rather than working the other way around.

It is recommended to use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts.

For example:

- ✓ ...“Focusing on reading skills and learning strategies and plan comprehension exercises for each of them.
- ✓ Not imposing one's own interpretation on the learners. Teaching them to think by providing enough evidences for them to follow the right way.

- ✓ Not imposing an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it.
- ✓ Not using so many exercises that you might spoil the pleasure of reading.
- ✓ Helping the students to time themselves and increase their reading speed, little by little.
- ✓ Using variety of procedures when controlling the student's reading activities. Self-correcting exercises are extremely useful.”<sup>34</sup>

The goal of the teacher is to help students apply reading strategies to become effective readers.

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<sup>34</sup> BIRLAREN, Víctor, **Reading Comprehension in Teaching English as a Foreign Language**. <http://www.monografias.com/trabajos68/readins-comprehension-teaching-english/readins-comprehension-teaching-english.shtml>

## CHAPTER III

### 5.3. WRITING

#### 5.3.1 What is Writing?

“Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. The writing process includes prewriting, composing, revising, editing, and publishing. There are many kinds of writing such as; expository, narrative, descriptive, imaginative, and persuasive. Literature is a type of writing that includes poetry, novels, plays, stories, etc.”<sup>35</sup>

#### 5.3.2 Importance of Writing

“The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a

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<sup>35</sup>

LAMB, Annette & JOHNSON, Larry,  
<http://42explore.com/writing.htm>.1/99Updated.11/00.

continuum of activities that range from the more mechanical or formal aspects of "writing down" on the one end, to the more complex act of composing on the other end. It is undoubtedly the act of composing, though, which can create problems for students in a second language in academic contexts.

Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the writer engages in a two-way interaction between continuously developing knowledge and continuously developing text."<sup>36</sup> Indeed, academic writing requires conscious effort and practice in composing, developing, and analyzing ideas.

### **5.3.3 Types of Writing**

#### **❖ Narrative Writing or Writing a Story**

Students are expected to be able to write fictional (made-up) and autobiographical (about themselves) stories. The students are expected to be able to write a story about themselves by themselves.

“The story may be a retelling of an actual event or it can be something made up. A good activity that a teacher can do to get the students writing about themselves is to have students write about what they

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<sup>36</sup> BEREITER, C. & SCARDAMALIA, M. **The psychology of written composition.** Hillsdale, NJ: Lawrence Erlbaum Associates. (1987).



have done on a weekend every Sunday afternoon. A teacher may also have students write a story about how the school week went on Friday or Saturday. Students love the opportunity to share their experiences. Have them share their experiences through writing. Writing a made up story about them is something they really enjoy doing. So it would be very good that teacher shaves students write what they wish they could have done.

Students should be able to organize their writing, including making decisions about where in a sequence of events they should enter. This is where the students plan the events in their own story. To do this, students will have to plan what will happen first, next, and last. They can do this using a bubble map, chart, and a wide array of other graphic organizers. After reading a story, discuss the specific sequence of events in the story. A teacher can also give students a few index cards and have them create a storyboard first about their story. They can jot down and illustrate key ideas they will be writing about in their story and then sequence those events.

Students should also be able to develop a narrative or retelling containing several appropriately sequenced events. Readers should be able to retell those events easily. Students, being authors, should then often react to, comment on, evaluate, sum up or tie together. Again, this ties into the statement above regarding first, next, then, and last. Students' writing needs to contain a first event, followed by a second

event that is tied to the first event, and then a last event that sums the story up.”<sup>37</sup> It is helpful to use books that have been read with the students to model this. The teacher can even discuss a television show to help the students understand sequencing events if they are struggling with this concept.

Students can incorporate drawings, diagrams or other suitable graphics with written text, as well as gestures, intonation and role-played voices with oral renditions. Quite simply, the students should draw a picture that relates to their written story. It is a good idea to use picture books to model this aspect of writing. The students often pick the books that contain colorful pictures. This fact can be used to help students write. They should create their own colorful picture to make their own story more fun. It is helpful to model gestures, intonation, and role played voices, when reading to the students. Making up funny voices for different characters adds to the interest. The more you do this is done, the more the students will imitate that and begin to do that with their own writing.

Students demonstrate an awareness of author’s craft by employing some writing strategies, such as using dialogue, transitions or time cue words, giving concrete details, alliteration, and providing some sense of closure. For example, “The End, I will never forget that day, I was

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<sup>37</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.** From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

glad to have my dog back, I will never forget to love him again”. Teachers should have students use dialogue or “talking marks” in their writing.

In my personal opinion, learners imitate narrative elements and derive stories from books they have read or had read to them. There is nothing wrong with having the students imitate a writing style they have observed in a story read to them. The students are beginning writers. This allows them the opportunity to grow and develop their writing skills.

Students in some cases begin to recount not just events but also reactions, signaled by phrases like; I wondered, I noticed, I thought or I said to myself. The tutor ought to ask the students if they noticed anything about their own writing. This will promote higher level thinking in the students and ultimately improve their own story writing skills.

#### ❖ **Report or Informational Writing**

“Students are expected to gather information pertinent to a topic, sort it into major categories possibly using headings or chapters and report them to others. First of all, the students should research what they are learning. For example, we may be studying plants. It is a good idea to have students look up the term in a dictionary. If there is an

encyclopedia available, the students should be told to look up plants in the encyclopedia. They may not be able to read what they find but it gets them in the habit of looking for information. If possible the students should be allowed them to use the internet.

Students should be able to independently recognize and exclude or delete unnecessary information according to appropriate standards governing what “fits”. In other words, if the students are doing a report on "The Solar System", they will know that information about penguins does not belong. After students share their writing, ask them if all of the information they wrote fit in with the report. Model this by researching something in the encyclopedia or off the internet. As the teacher reads something to the students, it should insert a silly sentence that does not belong with what he is reading. Chances are students will question the statement. The teacher ought to explain students why the statement does not fit. Again, this promotes higher order thinking as well as gets students in the habit of sticking to the topic in their writing. Students should be reminded of the importance of sticking to the topic. They can even put their writing into chapters to make it more interesting. Teacher can also have students take notes on note cards and then sort that information into categories. This will help them to organize their writing as well.

It is a good idea that the students demonstrate a growing desire and ability to communicate with readers by using details to develop their points; sometimes including pictures, diagrams, maps and other graphics that enhance the reader's understanding of the text. It is helpful to allow the students to research various topics and focus on the pictures, diagrams, etc., the author uses in her/his book. When the students write a report, it is important that students include their own illustrations to support their writing.”<sup>38</sup>

#### ❖ **Functional Writing**

In this sort of writing students should be able to write clear instructions. When having the students writes instructions, it is crucial that the teacher has students use four specific words to start each of their sentences initially. They must use *First*, *Then*, *Next*, and *Last*. By using these words, students are forced to keep their instructions in order and focused. To get students in the habit of using instructions, it is necessary to allow them to look at instructions for a game or a recipe book. “The students should be permitted to write how to do things such as ride a bike or bake a cake. As their writing improves, the teacher can easily move on to the more complex transitions such as "followed by", "additionally", etc. and show students instructions that are easy to follow as well as those instructions that make him

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<sup>38</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.** From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

want to "pull his hair out" so to speak."<sup>39</sup> Students need to see examples of clear instructions as well as instructions that are a jumbled mess. A teacher can also have the students detail instructions on how to make a *tamal*. It has been done a number of times and the students are amazed when the *tamal* does not turn out as they expected. The key to do this activity successfully is to follow the students' instructions EXPLICITLY! This helps to prove the point about making sure instructions are clearly written.

"Students should describe, in appropriate sequence and with few details to get the students in the habit of using *First, Then, Next, and Last*. Once they master writing that simple direction in sequence, the teacher can move on to the more complex instruction."<sup>40</sup>

#### 5.3.4 The Writing Process

What is the process of writing? How does it even begin to get started?

Students learn to write by writing. They need regular opportunities at school or college to write in all subjects. Models of good writing in the subject area, and feedback (constructive and formative) are critical to students' growth as writers. It is a process of learning to express ideas

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<sup>39</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.**  
From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

<sup>40</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.**  
From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

clearly and effectively in such a manner to convince the reader of what is being stated. Good writing seems like a conversation rather a shopping list or worse simply a jumble of ideas.

❖ **Prewriting**

Prewriting is nothing more than getting ready to write. No person should attempt to write without a plan for what is to be written.

Prewriting is the time to get the brain focused. Since each person is unique, there can be no single method for focusing the brain. Each writer must find what works best (this does not mean what is done easiest.)

Prewriting can include:

- **Listing:** This involves making lists of things which are related to the topic.
- **Freewriting:** Just starting writing on topic and do not stopping (or even pause) until a predetermined period of time has passed.
- **Clustering:** Starting with a central idea and relate words, phrases, or ideas to it. This is used to find a direction for thoughts.
- **Percolating:** Thinking about the topic. Deeply examining, with the mind, what needs to be said.
- **Reading/Researching:** Finding information about the subject.
- **Discussing:** Talking to other people, with varying levels of knowledge on the topic, about the piece.

### **A. -Generating Ideas:**

When students engage in *rapid writing* at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

### **B. -Freewriting:**

Many people find that they can bring ideas for developing a topic to the surface through freewriting; a strategy designed to "free" ideas from the subconscious mind and gets them down on paper. It will be very hard for a writer to do at first. This kind of writing is "free" in another sense; the writer does not need to worry about punctuation, correct grammar usage, etc. The main objective is to write for a sustained period of time (ten to fifteen minutes) without stopping.

Once the writing is completed, it should be examined, looking for categories into which ideas may be grouped, ideas that show a cause-effect relationship, and so on. The information generated in this manner may form the basis for developing your topic.

After the freewriting, it is helpful to make up a list of details. This helps to the categorizing later on the information and how to arrange the paragraphs. One detail often leads to another as the list is expanded. Slowly but surely, the writer will surprise to find more supporting material emerging that can use to



develop her/his papers. By the time the list is done, the author is ready to plan an outline of his paragraphs and to write the first drafts.

### **C. –Brainstorming:**

Another way to get ideas down on paper quickly is through brainstorming. “Brainstorming is probably the most effective of all the writing techniques because it helps English Second Language students think through their topics without having them judge what they write. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order.”<sup>41</sup>

Brainstorming is somewhat like freewriting, except that the writer simply lists ideas as they occur instead of engaging in continuous writing.

Everybody brainstorms before writing about something, even famous authors. Brainstorming is a way to think up ideas for a story or a book. Write down everything that comes to mind.

Brainstorming can be helpful to write about something serious, or just a story that is written for fun. To get ideas, it is essential for the author to look around, or read lots of books s/he likes so that s/he can write the next book of a serie liked by him, or could ask friends or family for strange or funny ideas.

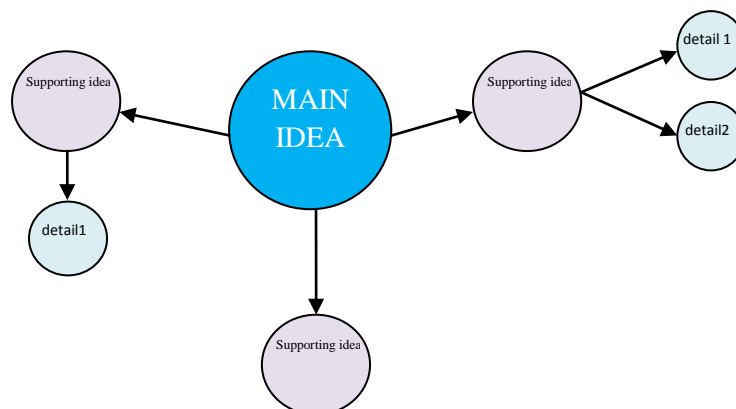
### **D. –Branching:**

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<sup>41</sup> MARC, R. **ESL Reading /Writing Suite 101**.From [http://esllanguageschools.suite101.com/article.cfm/writing\\_techniques\\_for\\_adult\\_esl\\_students](http://esllanguageschools.suite101.com/article.cfm/writing_techniques_for_adult_esl_students).Jan 5, 2007

Branching involves the used a large sheet of paper and writing the general topic in the center of the paper and drawing a circle around it. Then, as new ideas related to the general topic come to mind, a short line is drawn extending outward from the center circle. At the end of the line, another circle is drawn and the new, related idea is written in the new circle, forming what resembles a spoked wheel. Each new idea may, in turn; cause new related ideas to come to mind. If so, new spokes are drawn outward from the circle containing the related idea, a new circle at the end of the line, and the new, related idea in the circle. At some point in the process, the writer may identify a main topic for her/his essay in a center circle and supporting ideas in the surrounding, spoked circles.

Here we have an example about branching technique:



### **E. –Questioning:**

Another prewriting technique is questioning using words such as: What, When, Where, Why, and How. The teacher can start the writing lesson by explaining

to the students that questioning means generating details about their topic by writing a series of questions and answers about it.

If the students already have a topic that interests them but are not sure how to approach it, the teacher should have them try this technique. Rather than encouraging them to expand their thinking, this method helps learners to narrow their broad ideas. These questions may prove helpful:

- “How can I describe the topic?”
- How can I define the topic?
- How does the topic resemble or differ from other topics?
- How does the topic work? How does the topic affect other things? Can I argue for or against the topic?
- Why does this topic interest me?
- What ideas are generally associated with the topic?

Questioning works very well when one has a general topic in mind. The answers to these questions are the supporting details used to develop the main topic.

#### **F. – Journals:**

When someone maintains a personal journal/diary, this may be a tremendous source of ideas. After all, the events and observations the record reflects things already known and things about which the author has not only knowledge, but also strong feelings.

### **G. –Conversations with Friends:**

Recalling recent conversations with friends may be an excellent source of ideas for topics. The topics that are discussed with friends will be topics of interest to the writer and her/his audience. Selecting interesting topics is a very important aspect of topic selection; it will help to keep the reader involved.”<sup>42</sup>

### **H. - Graphic Organizers**

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes. The purpose of this strategy is for students to identify relationships and make connections among ideas and information and to select ideas and information for possible topics and subtopics.

“Some writers are not comfortable thinking about the order of their ideas before they write them. They may prefer to write a rough draft of their paper by letting their ideas flow freely and then crafting a structure for their thoughts. This can produce excellent writing. However, a writer should keep in mind that whether he starts his paper by working from a specific structure or whether starts by writing freely and then restructuring his ideas to follow a certain order, it is still important to have a strong sense of organization in the paper

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<sup>42</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.**  
From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

that works to support his main idea. In the final draft the ideas should not just flow randomly; the writer should sense that there is a reason why the structure of the ideas has been chosen.”<sup>43</sup>

**“Graphic organizers are a helpful way to organize information. Graphic organizers are helpful because:**

1. They help to understand how things go together.
2. They help to remember information better.
3. They make it easier to write the final draft.
4. They help organize any type of writing.

There are a lot of different kinds of graphic organizers for different kinds of writing projects:

- Cluster Diagrams– good for descriptive writing, especially when the writer has a lot of different ideas.
- Charts – good for writing directions of how to do something, or for keeping a lot of different ideas in categories
- Venn Diagrams – good for comparing things that are the same and different
- Story Maps – good for retelling books, plays or stories.
- Cause and Effect Diagrams – good for explaining how something happened.
- Outlines – good for big topics with lots of main ideas and details. Outlines are also good for persuasive writing.

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<sup>43</sup> SIMPSON, Guild, **Pre-writing Techniques**. Simpson College 701 North, Street Indianola, IA 50125. From [http// www.simpson.edu/hawley/writing/prewriting.html](http://www.simpson.edu/hawley/writing/prewriting.html). (2010).

- Timelines - good for telling the order of how things happen in time”<sup>44</sup>

### ❖ **First Draft**

In this step the goal is to express the ideas in an organized and focused form. A simple way to begin is to first construct a sentence outline of an essay. To accomplish this, it is helpful to write one sentence that expresses the main idea (this is the thesis). Then, write one sentence for each supporting/developing idea in the order the writer has already determined. From this outline, the author can easily construct a simple draft of the essay.

Whether the author has come up with a topic on his own or whether s/he is given a specific question to answer, the next step is often to consider the order in which the writer will present information about the topic. An essay usually follows this structured format: Introduction, Body, and Conclusion.

**Introduction:** This may be background information, a quotation from an expert on the topic, a personal anecdote, or whatever else will allow leading into the thesis statement. Once the subject has been introduced and the thesis included, the writer is ready for the draft of the body of the essay.

“An introduction gets the reader's attention and gives the reader enough background information to understand the thesis, which is usually the last

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<sup>44</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.**  
From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

sentence in the introduction. In addition, it sets the overall tone of the paper, whether it is informative, persuasive, personal, formal, etc.”<sup>45</sup>

The introduction is a way to prepare the reader for the main idea - starting off general (but not boring), and leading up to what the writer wants the reader to believe by the end of the paper.

In **the body**, the writer will write one paragraph for each supporting idea. The sentences the author wrote for the supporting details in the sentence outline will serve as topic sentences for the paragraphs in the body. Generally, each paragraph of the body will begin with a topic sentence, which will be followed by additional clarification/explanation. If there are doubts about an idea’s value in the body, it must be included. If new ideas come to the author’s mind while is writing the draft, these should be included. The writer can always eliminate unwanted items later.

Once the body is drafted, this is ready for the final part of the essay, the conclusion. **In the conclusion**, it is necessary to provide a sense of closure. This is often accomplished by summarizing the main elements of the body, restating the main point from the thesis, and/or adding any final observations about the topic (such as a warning or a statement to urge the reader to action).

“The conclusion is the last chance to persuade the reader or impress upon them the author’s qualifications. In the conclusion, avoid summary since the essay is

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<sup>45</sup> SOGWARE, Mercy, **Scholarship Essay, Guide Scholarship, Essay Samples**, <http://www.scholarshipsinindia.com/schessayhow.html>. (2010)

rather short to begin with; the reader should not need to be reminded of what you wrote 300 words before."<sup>46</sup>

❖ **Revision**

Many students believe that revision is about correcting grammar, spelling and mechanics. While these things are important, revision is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate or add sentences, paragraphs or even pages in order to make a piece clearer.

A writer is not really writing until s/he or he is revising. This is a reasonable statement. The draft is just an attempt, but revision is the effort to make sense of the writing.

❖ **Rewriting**

This step generally begins with a review of the supporting details in the essay. First, the reader must revise the thesis (sentence that expresses the main idea of the essay) to make sure it is clear, direct, and complete. Next, he should reread the topic sentences of the paragraphs in the body to ensure they relate to the main idea contained in the thesis. Third it is important that he reviews the supporting details to make sure they are specific, relevant, typical, and sufficient in number to accomplish the writer's purpose. Finally the order of presentation should be reviewed to ensure it is reasonable.

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<sup>46</sup> SOGWARE, Mercy, **Scholarship Essay, Guide Scholarship, Essay Samples**, <http://www.scholarshipsinindia.com/schessayhow.html>. (2010)



Next, the writer should:

- Make sure paragraphs have beginnings and endings. Transitions (linking expressions such as: first, second, next, later, above, and below) are commonly used to introduce new paragraphs.
- Make sure sentences within paragraphs are connected to each other.
- Introduce examples used to illustrate supporting ideas with transitions (such as for example, in contrast, also, therefore, and consequently).
- Review all sentences with each paragraph.
- Delete, revise, or combine sentences that say the same thing. Replace vague, unclear words with more descriptive ones.
- Revise wording, grammar, spelling, and punctuation to ensure they are in Standard English form and are appropriate for the audience and purpose of the essay.
- Continue to revise the essay until the writer is satisfied with what s/he has said and how it has been said.

#### ❖ **Editing**

In this step of the writing process, the essayist has to check for errors with mechanics. The final essay is to be in Standard English form, so it is important to review it a final time to ensure it does not contain any errors in English usage. Run-on sentences and fragments should be eliminated. Mechanic errors in spelling, punctuation, grammar, vocabulary and capitalization should also be revised.

Finally - the corrected story should be reread to see if it looks right and makes sense.

❖ **Final Copy**

After the essay has been edited and corrected, the writer must make sure it looks good.

The final copy should be:

- Neat - either type it on a computer or use your very best handwriting. Also, no wrinkles, holes or tears in the paper
- Clean - no dirty smudge marks or other blotches, or smeared ink.
- Visible - the font should be large enough to read, but not so large that it takes up the whole page and looks silly.

**“Format.-** What is it that is been written? Is it a letter? A book report, or bibliography? The writer should make sure to use the correct format for whatever it is writing. Including the name of a book or what somebody has said. Underlining the book name and putting the person's comments in quotation marks. This is all part of the format. If it is a story or book report, it should have an *opening*, a *body*, and a *closing* or *conclusion*. If it is a letter, it should have the date, a heading or greeting, a body and a closing. A bibliography goes something like this:

Author's Last Name, Author's First Name, Title of Book, Publishing Company, Year Published, City Published

Example:

Silverstein, Shel, *A Light in the Attic*, Harper Collins Publishers, 1981, New York

The final copy should also have pictures, charts, tables of anything the author can use to make the piece of her/his writing more interesting, not if it is a research like this one. Everything should be labeled and an explanation should be included so the reader knows what he is looking at.”<sup>47</sup>

### **5.3.5 Writing Tips.**

“Instead of just turning on the computer, write until to have the number of pages required for the assignment, then doing a spell check and turning the paper in, it is a good idea to break the writing process down into small chunks. For example, the author should set aside a specific block of time in the day (20 minutes or so) to brainstorm ideas for the paper. When this step is completed, taking a short break is in order. Next, an outline should be made that summarizes the main points to be covered in paper. After this step is finished, it is essential to begin to jot down some ideas that could be considered for a thesis statement. This whole process could take place within an hour, or be spread out over a day or two if preferred.

Next, the writer can begin writing a rough draft of the paper (it is helpful to start writing the day after have been completed the steps above to give one time to think about the paper a little more). The author should proofread the paper himself, and then give it to a friend. She/he may be able to find errors that

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<sup>47</sup> EIBEN, L. S & SUDDUTH, J. **Project by Students for Students: Writing an Essay.**  
From [http:// library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm)

overlooked the first time and offer other helpful suggestions. Next the piece must be rewritten and revised until an end product is come up with an end product that the author can be proud of. This process can take one day or more than a week, depending on the amount of time available and the amount of work the author is willing to put forth to produce a strong piece of writing.

It is helpful to remember that the writing process is a procedure that takes time, time, and more time. The writer must not expect to sit down the night before a paper is due and create a masterpiece. Ample time should be given to organize, structure, and edit the writer's paper. In addition, it is important to go back and revise the draft several times. It is good idea to try not to think of the papers as being "done," however tempting that may be; strong writers recognize that writing is a constant process of revisions to improve not only content but sentence structure and style as well.”<sup>48</sup>

It is essential to focus the topic, write a strong thesis sentence, settle on a structure, write clear and coherent paragraphs, and tend to matters of grammar and style.

In other ways, however, writing requires some understanding of the conventions of the discipline.

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<sup>48</sup> SIMPSON, Guild, **Pre-writing Techniques**. Simpson College 701 North, Street Indianola, IA 50125. From [http:// www.simpson.edu/hawley/writing/prewriting.html](http://www.simpson.edu/hawley/writing/prewriting.html). (2010).

- **“The writer should be sure to argue as s/he narrates.** Whenever one relates a historical event, there must be a purpose to the story. What point is the author trying to make, for example, regarding Stalin's rise to power? The details of the narrative should support that argument. Details that are irrelevant need to be omitted. Details that distract attention from the main point need to be dealt with in another paragraph.
  
- **Evidence that runs counter to the writer’s argument must not be ignored.** While this principle is important in all disciplines, it is particularly important in History. The author will need either to acknowledge, concede, or refute that evidence.
  
- **It is useful to provide the reader with an adequate sense of context.** Considering context is more than simply answering questions of what, who, when, and where (though you must do this as well). When setting the context of his argument, the author must announce her/his scholarly position to the reader. Is the essay about countering a feminist argument? Then this needs to be said. Accordingly, the introductions to the papers must be carefully considered. Opening sentences such as "Since the beginning of time..." or "Humans have always..." do nothing to provide the reader with a historical context for your argument.
  
- **It is important to consider suitable organizational strategies.** For example, if the paper is a historical narrative, a structure that is chronological should be chosen. Any deviation from chronology in a narrative will have to be marked

with transitions like, "Prior to," "Many years later," and so on. If, on the other hand, two historical events or figures are being compared, first the basis of the comparison needs to be determined, and then the points organized so that they follow the typical compare/contrast pattern.

- **The past tense must be used.** When writing is about literature, one should use the present tense. In History, the past tense is the tense of choice - it permits a person or event to be placed at a particular point in a chronology.
- **It is recommended to avoid the subjective "I."** The writer wants the reader to feel that her/his point of view about a particular subject comes from the available evidence, and not from his own personal response. This is not to say that personal response is irrelevant; rather, it is the job of a scholar to figure out what evidence led to a position on a subject, and then to explain fully why it led there.
- **The writer needs to watch her/his biases.** S/he should think about the argument being made, and it is being made. How does upbringing/class/nationality/culture contribute to the point of view? Also, writing should be from evidence, not from emotion. It is recommended to write as dispassionately as possible."<sup>49</sup>

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<sup>49</sup> GOCSIK, Karen, **Writing the History Paper**. Dartmouth Writing Program, Mod. Tues. 12, July 2005 from [http://www.dartmouth.edu/~writing/materials/student/soc\\_sciences/history.shtml](http://www.dartmouth.edu/~writing/materials/student/soc_sciences/history.shtml)

## **f. HYPOTHESES:**

### **6.1 GENERAL HYPOTHESIS:**

- ✓ The teaching of the English language influences on the development of reading comprehension and written production with the adult students at The Canadian House Center during the academic year 2010-2011.

### **6.2 SPECIFIC HYPOTHESIS:**

- ✓ The techniques applied by the teachers do not help to the development of reading comprehension of the English language on the adult students at The Canadian House Center during the academic year 2010-2011
- ✓ The techniques applied by the teachers are not supporting the development of written production of the English language on the adult students at The Canadian House Center during the academic year 2010-2011.

## **j. METHODOLOGY:**

### **7.1. DESIGN OF THE RESEARCH**

The present work has been identified as a **descriptive research**, because each problem that is found will be taken from the reality without of being manipulated by the researcher.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **7.2.1 METHODS**

**The method** is a set of logical procedures through which are posed the scientific issues and it is used to prove or disprove the hypotheses and the usefulness of the researched work instruments.

Accordingly, this research will be developed by mean of the scientific method and four particular methods which are analytical-synthetic, inductive-deductive, explicative and descriptive methods.

#### **❖ Scientific Method:**

The scientific or experimental method will be the most suitable to the development of this research project, as it will be useful for the gathering of information and confirming ideas. It is the form in which the researcher will find answers to his queries. Although the procedure can vary, this method will consist of the following general steps: making observations; formulating and conforming the hypotheses and finally reaching conclusions.



As particular methods the following ones will be used:

❖ **Analytic-Synthetic Method:**

This method will serve to analyze the main results that will be obtained by mean of the instruments applied in the field work, due to these results will show whether the drawn hypotheses will be confirmed or denied basing on the results of major tendency.

❖ **Descriptive Method:**

This method will serve to describe the actual situation of the cases, facts and phenomena and will give the necessary elements to compare or to evidence the truthfulness of the facts based on the interpretation of the research problem, before giving the final report.

### **7.2.2. TECHNIQUES AND INSTRUMENTS:**

The survey will be the instrument that will be applied to obtain the empirical information of the researched object, which will be indispensable for the collection of the necessary data. This will be previously prepared and structured with a questionnaire that will contain both closed and multiple choice questions, which will be related to the indicators set up in the consistence matrix.

The survey will be applied directly to the people who are involved in the research process. That means that there will be a designed questionnaire for the adult students as well as for their teachers, with the purpose of knowing the

strategies and techniques used by the teachers to the developing of reading comprehension and written production at this institution, hoping that all the information given for the participants of the teaching-learning process is efficient to confirm the drawn hypotheses.

### **7.3. PROCEDURES:**

To perform this research work the following procedures has been carried out:

#### **7.3.1. TO PROCESS THE INFORMATION:**

Once the research instrument is applied, in this case the survey; the processing of the data will be processed of the following way:

- **Tabulation of the data:** The answers given to closed questions will be tabulated using the descriptive statistics. The additional criteria will be classified by categories in order to facilitate their interpretation.
- **Organization of the empiric data:** The empirical data will be organized taking into account the answers with which will be stated the first and second hypotheses respectively.
- **Graphic representation:** Then, the empiric information will be represented graphically in tables and graphs. These will facilitate the visualization and interpretation of the data expressed in frequencies and percentages; all these related to the indicators.
- **Analysis and interpretation of the empiric information:** Stating the results in the percentages in the analysis of the data; this study will be

necessary to prove again the main categories developed in the theoretical frame.

- **Hypotheses verification:** The hypotheses will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are expressed in a descriptive way.
- **Formulation of conclusions:** The conclusions will be based on a specific analysis of the results which will serve to give recommendations to the researched institution, in this case to CHC, in order to contribute to the solution of problems within the English teaching-learning process.
- **Elaboration of the final report:** To elaborate the final report, it will be necessary to integrate all the components of the research process in a logical way: this process will require a new revision of the theme, objectives, hypotheses, theoretical frame, etc.

#### **7.4. POPULATION:**

The population of this research work will be the teachers who teach adult courses at CHC. The six of them all are native English speakers.

As the population of adult students at CHC is only 125, it is not necessary to obtain any sample from the whole population. Given these circumstances, the instrument, in this case the survey, will be applied to the whole population from this institute, the 125 adult students as well as their six teachers.

**CHART OF THE POPULATION BY LEVELS**

LEVELS	SCHEDULES		TOTAL
	MORNING 9 – 11 am	EVENING 7-9 pm	
	STUDENTS		
<b>1</b>	13	16	20
<b>2</b>	23	19	40
<b>3</b>	...	17	16
<b>4</b>	13	19	30
<b>5</b>	...	9	9
<b>6</b>	...	...	...
<b>7</b>	...	10	10
<b>8</b>	...	....	...
			<b>125</b>

## **h. RESOURCES:**

### **8.1. HUMAN**

- Teachers from The Canadian House Center.
- Diego Castro, Michelle Madeira, Gloria Bestead, Germania Guamán, Gabriela Celi, Patricia Piedra and René Morocho, administrative staff from The Canadian House Center.
- Adult students in all levels of the morning and evening sections at CHC.

### **8.2. INSTITUTIONAL:**

- Universidad Nacional de Loja
- The Canadian House Center

### **8.3. MATERIAL:**

The material sources used during this research are:

- **Office material:** books, dictionaries, copies, paper, folders and binding.
- **Technical Resources:** internet, computer, scanner, printer, pen drive and camera.

#### **8.4. BUDGET**

➤ Development of the project	\$ 200
➤ Copies and production of the project	\$ 100
➤ Development of the thesis	\$ 350
➤ Copies and preproduction of the thesis	\$ 200
➤ Unforeseen	\$ 100
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<b>TOTAL</b>	<b>\$ 950</b>

#### **8.5. FINANCING:**

All the expenses during this research work will be assumed by the researcher.

**i. TIMETABLE:**

ACTIVITIES \ MONTHS	FEBRUARY				MARCH				APRIL				MAY				JULY				SEPTEMB.				
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Presentation of the Project			x	x																					
Write the recommendations for the project				x	x																				
Checking and redesign of the research instruments						x																			
Application of the research instruments							x	x																	
Processing of the research									x	x	x														
Drawing conclusions												x	x												
Development of the report														x	x										
Private qualification of the thesis															x	x									
Writing the recommendations																	x	x							
Public defense and Graduation																					x	x	x		

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# Appendix



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN**  
**ENGLISH LANGUAGE MAJOR**

**STUDENTS' SURVEY**

**Dear student:** The survey will serve to collect data for a thesis titled “The Teaching of English Language and its Influence on the Development of Reading Comprehension and Written Production with the Adult Students at this Institution.” Your answers are essential for the development of the research and I greatly appreciate your time and honesty.

**QUESTIONNAIRE:**

**1. Do you like reading in English?**

Yes ( )

No ( )

**2. When does your teacher introduce the new vocabulary for each reading?**

Before reading ( )

During reading ( )

After reading ( )

**3. Does your teacher make you aware the purpose(s) for each reading?**

Before reading ( )

During reading ( )

After reading ( )

**4. Does your teacher advice you to look at pictures, maps, diagrams or graphs to have a better understanding of the reading passage?**

Yes ( )

No ( )

**5. What do you do when you come across an unfamiliar word in a reading passage?**

- You re-read the sentence ( )
- You read ahead ( )
- You sound the word out ( )
- You look in the dictionary ( )
- You ask your teacher ( )

**6. Do you ask yourself questions as you read in order to increase comprehension?**

Yes ( )

No ( )

Sometimes ( )

**7. What post-reading techniques does your teacher apply to verify your comprehension?**

- Oral questions ( )
- Written questions ( )
- Summarizing ( )
- Other .....
- Graphic organizers ( )
- Memorizing ( )
- Circling ( )

**8. Does your teacher encourage you to read extra material apart from what you have in your book?**

Yes ( ) No ( )

If so, check which ones:

- Newspapers ( )
- Research ( )
- Novels ( )
- Stories ( )
- Other .....
- Magazines ( )
- Brochures ( )
- Advertisements ( )
- Books ( )

**9. Do you like writing in English?**

Yes ( ) No ( )

**10. What kind of written production do you develop in class?**

- Letters ( )
- Columns ( )
- Reports ( )
- Stories ( )
- Experiences ( )
- Written summaries
- E-mails ( )
- Articles ( )
- Research ( )
- Instruction manuals ( )
- Essays ( )

**11. Match which of the following technique(s) you apply before starting to write**

- You make a list of things related to the topic ( )
- You just start writing on a topic without stopping ( )
- You start with a central idea and relate words, phrases or ideas to it ( )
- You find information about the topic ( )
- You talk to other people who have knowledge on the topic ( )
- You ask questions related to the general topic ( )
- You make graphic organizers ( )

**12. Do you include drawings, diagrams, maps or graphics to illustrate your writings?**

Yes ( ) No ( ) Sometimes ( )

**13. Does your teacher make you correct your drafts once she/he checks it?**

Yes ( )                      No ( )                      Sometimes ( )

**14. Which of the following beginning, linking or ending expressions do you use in your writings?**

- |               |     |                 |     |
|---------------|-----|-----------------|-----|
| - First       | ( ) | - In Contrasts  | ( ) |
| - Second      | ( ) | - Also          | ( ) |
| - Next        | ( ) | - Therefore     | ( ) |
| - Later       | ( ) | - Consequently  | ( ) |
| - Above       | ( ) | - In conclusion | ( ) |
| - Below       | ( ) | - In summary    | ( ) |
| - For Example | ( ) | - To conclude   | ( ) |

**15. Do you suggest your students to conclude their writings with a short summary?**

Yes ( )                      No ( )

Thanks for your help



**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN**  
**ENGLISH LANGUAGE MAJOR**

**TEACHERS' SURVEY**

**Dear teacher:** The survey will serve to collect data for a thesis titled “The Teaching of English Language and its Influence on the Development of Reading Comprehension and Written Production with the Adult Students at this Institution.” Your answers are essential for the development of the research and I greatly appreciate your time and honesty.

**QUESTIONNAIRE:**

**1. Do your students like reading in English?**

Yes ( )

No ( )

**2. When do you introduce the new vocabulary for each reading?**

Yes ( )

No ( )

Sometimes ( )

**3. Do you make your students aware the purpose(s) for each reading?**

Yes ( )

No ( )

Sometimes ( )

**4. Do you advice your students to look at pictures, maps, diagrams or graphs to have a better understanding of the reading passage?**

Yes ( )

No ( )

Sometimes ( )

**5. What do you advice your students to do when they come across an unfamiliar word in a reading passage?**

- To re-read the sentence ( )

- To read ahead ( )

- To sound the word out ( )

- To look in the dictionary ( )

- To ask your teacher ( )

**6. Do you recommend your students to ask questions themselves as they read in order to increase comprehension?**

Yes ( )

No ( )

Sometimes ( )

**7. What post-reading techniques do you apply to verify your students' comprehension?**

- Oral questions ( )
- Written questions ( )
- Summarizing ( )
- Graphic organizers ( )
- Memorizing ( )
- Circling ( )
- Other .....

**8. Do you encourage your students to read extra material apart from what they have in their book?**

Yes ( ) No ( )

If so, check which ones:

- Newspapers ( )
- Research ( )
- Novels ( )
- Stories ( )
- Magazines ( )
- Brochures ( )
- Advertisements ( )
- Books ( )
- Other .....

**9. Do your students like writing in English?**

Yes ( ) No ( )

**10. What kind of written production do you ask your students to develop in class?**

- Letters ( )
- Columns ( )
- Reports ( )
- Stories ( )
- Experiences ( )
- Written summaries ( )
- E-mails ( )
- Articles ( )
- Research ( )
- Instruction manuals ( )
- Essays ( )

**11. Match which of the following technique(s) your students apply before starting to write?**

- Listing ( )
- Freewriting ( )
- Clustering ( )
- Researching ( )
- Discussing ( )
- Questioning ( )
- Graphic organizers ( )

**12. Do you suggest your students to include drawings, diagrams, maps or graphics to illustrate their writings?**

Yes ( ) No ( ) Sometimes ( )

**13. Do you ask your students to correct their drafts once you check it?**

Yes ( )

No ( )

Sometimes ( )

**14. Which of the following beginning, linking or ending expressions do you consider your students should use in their writings?**

- First ( )

- Second ( )

- Next ( )

- Later ( )

- Above ( )

- Below ( )

- For Example ( )

- In Contrasts ( )

- Also ( )

- Therefore ( )

- Consequently ( )

- In conclusion ( )

- In summary ( )

- To conclude ( )

**15. Do you suggest your students to conclude their writings with a short summary?**

Yes ( )

No ( )

Sometimes ( )

Thanks for your help



## MATRIX OF CONSISTENCY

**THEME:** THE TEACHING OF THE ENGLISH LANGUAGE AND ITS INFLUENCE ON THE DEVELOPMENT OF READING COMPREHENSION AND WRITTEN PRODUCTION WITH THE ADULT STUDENTS AT THE CANADIAN HOUSE CENTER DURING THE ACADEMIC YEAR 2010-2011

ISSUES	OBJETIVES	HYPOTHESIS	VARIABLE	INDICATORS
<b>GENERAL:</b>				
<p>The teaching of the English language and its influence on the development of reading comprehension and written production with the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p>To diagnose the influence of the teaching of English language on the development of reading comprehension and written production with the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p>The teaching of English language influences on the development of reading comprehension and written production with the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p><b>Strategies to develop reading comprehension</b></p>	<ul style="list-style-type: none"> <li>- Background</li> <li>- Predicting</li> <li>- Skimming</li> <li>- Scanning</li> <li>- Self-monitoring and self-correcting</li> <li>- Identifying main ideas</li> <li>- Summarizing</li> <li>- Questioning</li> <li>- Vocabulary</li> </ul>
<b>SPECIFIC:</b>				
<p>What kind of strategies do the teachers apply to develop reading comprehension with the adult students at The Canadian House Center during the academic year 2010-2011?</p>	<p>To determine the strategies the teachers use to develop reading comprehension with the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p>The techniques applied by the teachers do not help to the development of reading comprehension of the English language in the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p><b>Techniques to develop written production</b></p>	<ul style="list-style-type: none"> <li>- Prewriting</li> <li>- Generating Ideas</li> <li>- Graphic Organizers</li> <li>- Freewriting</li> <li>- Brainstorming</li> <li>- Organizing Ideas</li> <li>- First Draft</li> <li>- Revision</li> <li>- Rewriting</li> <li>- Editing</li> <li>- Final Copy</li> </ul>
<p>What are the techniques the teachers use to develop written production with the adult students at The Canadian House Center during the academic year 2010-2011?</p>	<p>To identify the techniques the teachers apply to develop written production with the adult students at The Canadian House Center during the academic year 2010-2011.</p>	<p>The techniques applied by the teachers are not supporting the development of written production of the English language with the adult students at The Canadian House Center during the academic year 2010-2011.</p>		<p>176</p>