UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

"THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013"

> Thesis previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

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THESIS DIRECTOR: Dra. Mg.Sc Carmen Dávila Vega

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CERTIFICATION

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PROFESSOR OF THE ENGLISH LANGUAGE CAREER OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled "THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC YEAR 2012-2013", under the responsibility of the undergraduate **Gloria Carmelina Encalada Becerra,** has been thoroughly revised and fully analyzed; Therefore, I authorize the presentation of the thesis, for the corresponding legal purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Loja, November 27th , 2013

Dra. Carmen Dávila Vega, Mg. Sc.
THESIS ADVISOR

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The author

DEDICATION

First of all I dedicate this work to God, to my mother, Carmen who has looked for my well-being and education throughout my life being my support in every moment. To my little daughter who motivated me to reach my goal, to my siblings for their patience, love and support during these years.

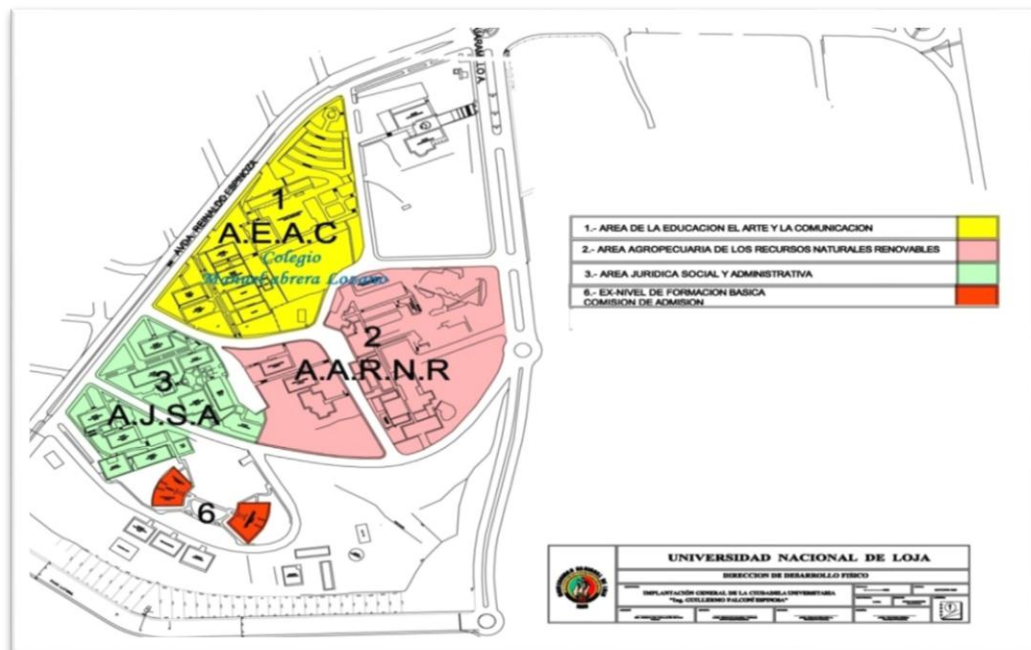That God blesses them today and always

Gloria

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SCHEME OF THE THESIS

a. **TITLE**

"THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013"

b. **RESUMEN**

El presente trabajo investigativo titulado "EL DESARROLLO DE LAS DESTREZAS DEL IDIOMA INGLÉS Y LA COMUNICACIÓN EN INGLES DE LOS ESTUDIANTES DE 1°, 2° Y 3° AÑOS DE BACHILLERATO EN LA UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. PERÍODO ACADÉMICO 2012-2013" tiene como objetivo, identificar como el desarrollo de las destrezas del Idioma Inglés ayudan a mejorar la comunicación de los estudiantes en el Idioma Inglés.

Los métodos científico, analítico-sintético y explicativo fueron utilizados para llevar a cabo la investigación. Además, la encuesta fue aplicada como técnica para obtener la información empírica. Las personas involucradas en este proceso fueron 5 profesores de Inglés y 180 estudiantes tomados al azar en cada paralelo.

Los resultados potenciales de esta investigación hacen evidente el poco uso de estrategias y técnicas para desarrollar las destrezas del Idioma Inglés y por consiguiente la comunicación de los estudiantes tiene un bajo nivel.

SUMMARY

The present research work titled "THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013" has as general objective, to identify how the development of English Language skills help to improve the Students' English communication.

The scientific, descriptive, analytic-synthetic and explicative methods were used to carry out the research work. Also the survey was employed as a technique to collect the empiric information. The people involved in this process were 5 English teachers and 180 students taken randomly in every parallel.

The potential results of this research make evident that there is little use of strategies and techniques to develop the English Language skills and therefore the students' English communication has a low level.

c. **INTRODUCTION**

At the present time English is the language for communication, it is also used in several fields such as technology, science, business, tourism, etcetera. These facts make English an essential language for our society in which individuals need a great formation in order to be ready for facing a globalized world.

Considering this context it is fundamental to highlight the importance of using strategies and techniques in the development of the English Language skills because students need authentic opportunities to learn how to listen, speak, read and write effectively in a variety of situations to facilitate their oral and written communication.

This reason motivated the researcher to carry out this work establishing as general problem: how the development of English Language skills help to improve the Students´ English communication .The sub problems that have guided this work are what kind of reading and listening strategies do the teachers apply in order to reach the students' English communication; what kind of writing and speaking techniques do the teachers use to achieve   the students' English communication.

The specific objectives stated in relation to the general problem are to determine the reading and listening strategies that teachers apply in order to reach the students' English communication and to establish the writing and speaking techniques that teachers use to achieve the students' English communication.

In agreement to the general problem, the general hypothesis says: the development of English Language skills help to improve the Students' English communication.

The methods used to carry out this research were the scientific which helped to verify the hypotheses. The descriptive method was used because it was concerned with the description of data and characteristics about population. The analytic-synthetic let the analysis of the information from the applied instruments. The explicative method served to explain in a logical way what is contained in the variables of every hypothesis. Also the survey was employed as a technique to get the empiric information and it was applied to a sample of 180 students and 5 English teachers from the researched institution.

This research work contains the following aspects:
The introduction presents an overview of the research work; the contextualization of the main researched problem, the main and specific

problems, the specific objectives, the general hypothesis and the aspects that constitute this work.

The summary contains a synopsis of the research. The literature review offers basic concepts that support this work with the scientific information.

Materials and methods describe the techniques, procedures and instruments applied in the research process.
Results show the most representative arguments obtained in this research work.

The discussion points out the outstanding outcomes or percentages of the questions that helped to accept or reject the hypotheses.

Conclusions ultimate the main points of the analyzed results, the same that help to design the recommendations.

Recommendations show suggestions with the purpose of contributing to the teaching learning process, particularly to the improvement of the English Language skills.

d. **LITERATURE REVIEW**

ENGLISH LANGUAGE SKILLS

When you learn a language, you develop both receptive skills (listening, reading) and productive skills (speaking, writing). These are four skills that learner needs for complete communication.

Receptive skills comprise understanding when you listen and when you read. You receive the language and decode the meaning to understand the message.

Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others understand. Krashen (2012)

RECEPTIVE SKILLS: Listening and Reading

Receptive skills include understanding when you listen and when you read. It involves gaining information and meaning from sounds and words and written language.

The receptive skills allow the study and practice of grammar; vocabulary, pronunciation and punctuation, and also reading/listening provoke

conversation and discussion. To get a genuine practice of the receptive skills, it is essential to take into account a variety of listening and reading strategies. These strategies should be woven in daily activities to help students to improve their listening and reading skills. Leblanc (1999)

LISTENING SKILL

Listening is the first skill in the acquisition of English language. Listening is an active process of receiving, processing, and interpreting aural stimuli.. It involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening is not the same as hearing. Hearing is the first step of listening, it refers to the sounds that you hear, whereas listening requires focus and attention and concentration. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication. Moseray (2010)

Listening comprehension

What role does listening comprehension play in communication? Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the

characteristics of the target language which will help improve their language development in all four key skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in continuing to learn the language, and teachers should do whatever possible to promote this sense of accomplishment. Bilash (2009)

Listening Strategies

Listening strategies are activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

- ✓ **Top-down strategies** are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

  - Listening for the main idea
  - predicting
  - drawing inferences
  - summarizing

✓ **Bottom-up strategies** are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Salehzadeh (2008)

Bottom-up strategies include:

- listening for specific details
- recognizing word-order patterns

READING SKILL

Reading is a *receptive* skill. Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading not only enriches learners' vocabulary and language structure but also their knowledge on different topics.

The importance of reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Comprehension is what allows the reader to interact with the text in a meaningful way. Without comprehension, reading is simply following words on a

page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That's why reading comprehension skills are so important. Without them the reader cannot gather any information and use it to efficiently function and enjoy the richness of life. Marshall (2008)

Reading strategies:

According to Baker (1974); Drawing on works in cognitive psychology, strategies are defined as learning tools, behaviors, problem-solving or study skills which make learning more effective and efficient. In the context of reading, reading strategies indicate how readers conceive a task, what textual cues they attend to, how they make sense of what they read, and what they do when they do not understand. In short, reading strategies are deliberate, conscious techniques that readers employ to enhance their comprehension or retention of the textual information. These reading strategies provide readers with action plans that allow them to navigate through the text skillfully.

✓ **Skimming**

It involves running your eye very quickly over large chunks of text. It is different from previewing because skimming involves the paragraph text. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

When to use it: to quickly locate relevant sections from a large quantity of written material, especially useful when there are few headings or graphic elements to gain an overview of a text.

✓ **Scanning**

Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

This strategy is used to quickly locate specific information from a large quantity of written material.

You can scan:

- headings and subheadings

- images and artwork

- the body text for authors' names

- the contents page itself

- the index for specific words.

✓ **Extensive reading**

It means reading longer texts for pleasure and needing global understanding.

✓ **Intensive reading**

It is reading Shorter texts, extracting specific information, accurate reading for detail. When you have previewed an article and used the techniques of skimming and scanning to find what you need to concentrate on, and then you can slow down and do some intensive reading. Baker (1974)

PRODUCTIVE SKILLS: Speaking and Writing

Productive skills refer to the production of the spoken or written language with the purpose of conveying a message.

SPEAKING SKILL

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Burns (2003)

Speaking techniques

✓ **Using minimal responses**

Learners of second language who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying.

Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

✓ **Recognizing Scripts**

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in

response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

✓ **Using Language to Talk About Language**

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. Students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. Bashir (2011)

WRITING SKILL

Writing is a method of representing language in visual or tactile form. Writing systems use sets of symbols to represent the sounds of speech,

and may also have symbols for such things as punctuation and numerals.
Muñoz (2005).

Writing Techniques

To be a good writer, you must master each of the following writing techniques.

✓ **Description**

The primary purpose of descriptive writing is to describe a person, place or thing. Capturing an event through descriptive writing involves paying close attention to the details by using all of your five senses.

✓ **Exposition**

Through exposition, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description to help the reader understand with greater clarity and depth the ideas and thoughts of the writer.

✓ **Narration**

Narrative writing is any type or genre, always follows a specific structure. The five elements that form this structure are:

- Setting: When and where the story takes place.

- Characters - Main (protagonist) and other important people in the story.

- Problem - What challenge does the main character face.

- Events - How the protagonist tries solving the problem.

- Resolution - How is the problem ultimately solved.

✓ **Persuasion**

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or in between.

✓ **Comparison and Contrast**

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is alike or in common. Contrast is used to show what is not alike. Strichart (2013)

ENGLISH COMMUNICATION

Communication

Communication is the act of conveying information for the purpose of creating a shared understanding. It is something that humans do every day. The word "communication" comes from the Latin "communis,"

meaning to share. The act of communication draws on interpersonal and intrapersonal communication. Fleming (2012)

Oral communication

Oral communication implies allows transmission of information through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, and etcetera) is significant so as to build a rapport and trust.

Written communication

It is an innovative activity of the mind. But writing is more unique and formal than speech. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive composition of sentences. Also, writing is more valid and reliable than speech. But while speech is spontaneous, writing causes delay and takes time as feedback is not immediate. Chechar (2013)

COMMUNICATION BARRIERS

There are some barriers that affect the flow of communication in an organization. These barriers interrupt the flow of communication from the sender to the receiver making communication ineffective. The main barriers of communication are the following:

- **Perceptual and Language Differences:** Perception is generally how each individual interprets the world around him. All generally want to receive messages which are significant to them. But any message which is against their values is not accepted. A same event may be taken differently by different individuals.

For example: consider a word "value".

      a) What is the **value** of this Laptop?

      b) I **value** our relation?

      c) What is the **value** of learning technical skills?

"**Value**" means different in different sentences.

- **Time Pressures:** Often in organization the targets have to be achieved within a specified time period, the failure of which has adverse consequences. In a haste to meet deadlines, the formal channels of communication are shortened, or messages are partially given, i.e., not completely transferred. Thus sufficient time should be given for effective communication.

- **Distraction/Noise:** Communication is also affected a lot by noise to distractions. Physical distractions are also there such as, poor lightning, uncomfortable sitting, unhygienic room also affects communication in a meeting. Similarly use of loud speakers interferes with communication.

- **Emotions:** Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad. While he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).

- **Complexity in Organizational Structure:** Greater the hierarchy in an organization (i.e. more the number of managerial levels), more is the chances of communication getting destroyed. Only the people at the top level can see the overall picture while the people at low level just have knowledge about their own area and a little knowledge about other areas.

- **Poor retention:** Human memory cannot function beyond a limit. One can't always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown. Riley (2012)

e. **MATERIALS AND METHODS**

DESIGN OF THE RESEARCH

This research was considered as non-experimental, because it was carried out in a descriptive way. The survey was applied as a technique to gather data of the issue of interest and then to make the corresponding analysis in order to point out conclusions and recommendations.

METHODS

The general method used was the scientific method; this method is very useful for conducting an objective investigation. The scientific method is a way to ask and answer scientific questions. Through this method was possible to apply the steps such as, making observations, propose hypothesis, test hypothesis, revise and draw conclusions.

As particular methods, the researcher used the descriptive, analytic-synthetic and explicative ones.

The descriptive method was used because it is concerned with the description of data and characteristics about a population. The goal was the acquisition of factual, accurate and systematic data that was used in averages, frequencies and similar statistical calculations. Descriptive studies seldom involve experimentation, as they are more interested with

naturally occurring phenomena than with the observation of controlled situations.

The analytic-synthetic method was used to analyze the information obtained from the applied instruments and consequently, the respective conclusions.

The explicative method was also used due it serves to explain in a logical way what is contained in the variables of every hypothesis, in this way the researcher was capable to prove the same ones.

The descriptive statistics helped the researcher to present the data in a more meaningful way which allows simpler interpretation of the data, for example in tables, squares and graphs.

TECHNIQUES AND INSTRUMENTS

The survey was employed with the purpose of getting the empiric information about the strategies and techniques to develop the English Language skills, the same that gave the researcher the essential guidelines to know the students' communication skills.

The survey was applied to teachers and students with a previous elaborated questionnaire, which contained mixed questions about the topic under study.

PROCEDURES

After obtaining the empiric information, the researcher processed it following the next steps:

Tabulation

Tabulation refers to the systematic arrangement of the information in rows and columns, in this way the researcher used this technique to present and interpret the complex information in a simple and logical form using graphic organizers and therefore is easier to understand the data.

Organization

The organization of the information facilitated the interpretation of the outcomes and also served to prove the hypothesis taking into account the variables of the same ones.

Description

Once the data were organized, the researcher proceeded to describe them in tables, which shown the frequency and the percentage of the obtained indicators in the applied instrument.

Graphic Representation

The researcher presented the information graphically for a better understanding of the results of every question.

Interpretation and analysis

Afterwards that the researcher presented the information in tables and graphs, it was interpreted according to the gained percentages and it was analyzed considering the categories of the theoretical frame.

Hypotheses verification

The hypotheses were demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Formulation of conclusions and elaboration of the report

The conclusions of this work were drawn based on a specific analysis of the results and they served to provide some recommendations to the authorities of the researched institution and also to the teachers and students with the aim of contributing to issue that motivated the present research.

Population and sample

The sample of the population was 180 students from 1st, 2nd and 3rd years of Bachillerato who were taken randomly in every group. In the case of the English teachers, the researcher worked with all of them, because they are just 5 teachers.

The researcher detailed the sample in the next chart:

COURSES	POPULATION	SAMPLE
1st year of Bachillerato	251	77
2nd year of Bachillerato	171	53
3rd year of Bachillerato	164	50
TOTAL	**586**	**180**
Teachers	**5**	**5**

f. RESULTS

Teachers' and students' surveys

HYPOTHESIS ONE:

The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

1. **Which of the following strategies do you use in classes to develop students' listening skill? Mark them**

   a) **Chart 1**

Listening strategies	TEACHERS		STUDENTS	
	f	%	f	%
Listening for the main idea	3	60	91	51
Attention	2	40	0	0
Predicting	2	40	20	11
Recognizing word order patterns	2	40	34	19
Summarizing	3	60	21	12
Remembering	3	60	0	0
Drawing inferences	1	20	10	6
Listening for specific details	4	80	45	25

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 1
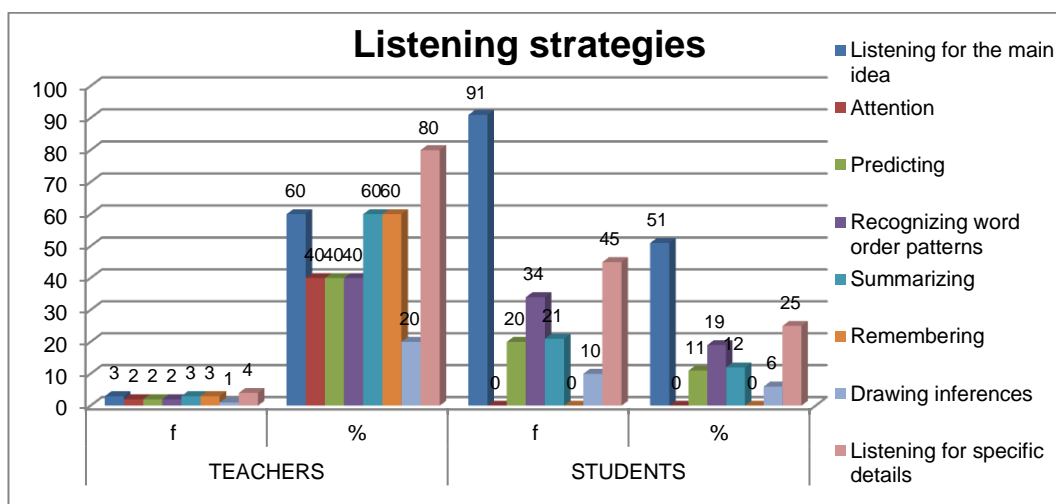
c) Logical Analysis

According to the obtained results, many teachers said that the strategy mainly used is **listening for details;** and more than half of students asserted that teachers generally use, **listening for the main idea** to develop the listening skill. The application of both strategies is appropriate, but to extend students' abilities to listen effectively, it is essential to include other listening strategies such as predicting, recognizing word order patterns, summarizing and drawing inferences that also contribute to the comprehension and recall of listening input Salehzadeh (2008). Consequently, the application of these listening strategies help learners to enhance and improve their listening comprehension.

2. What strategies do you apply to teach your students to read?

a) Chart 2

Reading strategies	TEACHERS		STUDENTS	
	f	%	f	%
Skimming	4	80	56	31
Using a dictionary	0	0	0	0
Intensive reading	2	40	33	18
Extensive reading	1	20	18	10
Scanning	5	100	86	48
Spelling	1	20	0	0

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 2
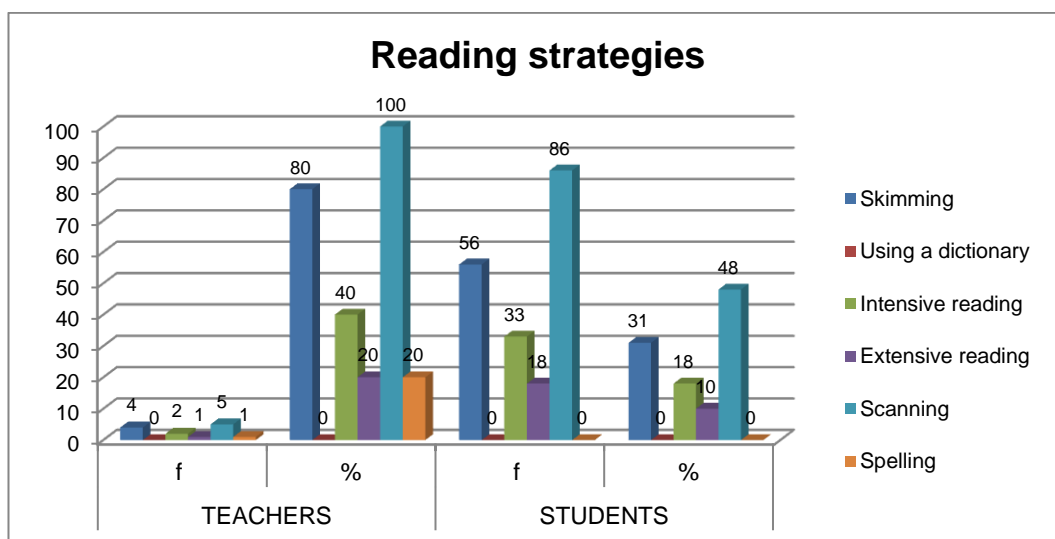
c) Logical Analysis

The results show that all teachers apply scanning to teach reading and several students confirmed this information; and not so many teachers apply intensive and extensive reading in order to teach reading. All reading strategies are important due to each one has a specific purpose at the moment of reading a text. For Baker (1974), **scanning** is reading for details, **skimming** is reading quickly to get the gist of a section, **intensive reading** to extract specific information from shorter texts and **extensive reading** to get a global understanding. Hence, these strategies used to develop the reading skill give support to talk about different topics and to attain the students' English communication.

3. Do you think that the usage of strategies is helpful in the development of English receptive skills? Why?

a) Chart 3

Use of strategies to develop receptive skills	TEACHERS		STUDENTS	
	f	%	f	%
Yes	5	100	145	81
No	0	0	35	19
Total	**5**	**100%**	**180**	**100%**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 3

Use of strategies for the development of receptive skills
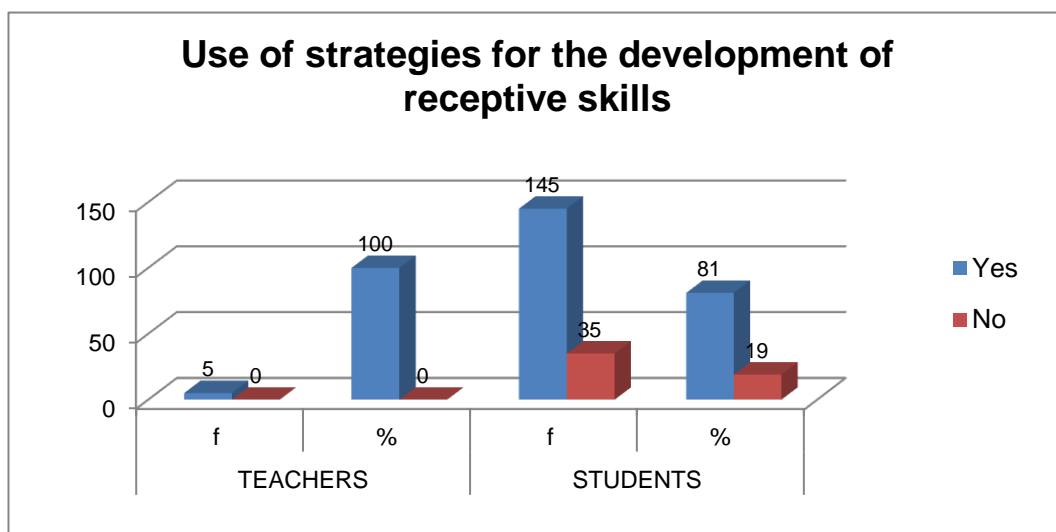
c) Logical Analysis

The results reveal that all teachers consider that the usage of strategies is helpful for the development of English receptive skills since, these strategies allow students to learn easily and to be able to pronounce and understand the language. Likewise, many students agreed that the use of strategies is useful to develop listening and reading, which means that teachers and students are conscious about the importance of using them to develop the receptive skills. The strategies are tools used during reading or listening for improving learners' comprehension, Therefore, the use of strategies on the part of the listener or reader enriches the development of the receptive

skills required for the oral and written interaction that creates communication.

4. How often do you set strategies to develop your student's receptive skills?

a) Chart 4

Development of receptive skills	TEACHERS		STUDENTS	
	f	**%**	**f**	**%**
Every class	2	40	81	45
Once a week	0	0	43	24
Twice a week	3	80	56	31
Once a month	0	0	0	0
Other	0	0	0	0
Total	**5**	**100**	**180**	**100**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 4

Development of receptive skills
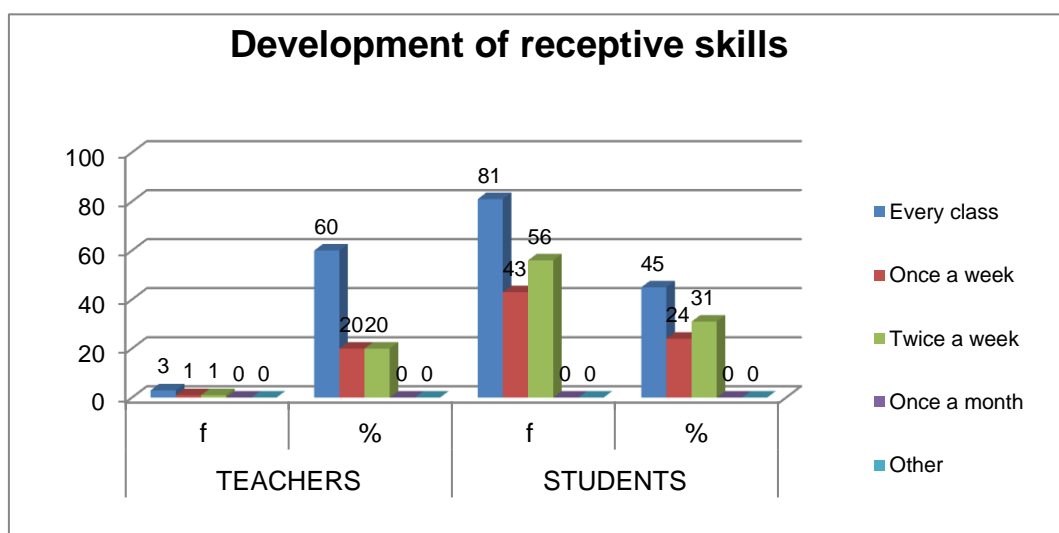
c) Logical Analysis

According to the analyzed results, many teachers said that they set strategies **twice a week** with the purpose of developing students' receptive skills. Furthermore, more than half of students ratify that teachers use strategies **twice a week**. The use of strategies facilitates the listening and reading comprehension and makes learning more effective. For this reason, the strategies need to be woven every day in the different activities to encourage students' communication. Leblanc (1999).

5. How well is your students' listening comprehension in communication?

a) Chart 5

Listening comprehension	TEACHERS		STUDENTS	
	f	%	f	%
Excellent	0	0	0	0
Very good	0	0	10	6
Good	2	40	80	44
Regular	3	60	90	50
Total	**5**	**100**	**180**	**100**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 5

Listening comprehension
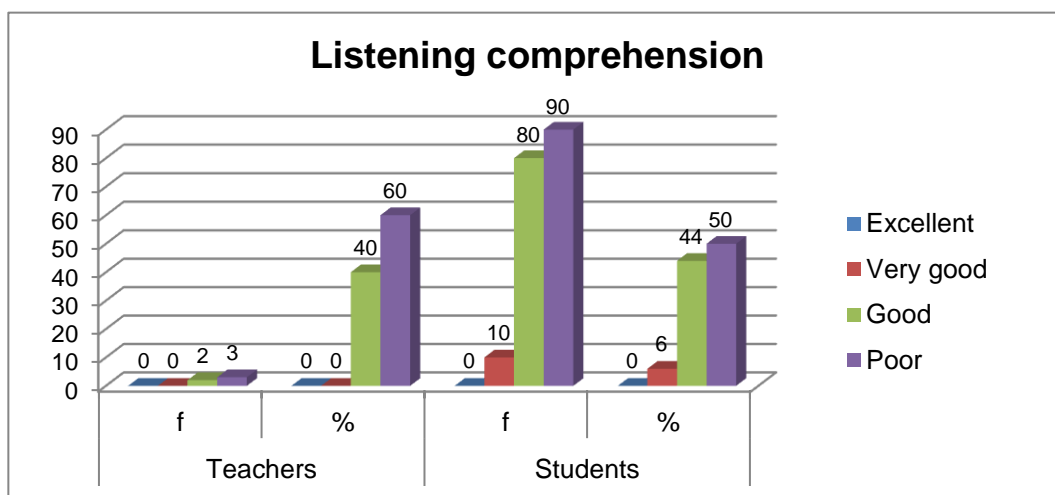
c) Logical Analysis

Regarding results, more than half of teachers said that students' listening comprehension is regular; and a half of students confirmed this response. Looking at the results, it is evident that teachers are not applying the appropriate listening strategies, that is why, students are not able to understand what they hear. For Bilash (2009), listening comprehension is the ability to understand information. The better a student can understand what is being said, the better will be his/her ability to communicate and to notice the characteristics of the target language which will help improve their language development in the four skill areas. Listening comprehension enables students to become effective communicators.

6. How well is your students' reading comprehension?

a. Chart 6

Reading comprehension	TEACHERS		Students	
	f	**%**	**f**	**%**
Excellent	0	0	0	0
Very good	0	0	0	0
Good	3	60	108	60
regular	2	40	72	40
Total	**5**	**100**	**180**	**100**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b. Graph 6
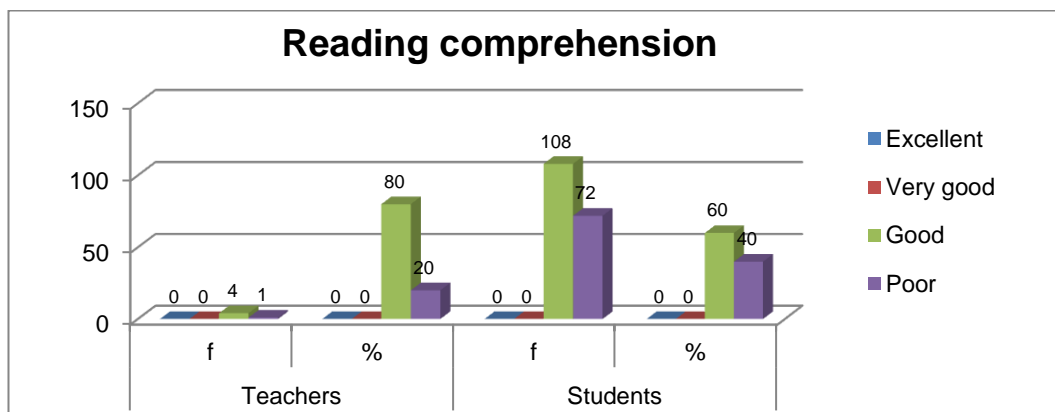
c. Logical analysis

According to the results, more than half of teachers and students affirmed that their reading comprehension is good. Even though, the students' reading comprehension is good, it is an unsatisfactory result.

For Marshall (2008), reading comprehension is the capacity to understand the meaning of written or printed matter. Comprehension is what allows the reader to interact with the text in a meaningful way. Therefore, a low level of reading comprehension freaks out the effectiveness students' communication.

HYPOTHESIS TWO:

The writing and speaking techniques that teachers use, facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013

7. **Do you take into account any of the following speaking techniques to facilitate the achievement of students' oral production? Mark them.**

   a) **Chart 7**

Speaking techniques	TEACHERS		STUDENTS	
	f	%	f	%
Dialogue	2	40	0	0
Recognizing scripts	1	20	68	38
Accuracy	0	0	0	0
Using minimal responses	2	40	60	33
Role play	2	40	0	0
Using language to talk about language	3	60	87	48

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 7

Speaking techniques

Dialogue · Recognizing scripts · Accuracy · Using minimal responses · Role play

TEACHERS — f: 2 1 0 2 2 3 — %: 40 20 0 40 40 60

STUDENTS — f: 0 68 0 60 0 87 — %: 0 38 0 33 0 48
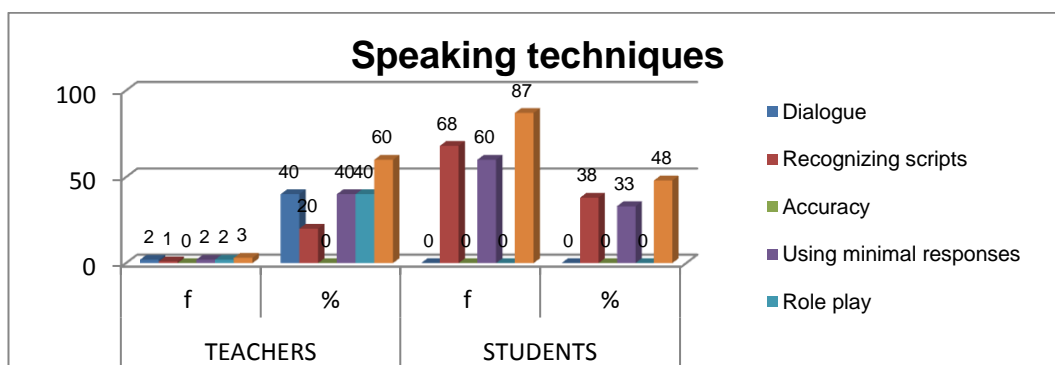
c) Logical Analysis

In this question, more than half of teachers answered that they use the technique, **using language to talk about language** to facilitate the students' oral production; and several students confirmed the teachers' answers. These results show that teachers are not considering all the speaking techniques to encourage students to communicate. According to Bashir (2005), the speaking techniques include recognizing scripts, using minimal responses and using language to talk about language. The first one helps learners to predict what they will hear and what they will need to say in response. The second one helps students to build up a stock of minimal responses that they can use in different types of exchanges. The third one benefits students who are often embarrassed or shy to say anything by giving them phrases to use for clarification and comprehension check. These

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speaking techniques facilitate the students' oral production and therefore their English communication.

8. Which writing techniques do you consider in order to facilitate the students' written production?

a) Chart 8

Writing techniques	TEACHERS		STUDENTS	
	f	%	f	%
Grammar	4	80	0	0
Exposition	0	0	18	10
Punctuation	1	20	0	0
Narration	1	20	15	8
Persuasion	0	0	12	7
Pre-writing	3	60	0	0
Description	5	100	180	100
Comparison and/or contrast	3	60	20	11

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 8
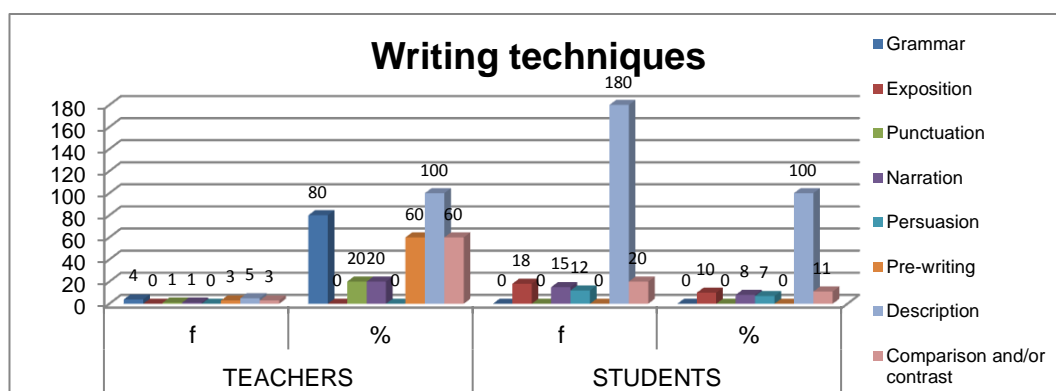
c) Logical Analysis

The analyzed results show that all teachers and students coincided that **description** is the technique taken into account to make easier the written production. This indicates that teachers are not considering the enough writing techniques to support their students' achievement in written production. The **description** technique helps to describing a person, place or thing; **exposition** allows to inform, explain and clarify ideas and thoughts; **narration** aids to relate one's experiences or to describe to someone else; **persuasion** tries to change the readers' points of view on a topic, subject or position; and **comparison and contrast,** permits to point out the similarities and differences about a topic. All of these techniques facilitate the graphic representation of the speech and help students to express their ideas and thoughts clearly and accurately.

9. How well is your students' oral communication?

a) Chart 9

Oral communication	TEACHERS		STUDENTS	
	f	0%	f	%
Excellent	0	0	10	6
Very good	0	0	41	23
Good	5	100	89	49
Aren't able	0	0	40	22
Total	**5**	**100**	**180**	**100**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 9

Oral communication
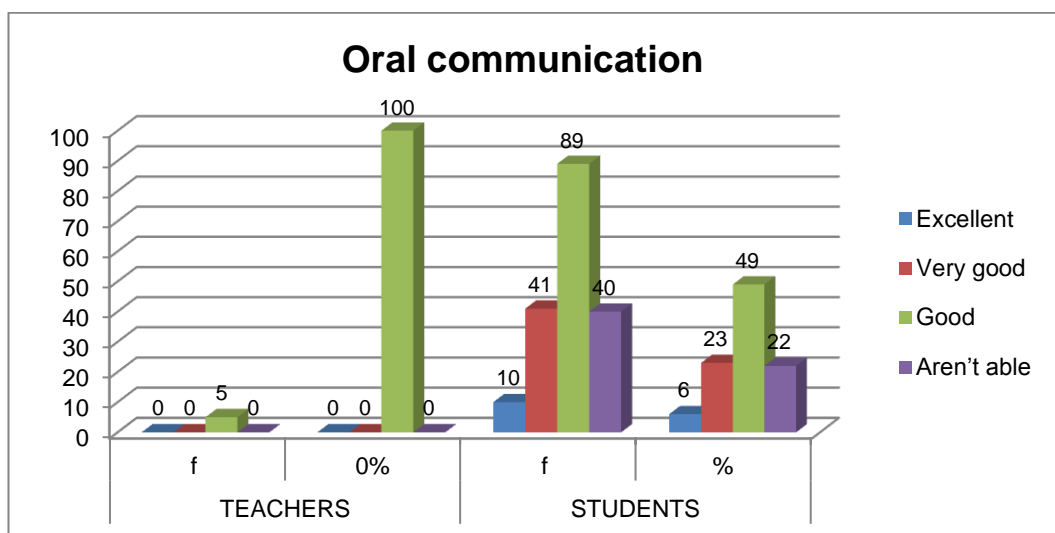
c) Logical Analysis

All teachers and several students pointed out that the oral communication is good. Analyzing this result, it is noticed that teachers are not providing students authentic practice in interactive speaking situations in order to develop their speaking ability. For Checar (2013), oral communication allows transmission of information through mouth and includes individuals conversing face to face with each other. For that reason, it is fundamental to use techniques in order to support the speaking skills needed for verbal expression and the successful achievement of the students' oral communication.

10. How well is your students' written communication?

a) Chart 10

Written communication	TEACHERS		STUDENTS	
	f	**%**	**f**	**%**
Excellent	0	0	16	9
Very good	0	0	20	11
Good	3	60	99	55
Regular	2	40	29	16
Aren't able	0	0	16	9
Total	**5**	**100**	**180**	**100**

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 10
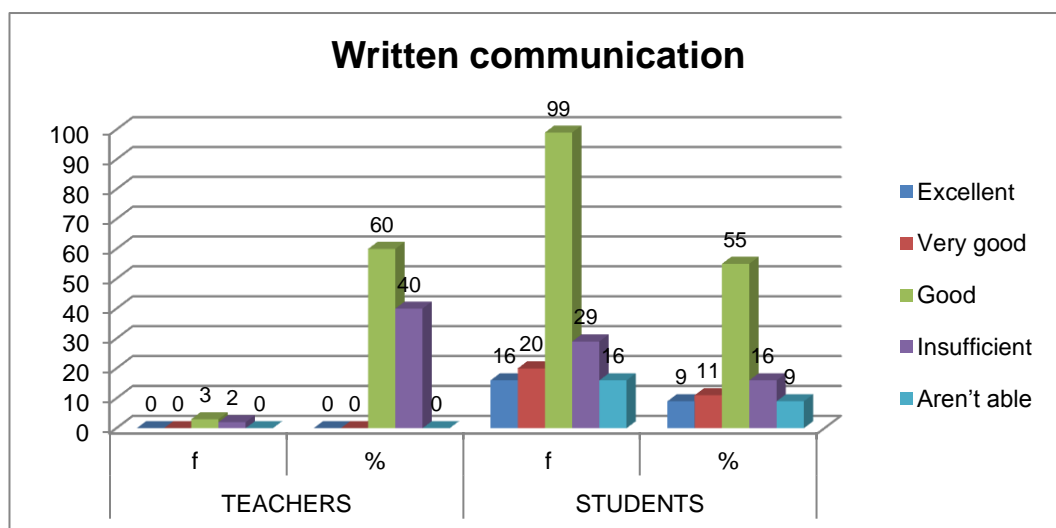
c) Logical Analysis

Regarding results, more than half of teachers and students said that their written communication is good. This means that students are not having enough exposure to writing for strengthen their written communication skills. According to Checar (2013) effective written communication requires conveying information through written language and it involves carefully choice of words, organization and cohesion. In conclusion, the use of appropriate techniques to develop writing supports students to participate effectively in written communication.

11. Mark the communication barriers that prevent students to communicate effectively?

a) Chart 11

Communication barriers	TEACHERS		STUDENTS	
	f	%	f	%
Time pressures	3	60	68	38
Physical space	2	40	0	0
Distraction/Noise	5	100	77	43
Emotions	1	20	43	24
Poor retention	4	80	16	9
Decoder	0	0	0	0
Complexity in organizational structure	0	0	34	19
Medium	1	20	0	0
Perceptual and language differences	2	40	46	26

Source: Teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja
Researcher: Gloria Carmelina Encalada Becerra

b) Graph 11

Communication barriers
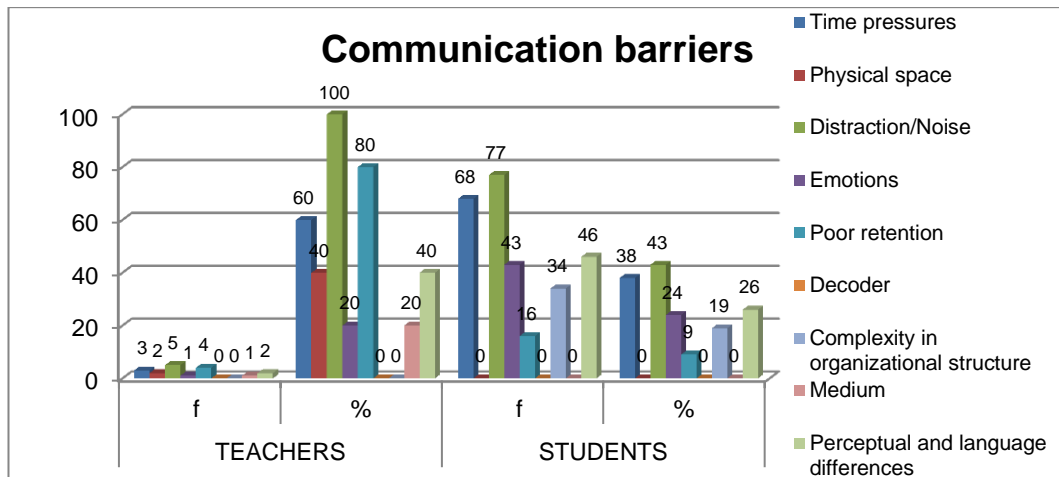
c) Logical Analysis

Dealing with the results, all teachers and several students agreed that **distractions/noise** is the common barrier which impedes students to attain an effective communication and several teachers marked physical space as barrier. This means that teachers and students are not aware of the communication barriers. The main communication barriers are perceptual and language differences, time pressures, distractions/noise, emotions, complexity in organizational structure and poor retention. Riley (2012). These barriers affect the flow of communication making it ineffective.

g.   **DISCUSSSION**

HYPOTHESIS ONE

❖ **Statement**

The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

❖ **Demonstration**

To verify the first hypothesis which has two variables, the independent variable refers to the reading and listening strategies and the dependent one is about the Students' English communication, questions number one, two, three, four, five and six were stated.

In question **ONE,** 80% of teachers said that they use the strategy, **listening for specific details**, to develop the listening skill. Nonetheless, 51% of students said that their teachers use; listening for the main idea. This shows that teachers mostly focus on listening for specific details to develop the listening skill and they seldom use other strategies such as listening for the main idea, drawing inferences, predicting, summarizing and recognizing word order patterns to support the development of students' listening skill.

According to question **TWO,** 100% of teachers and 48% of students agreed that scanning is the strategy used to teach reading. It is clear that the main strategy used by teachers in order to teach their students to read, is scanning. They sometimes use skimming and rarely use strategies such as intensive and extensive reading. This fact affects the students' performance in reading and therefore the effectiveness of the communication.

Question **THREE**, 100% of teachers and 81% of students manifested that the use of strategies is helpful to develop the receptive skills. This means that teachers and students are aware about the importance of applying strategies in the development of receptive skills. Even though, teachers are not applying plenty of strategies to help students to get better comprehension that is vital in the reading and listening development and also is the key initial step in communication.

In question **FOUR**, 80% of teachers stated that they set strategies to develop the receptive skills twice a week and 45% of students coincided on it. This indicates that teachers are not frequently applying strategies with the purpose of working up the students' receptive skills, which play a relevant role in the achievement of students' English communication.

By question **FIVE,** 60% of teachers said that students' listening comprehension is regular and 50% of students confirmed this data. The results show that students' are not able to recall and understand information as a consequence of the lack of listening strategies used by teacher to develop their students' listening comprehension ability, which is very important for learners to be strong listeners and to have an active role in communication situations.

Question **SIX,** 60% of teachers and 60% of students agreed that the reading comprehension is good. This means that students are not developing the reading comprehension level required to achieve a high level in English communication.

➢ **Decision**

Based on the analyzed results, the researcher rejects the first hypothesis, because the students' level of listening and reading comprehension is not enough to understand the language due to teachers are not applying plenty of listening and reading strategies to enhance the students' comprehension and to encourage their receptive skills development. This fact enables students to provoke communication.

HYPOTHESIS TWO

❖ **Statement**

The writing and speaking techniques that teachers use facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period2012-2013

❖ **Demonstration**

In this hypothesis the independent variable is about the writing and speaking techniques and the dependent is concerned with the students' English communication.

According to question **SEVEN,** 60% of teachers expressed on the applied survey that they use the technique, using language to talk about language, and 40% students confirmed the information provided by teachers. The use of only one technique and the little application of speaking techniques such as recognizing scripts and using minimal responses to develop the speaking skill do not favor the achievement of an effective students' oral communication.

Question **EIGHT,** 100% of teachers and 100**%** of students said that description is the writing technique used in class to make easier the

achievement of students' written production. Teachers almost always use description to facilitate the written production and they hardly ever use narration and comparison and/or contrast and even they never use techniques like persuasion and exposition. This restricted use of writing techniques does not help students to have success in the production of the language in the written mode.

In question **NINE**, 100% of teachers said that the students' oral communication is good, and 49% of students said that their oral communication is good too. Also, 22% of them claimed that they are not able to communicate in an oral way, which means that, teachers are not using enough strategies and techniques to facilitate the achievement of students' oral communication.

Question **TEN**, 60% of teachers affirmed on the poll that their students' written communication is good. Likewise 55% of students manifested that the written communication is good. The level of students have gotten, does not allow them to produce an effective written communication due to the lack of using a plenty set of writing techniques.

In question **ELEVEN**, 100% of teachers and 43% of students chose distraction/noise as the barrier that affects the run of communication. It is noticeable that they are not aware of the several communication barriers that prevent students to communicate effectively.

> ➢ **Decision**

After making an evaluation of the results of the research work, the researcher is able to reject the second hypothesis. According to the results in spite of the use of some techniques by teachers to develop the speaking and writing skills, their use is very limited since the teachers are aware of many of them and the ones they use are not enough to achieve the students' English communication.

h. **CONCLUSIONS**

The obtained results through the instruments applied to teachers and students help the researcher to draw the following conclusions:

- Even though that teachers are conscious of the importance of using strategies in the development of the listening skill, they are mostly using the strategy, listening for specific details, which is unsuitable for helping students to reach the English communication.

- Teachers are aware of the relevance of using a variety of strategies when teaching reading, but in their classes they habitually apply scanning, which is not offering students a significant aid with the purpose of reaching their English communication.

- Teachers are concentrated in master the technique "using language to talk about language" which has its advantages, but is not self-approving for developing speaking skill. The restriction in the use of techniques does not favor the achievement of students' English communication.

- Much of time, teachers are focused on the technique "description" in order to develop the writing skill and they are not making use of different writing techniques to fit their students' purposes for writing.

In this way, teachers are not facilitating the students' communication.

i. **RECOMMENDATIONS**

✓ Teachers should make an effort to expand their knowledge about the listening strategies because the listening process requires the listener's conscious use of them, which involve the parallel interaction between 'bottom-up' and 'top down' processing such as listening for main idea, listening for specific details, predicting, recognizing word order patterns, summarizing and drawing inferences. These strategies empower students to handle information and also contribute directly to their listening comprehension which can be a great motivating factor in continuing to learning the language.

✓ The researcher suggests teachers take into account other strategies such as skimming, intensive and extensive reading to develop reading. The reading strategies provide learners with action plans that allow them to navigate through the text skillfully, they also help to enhance students' comprehension and to develop reading skill appropriately to a variety of situations and purposes.

✓ Teachers should take into account speaking techniques like recognizing scripts and using minimal responses, because these techniques help to increase learners' confidence and to create a

fresh environment that allow students' freely participation and involvement in conversations.

- ✓ Teachers should also help students to make easy the development of the written skill by including other writing techniques such as narration, exposition, persuasion and comparison and/or contrast. These techniques help students to consolidate their grasp of vocabulary and structure. Furthermore, writing techniques foster the learner's ability to summarize and to use the language.

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k. ANEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THESIS PROJECT

"THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013"

Thesis previous to obtain the Bachelor's Degree in Sciences of Education, English Language Specialization

AUTHOR : Gloria Carmelina Encalada Becerra

LOJA – ECUADOR

2013

a. THEME

"THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013"

b. PROBLEM STATEMENT

BACKGROUND

The "Unidad Educativa Anexa a la Universidad Nacional de Loja" was created through resolution of the University Committee on September 28th 1971 as establishment that was Faculty of Philosophy, Letters and sciences of Education with the purpose of serving as teaching practice center of professionals to mid-level formed in that University Academic Unit, as well as it constitutes an alternative service to the Community of the city and province of Loja, as the South Region of the country.

The Ministry of Culture and Education, accepting the request of the authorities¸ it authorizes the functioning of the first course of General Basic education, since the academic year 1971-1972, being the first principal Lic. Mario Enrique Jiménez.

The High School started its academic labors with fifteen teachers of different specialties. In 1977due the necessity of linking the University with the Community, it creates the Extension of the High School in Motupe neighborhood whose historical challenge was integrate themselves consciously to the most vulnerable sectors of the zone, generating alternatives of changing aimed to raise up the life conditions of this important sector of the city.

This Educative institution has two types of Bachillerato: in Sciences with the specialties of Physic-Mathematic, Biology Chemistry and Socials; and the technical in Business and Administration, specialty Accounting and Administration.

The name of the "Manuel Cabrera Lozano" High School was changed by "Unidad Educativa Anexa a la Universidad Nacional de Loja". Dr. Miriam González Serrano, Zonal Coordinator of Education, Zone 7, by agreement No. 002-20-07-11 authorized the conformation and operation of this "Unidad Educativa Anexa a la Universidad Nacional de Loja" in the city and province of Loja, in its three educational levels: Beginner, Elementary and Secondary Education, from the year 2011 – 2012.

Today, the principal of this institution is Dr. Rolando Elizalde Córdova. Also it has 5 English teachers and a students' population of 1182.

Mission

The mission of the "Unidad Educativa Anexa a la Universidad Nacional de Loja", is to provide integral formation to students of Basic levels and Bachillerato, under a scientific conception of the world, society, science, knowledge and learning, with humanistic and solidary character to

contribute as teaching practice center, consultancy and pedagogical cooperation in the area of influence.

Vision

The "Unidad Educativa Anexa a la Universidad Nacional de Loja" as part of the Education, Art and Communication Area of the Universidad Nacional de Loja, is a center for General Basic Education and Bachillerato that offers quality Educational services in the scientific-technical and in the formation of values such as the defense of human rights, social justice, conversation and environmental development, dignity, freedom, responsibility among others, for it has a highly qualified professionals profile, with sufficient infrastructure and relevant to contribute to human development in the area of influence of the establishment.

CURRENT SITUATION

In today's global world, the importance of English Language cannot be denied and ignored, because the English is the key instrument of globalization.

Many reasons have contributed to the spreading of English, for example, the use of it for communication among people around the world. Also it is the language of the modern era where people are using it in various fields of life such as, economy, e-commerce, medicine and aviation among others. In addition, it is the language which is used in the tourism and travel. This rationale motives the people to learn English.

It is quite clear that English has become a necessity today. The English is the mean of the communication in all fields in the modern world.

However, in our environment the teaching of English Language has been developed in the traditional way related to a mechanical process where memorization and repetition are the most important and there is no development of thinking, oral and written production because of the insufficient teachers' training, preparation and professionalization.

Listening is the first skill for acquisition of the second language. Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listen means paying attention and understand what the others say. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. In this way a good listener can be a good speaker. Speaking is the capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings.

On the other hand reading is an important mean of communication. Readers and writers interact through the reading of a text. Reading also offers additional exposure of the language.

Writing skill is a specific capability which help the students put into words their thoughts, ideas, and knowledge in an effective, clear, comprehensible, and at times in a unique or artistic manner.

At the "Unidad Educativa Anexa a la Universidad Nacional de Loja" the teachers do not apply the adequate strategies for listening and speaking skill comprehension and techniques for a good writing and reading, so it prevents that students be able to communicate in a written or oral way.

To sum up the four language skills: listening, speaking, reading, and writing are all interconnected and all of them should be developed in order to improve the Students´ English communication.

RESEARCH PROBLEM

The English is considered as Universal Language, because it is necessary in the different areas such as medicine, science, business and obviously it has an enormous impact in the field of education. In Ecuador is clear that there is no due importance on the English.

The government should pay more attention to English teaching learning process, particularly in the practice of four basic skills that are essential both written and oral communication of the English learners.

This leads the interest of the researcher towards the present investigation: How does the development of English Language skills help to improve the Students´ English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

The students of this Educational Unit do not have a good development of listening, speaking, reading and writing skills necessaries for communicating.

DELIMITATION OF THE RESEARCH

TEMPORAL

The research work is going to be done between the period 2012-2013.

SPATIAL

The physical environment of the investigation is constituted by the "Unidad Educativa Anexa a la Universidad Nacional de Loja".

OBSERVATION UNITS

Agreeing with the nature and characteristics of the research work, it is necessary to involve in the process the following social people.

- ✓ English teachers of "Unidad Educativa Anexa a la Universidad Nacional de Loja"

- ✓ Students of 1st, 2nd and 3rd years of Bachillerato of the "Unidad Educativa Anexa a la Universidad Nacional de Loja"

SUBPROBLEMS

- ➢ What kind of reading and listening strategies do the teachers apply in order to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

- ➢ What kind of writing and speaking techniques do the teachers use to achieve   the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

c. JUSTIFICATION

The are many causes that derive problems in the teaching learning process in Ecuador, particularly in the development of English Language skills, due to the scarcity of strategies, techniques applied by teachers to develop receptive and productive skills.

In an attempt to get a better understanding of the central problem, the researcher has raised the theme "The development of English language skills and students' English communication" which will be carried out at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

Since the **scientific** perspective, it is so necessary in the present investigation the collection of a lot of information, which will serve for supporting this project and also the theoretical references will help the researcher to point out conclusions and recommendations to the problematic found in the issue under study.

The research in front of the **social** aspect has an important mean, because in todays' society is a necessity the English communication and it comes from a good development of the four English Language skills.

Seeing as **institutional** point of view, it is significant to do this research, because the outcomes will contribute to improve the English teaching learning process in the researched Institution, principally for teachers who have to be conscious of the problems that exist in the development of English skills and therefore in the Students' English communication.

This project also is relevant for the **researcher**, who will carry out it as previous requisite to obtain the licentiate's degree in sciences of Education, English Language Specialization.

d. OBJECTIVES

General Objectives

➢ To identify how the development of English Language skills help to improve the Students' English communication of 1st, 2nd and 3rd year of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

Specific Objectives

➢ To determine the reading and listening strategies that teachers apply in order to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

➢ To establish the writing and speaking techniques that teachers use to achieve the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

e. THEORETICAL FRAME

ENGLISH LANGUAGE SKILLS

Receptive and productive skills

When you learn a language, you develop both **receptive skills** (listening, reading) and **productive skills** (speaking, writing). These are four skills that learner need for complete communication.

Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message.

Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand.[1]

> ➢ **LISTENING SKILL**

Listening is the first skill in the learning of English language. Listening" is receiving language through the ears. It involves identifying the sounds of speech and processing them into words and sentences. When we listen,

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[1] *Krashen, Stephen. Receptive and productive language skills*
http://blogs.mtroyal.ca/srhodes/2012/08/receptive-vs-productive-language-skills/

we use our ears to receive individual sounds (letters, stress, rhythm and pauses) and we use our brain to convert these into messages that mean something to us.

Listening is not the same as hearing. Hearing is the first step of listening, it refers to the sounds that you hear, whereas listening requires focus and attention and concentration. A person who incorporates listening with concentration is actively listening. **Active listening** is a method of responding to another that encourages communication.[2]

Listening comprehension

What role does listening comprehension play in communication?

Listening comprehension is a key initial step in communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which will help improve their language development in all four key skill areas.

Students may feel a great deal of pride when they are able to comprehend something in the target language. This can be a great motivating factor in

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[2]*MOSERAY,Alusine Melvin. Definition of listening skill http://culture.ezinemark.com/definitions-of-listening-18e0ff6fc53.html*

continuing to learn the language, and teachers should do whatever possible to promote this sense of accomplishment[3]

Listening process

Hearing: it refers to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is perception of sound waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention

Attention: brain screens stimuli and permits only a select few to come into focus, this selective perception is known as attention.

Understanding: to understand symbols we have seen and heard we must analyze the meaning of the stimuli we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like blue uniform. The listener must understand the intended meaning and the context assumed by the sender.

Remembering: it is important listening process because it means that an individual has not only received and interpreted a message but has also added it to the mind storage bank; but just as our attention is selective, so

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[3] *BILASH, Olenka*
http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html

too is our memory- what is remembered may be quite different from what was originally seen or heard.

Evaluating: it is a stage in which active listeners participate; it is at these point that the active listener weighs evidence, sorts fact from opinion, and determines the presence or absence of bias or prejudice in a message; the effective listener makes sure that he or she doesn't begin this activity too soon; beginning this stage of the process before a message is completed requires that we no longer hear and attend to the incoming message-as a result, the listening process ceases

Responding: this stage requires that the receiver complete the process through verbal and/or nonverbal feedback; because the speaker has no other way to determine if a message has been received, this stage becomes the only overt means by which the sender may determine the degree of success in transmitting the message.[4]

Listening Strategies

Listening strategies are activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

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[4]*MALGAJ,Luka. Stages of listening process. http://www.articlesfactory.*
com/articles/communication/stages-of- the listening-process- explained.html

Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- Listening for the main idea

- predicting

- drawing inferences

- summarizing

Bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. [5]

Bottom-up strategies include:

- listening for specific details

- recognizing cognates

➢ **SPEAKING SKILL**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants

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[5] *SALEHZADEH, Julia. Listening Strategies.*

themselves, their collective experiences, the physical environment, and the purposes for speaking.[6]

In speaking is paramount to take into account the following categories:

Fluency

Fluency is the ability to speak easily, smoothly, and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context.

Accuracy

It is the ability to produce correct sentences using correct grammar and vocabulary. It will help the speaker to accurately arrange her/his ideas, thoughts to make messages understandable to the receiver.[7]

Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound,

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[6] *BURNS, Joyce and Brown. Speaking Skill*
[7] *MEIER, Joanne and Freck Karen Fluency vs. Accuracy*
http://www.readingrockets.org/helping/target/fluency/

such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.[8]

Speaking techniques

✓ **Using minimal responses**

Learners of second language who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

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[8] *YATES, Lynda. http://www.ameprc.mq.edu.au/docs/fact_sheets/01Pronunciation.pdf*

✓ Recognizing Scripts

Some communication situations are associated with a predictable set of spoken exchanges a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

✓ Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do,

instructors can create an authentic practice environment within the classroom itself. Students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.[9]

Activities to Promote Speaking Skills

There are some activities to promote speaking:

1) Discussion

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Here the teacher can form groups of students and each group works on their topic for a given time period, and present their opinions to the class. Fauziati (2002:134) states that the main aim of group discussion is to improve fluency, grammar in probably best allowed functioning as a naturally communicative context.

2) Role Play and Simulation

Role play has appeal for students because it allows the students to be creative and to put themselves in another person's place for a while (Richard, 2003: 222). While simulation is very similar to role-play but here

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[9] *BASHIR, Marriam .Students' English Speaking skills.*
http://www.bjournal.co.uk/paper/bjass_2_1/bjass_02_01_04.pdf

students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she can bring a microphone to sing and so on.

3) Interviews

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present the result to the class.

4) Reporting

In class, the students are asked to report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

6) Dialogue

Dialogue is one of the media in teaching speaking. It helps the students practice in speech, pronunciation, intonation, stress. Dialogue also increases students' vocabulary. Dialogues are two sides communication, it means we just not have to express something but we should have to understand what other person said.[10]

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[10]MORA, Minda.TeachingSpeaking.Thesis. http://es.scribd.com/doc/27235175/Teaching-Speaking-in-a-Classroom

➢ **READING**

Reading is the *receptive* skill in the written mode. Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Furthermore, Reading can help build vocabulary that helps listening comprehension.

The importance of reading comprehension

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Without comprehension, reading is simply following words on a page from left to right while sounding them out. The words on the page have no meaning. And while people read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and make use of that information – whether for fact gathering, learning a new skill, or for pleasure. That's why reading comprehension skills are so important. Without them the reader cannot gather any information and use it to efficiently function and enjoy the richness of life.[11]

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[11] MARSHALL, Pam The importance of reading comprehension http://www.k12reader.com/the-importance-of-reading-comprehension/

Reading strategies

Reading strategies are tools used during reading for improving reading comprehension.

Skimming

It involves running your eye very quickly over large chunks of text. It is different from previewing because skimming involves the paragraph text. Skimming allows you to pick up some of the main ideas without paying attention to detail. It is a fast process. A single chapter should take only a few minutes.

When to use it: to quickly locate relevant sections from a large quantity of written material, especially useful when there are few headings or graphic elements to gain an overview of a text.

Scanning

Scanning is sweeping your eyes (like radar) over part of a text to find specific pieces of information.

This strategy is used to quickly locate specific information from a large quantity of written material.

You can scan:

- headings and subheadings

- images and artwork

- the body text for authors' names

- the contents page itself

- the index for specific words.

This will help you decide whether you should read further, and how useful the document might be for your study.

Extensive reading - longer texts for pleasure and needing global understanding.

Intensive reading - shorter texts, extracting specific information, accurate reading for detail. When you have previewed an article and used the techniques of skimming and scanning to find what you need to concentrate on, and then you can slow down and do some intensive reading.[12]

➢ WRITING

Writing is the productive skill in the written mode. It often seems to be the hardest of the skills, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way. Writing provides a learner with physical evidence of his achievements and he/she can measure his improvement. It helps to consolidate their

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[12]STARFIELD, Sue. http://www.lc.unsw.edu.au/onlib/read1.html

grasp of vocabulary and structure, and complements the other language skills.

It is important to bear in mind the following categories[13]

Punctuation

Punctuation is the use of standard marks and signs in writing to separate words into sentences, clauses, and phrases in order to clarify meaning. The marks or signs are called **punctuation marks**. Punctuation marks are signals to readers. When you speak, you can pause, stop, or change your tone of voice to make your meaning clear. You cannot do this when you write. When writing, you must use punctuation marks such as commas and question marks to make your meaning clear.

The use of punctuation marks can be very complex. Each punctuation mark can be used in many ways.

Here are the punctuation marks that are most commonly used when writing.

- ✓ **Period (.)**
- ✓ **Question Mark (?)**
- ✓ **Comma (,)**
- ✓ **Semicolon (;)**
- ✓ **Colon (:)**

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[13] Muñoz, Javier and Pérez Yolanda. Developing Writing Skills

✓ **Exclamation Point (!) (**sometimes called an Exclamation Mark**)**

✓ **Apostrophe (')**

Use punctuation marks to make the meaning of what you write as clear as possible.[14]

Grammar

A sentence is a self-contained unit of meaning. Writing is constructed by putting sentences in sequence, one after another and, if a single sentence is read aloud, it should be understandable. Meaning should flow from one sentence to the next, carrying the argument or point of view forward in a clear and concise manner. If you do not use correct grammar and punctuation, or your sentences are too long and complex, what you are trying to say will become unclear and the reader will be unable to follow the text because the flow of meaning is interrupted.

If writing is a relatively new experience, or it is some time since you last wrote anything, write in fairly short, simple sentences. Aim to make one point in each sentence or paragraph if the point is more complex. If a sentence delivers two points, consider splitting it into two sentences.

Inconsistencies of grammar and mistakes in grammar blur the meaning of written work and cause confusion in the mind of the reader. They slow the

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[14]MANGRUM, Charles and Strichart.Stephen. Punctuation marks. http://www.how-to-study.com/study-skills/en/10.asp

reader down and distract him or her from the meaning of the sentences and the key messages contained.

Spelling

Many people experience problems with spelling, part of the reason may be that there are so many inconsistencies in the English language. **There** are two main ways of overcoming incorrect spellings, using a dictionary or using the spell check facility on your computer.

Using a Dictionary

The traditional route to checking your spelling is through the use of an English dictionary. Looking up words in dictionaries will also teach you the source of words (and give you an interesting history of usage) as well as providing alternative words you might use instead.[15]

Writing Techniques

To be a good writer, you must master each of the following writing techniques.

1. **Description**

   The primary purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through descriptive writing involves

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[15]MANGRUM, Charles and Strichart Stephen. Grammar http://www.how-to-study.com/study-skills/en/10.asp

paying close attention to the details by using all of your five senses. Teaching students to write more descriptively will improve their writing by making it more interesting and engaging to read.

Why teach descriptive writing?

- It will help your students' writing be more interesting and full of details

- It encourages students to use new vocabulary words

- It can help students clarify their understanding of new subject matter material

2. Exposition

Through exposition, a writer informs, explains, and clarifies his/her ideas and thoughts. Exposition goes beyond description to help the reader understand with greater clarity and depth the ideas and thoughts of the writer.

Typically, essays, narratives and other non-fiction types of writing include expository writing.

3. Narration

This genre is the most widely written as well as read, since it is very easy to narrate one's experiences or to relate to someone else.

Narrative writing is any type or genre, always follows a specific structure. The five elements that form this structure are:

Setting - When and where the story takes place

Characters - Main (protagonist) and other important people in the story

Problem - What challenge does the main character face

Events - How the protagonist tries solving the problem

Resolution - How is the problem ultimately solved

4. **Persuasion**

Through persuasion, a writer tries to change a reader's point of view on a topic, subject, or position. The writer presents facts and opinions to get the reader to understand why something is right, wrong, or in between.

5. **Comparison and Contrast**

Through comparison and contrast, a writer points out the similarities and differences about a topic. Comparison is used to show what is

alike or in common. Contrast is used to show what is not alike or not in common by using the writing technique that fits your purpose, you will be able to communicate your ideas effectively.[16]

ENGLISH COMMUNICATION

COMMUNICATION

Communication is the act of conveying information for the purpose of creating a shared understanding. It's something that humans do every day. The word "communication" comes from the Latin "communis," meaning "to share". The act of communicating draws on interpersonal and intrapersonal communication.

Intrapersonal: is an internal process of communicating with the self. It may be more commonly recognized as the "little voice in your head" or "self-talk", often for the purpose of clarifying ideas or analyzing a situation.

Interpersonal: is the process that we use to communicate our ideas, thoughts, and feelings to another person. It involves a direct face-to-face relationship between the sender and receiver of a message.[17]

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[16] *MANGRUM &STRICHART.Writing techniques 2013.http://www.how-to-study.com/study-skills/en/writing-techniques.asp*

[17] *FLEMING, Chase. Communication http://www.communicationstudies.com/what-is-communication*

PROCESS OF COMMUNICATION

The main **components of communication process** are as follows:

1. **Sender / Encoder -** Sender / Encoder is a person who sends the message. A sender makes use of symbols (words or graphic or visual aids) to convey the message and produce the required response. The verbal and non verbal symbols chosen are essential in ascertaining interpretation of the message by the recipient in the same terms as intended by the sender.

2. **Message -** Message is a key idea that the sender wants to communicate. It is a sign that elicits the response of recipient. Communication process begins with deciding about the message to be conveyed. It must be ensured that the main objective of the message is clear.

3. **Medium -** Medium is a means used to exchange / transmit the message. The sender must choose an appropriate medium for transmitting the message else the message might not be conveyed to the desired recipients. The choice of appropriate medium of communication is essential for making the message effective and correctly interpreted by the recipient. This choice of communication medium varies depending upon the features of communication. For instance - Written medium is chosen when a message has to be conveyed to a small group of people, while an oral medium is

chosen when spontaneous feedback is required from the recipient as misunderstandings are cleared then and there.

4. **Recipient / Decoder -** Recipient / Decoder is a person for whom the message is intended or aimed. The degree to which the decoder understands the message is dependent upon various factors such as knowledge of recipient, their responsiveness to the message, and the reliance of encoder on decoder. [18]

VERBAL AND NONVERBAL COMMUNICATION

What is Verbal Communication?

Verbal communication refers to the use of sounds and language to relay a message. It serves as a vehicle for expressing desires, ideas and concepts and is vital to the processes of learning and teaching. In combination with nonverbal forms of communication, verbal communication acts as the primary tool for expression between two or more people. Verbal communication includes the oral and written form.

Purpose

Verbal communication has many purposes, but its main function is relaying a message to one or more recipients. It encompasses everything from simple one-syllable sounds to complex discussions and relies on

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[18] *NORDQUIST, Richard. The process of communication.http://grammar.about.com/od/c/g/Communication-Process.htm*

both language and emotion to produce the desired effect. Verbal communication can be used to inform, inquire, argue and discuss topics of all kinds. It is vital to teaching and learning, as well as forming bonds and building relationships with other people.[19]

Forms of Verbal Communication

Oral communication

Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct conversation or telephonic conversation. Speeches, presentations, discussions are all forms of oral communication. Oral communication is generally recommended when the communication matter is of temporary kind or where a direct interaction is required. Face to face communication (meetings, lectures, conferences, interviews, etc.) is significant so as to build a rapport and trust.

Written communication

It is an innovative activity of the mind. Writing is more unique and formal than speech. Effective writing involves careful choice of words, their organization in correct order in sentences formation as well as cohesive

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[17] *HANES, Tracii. Verbal communication. http://www.livestrong.com/article/150573-what-is-verbal-communication/#ixzz2Ktx8KBOn*

composition of sentences. Also, writing is more valid and reliable than speech. But while speech is spontaneous, writing causes delay and takes time as feedback is not immediate.[20]

What is nonverbal communication?

Nonverbal communication can be best defined as the procedure of communicating with a person or party without using any form of speech to grab an audience attention or to exploit a message. Non verbal communication is often used to make an expression of a thought or thoughts and make your message more appealing and interesting to whom you are speaking.

Types of nonverbal communication

There are many different types of nonverbal communication. Together, the following nonverbal signals and cues communicate your interest and investment in others.

Facial expressions: The human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.

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[20] *CHECHAR, Linda. Forms of verbal communication http://www.livestrong.com/article/160676-forms-of-verbal-communication/#ixzz2KtyRCcAx*

Gestures: are woven into the fabric of our daily lives. We wave, point, beckon, and use our hands when we're arguing or speaking animatedly—expressing ourselves with gestures often without thinking. However, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.

Eye contact: since the visual sense is dominant for most people, eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.

Touch: we communicate a great deal through touch. Think about the messages given by the following: a weak handshake, a timid tap on the shoulder, a warm bear hug, a reassuring slap on the back, a patronizing pat on the head, or a controlling grip on your arm.

Space: have you ever felt uncomfortable during a conversation because the other person was standing too close and invading your space? We all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can

use physical space to communicate many different nonverbal messages, including signals of intimacy and affection, aggression or dominance.[21]

TYPES OF COMMUNICATION BASED ON STYLE AND PURPOSE

Based on the style of communication, there can be two broad categories of communication, which are formal and informal communication that have their own set of characteristic features.

Formal communication

Formal communication includes all the instances where communication has to occur in a set formal format. The style of communication in this form is very formal and official. This type of communication is connected with conventions and ceremonies, protocols of the formal channels.

Formal communication can also occur between two strangers when they meet for the first time. Hence formal communication is straightforward, official and always precise and has a stringent and rigid tone to it.

Informal communication

Informal communication includes instances of free unrestrained communication between people who share a casual rapport with each other. Informal communication occurs between friends and family.

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[21]*SEGAL, Jeanne , Melinda Smith, Greg Boose, Jaelline Jaffe. What is nonverbal communication?*
http://www.helpguide.org/mental/eq6_nonverbal_communication.htm

Informal communication does not have any rigid rules and guidelines. Informal conversations need not necessarily have boundaries of time, place or even subjects.

However, both informal communication and formal communication can be expressed oral or written.[22]

COMMUNICATION BARRIERS

There are some barriers that affect the flow of communication in an organization. These barriers interrupt the flow of communication from the sender to the receiver making communication ineffective. The main barriers of communication are the following:

Perceptual and Language Differences: Perception is generally how each individual interprets the world around him. All generally want to receive messages which are significant to them. But any message which is against their values is not accepted. A same event may be taken differently by different individuals.

The linguistic differences also lead to communication breakdown. Same word may mean different to different individuals. For example: consider a word "value".

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[22] *HOFFMANN,Diane. Types of Communication Based on Style*
http://communicationverbalnonverbal.blogspot.com/2011/04/formal-vs-informal-communication-how.html

d) What is the **value** of this Laptop?

e) I **value** our relation?

f) What is the **value** of learning technical skills?

"**Value**" means different in different sentences. Communication breakdown occurs if there is wrong perception by the receiver.

Time Pressures: Often in organization the targets have to be achieved within a specified time period, the failure of which has adverse consequences. In a haste to meet deadlines, the formal channels of communication are shortened, or messages are partially given, i.e., not completely transferred. Thus sufficient time should be given for effective communication.

Distraction/Noise: Communication is also affected a lot by noise to distractions. Physical distractions are also there such as, poor lightning, uncomfortable sitting, unhygienic room also affects communication in a meeting. Similarly use of loud speakers interferes with communication.

Emotions: Emotional state at a particular point of time also affects communication. If the receiver feels that communicator is angry he interprets that the information being sent is very bad. While he takes it differently if the communicator is happy and jovial (in that case the message is interpreted to be good and interesting).

Complexity in Organizational Structure: Greater the hierarchy in an organization (i.e. more the number of managerial levels), more is the chances of communication getting destroyed. Only the people at the top level can see the overall picture while the people at low level just have knowledge about their own area and a little knowledge about other areas.

Poor retention: Human memory cannot function beyond a limit. One can't always retain what is being told specially if he is not interested or not attentive. This leads to communication breakdown.[23]

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[23] *RILEY, Jim . Communication barriershttp://www.tutor2u.net/business/people/communication_barriers.asp*

HYPOTHESIS

General hypothesis:

➢ The development of English Language skills help to improve the Students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

Specific hypotheses:

➢ The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

➢ The writing and speaking techniques that teachers use facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

f. METHODOLOGY

DESIGN OF THE INVESTIGATION

The present research has been considered as non-experimental, because it will carry out in a descriptive way. The researcher will apply the survey as a technique to gather data of the issue of interest and will make the corresponding analysis in order to point out conclusions and recommendations, which will be made know to the researched High School.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

The general method that researcher will use is the **scientific** one; this method is very useful for conducting an objective investigation. The scientific method is a way to ask and answer scientific questions. Through this method the researcher will apply the steps it involves, making observations, propose hypothesis, test hypothesis, revise and draw conclusions.

As particular methods, the researcher will use the descriptive, analytic-synthetic and explicative.

The researcher will use the **descriptive** method; because it is concerned with the description of data and characteristics about a population. The goal is the acquisition of factual, accurate and systematic data that can be used in averages, frequencies and similar statistical calculations. Descriptive studies seldom involve experimentation, as they are more interested with naturally occurring phenomena than with the observation of controlled situations.

The **analytic-synthetic** method, it will be used by the researcher; because it lets the analysis of the information from the applied instruments and consequently the researcher will be able to take out the respective conclusions.

The **explicative** method will be also used due it serves to explain in a logical way what is contained in the variables of every hypothesis, in this way the researcher will be capable to prove the same ones.

The descriptive statistics will help the researcher to present the data in a more meaningful way which allows simpler interpretation of the data, for example in tables, squares and graphs.

TECHNIQUES AND INSTRUMENTS

The researcher will employ a **survey** with the purpose of getting the empiric information about the English Language skills, the same that will give the researcher the essential guidelines to know how the teachers are carrying out the development of English skills.

It will be applied to teachers and students with a previous elaborated questionnaire, which will contain mixed questions about the topic under study.

PROCEDURES

After obtaining the empiric information, the researcher will process it following the next steps:

Tabulation

Tabulation refers to the systematic arrangement of the information in rows and columns, in this way the researcher will use this technique to present and interpret the complex information in a simple and logical form using graphic organizers and therefore is easier to understand the data.

Organization

The organization of the information will facilitate the interpretation of the outcomes and also will serve to prove the hypothesis taking into account the variables of the same ones. The organization also makes easy the interpretation and analysis.

Description

Once the data have been organized, the researcher will proceed to describe it in statistical tables, which will show the frequency and the percentage of the obtained indicators in the applied instrument.

Graphic Representation

The researcher will present the information graphically for a better understanding of the results of every question.

Interpretation and analysis

Afterwards that researcher has presented the information in tables and graphs, it will be interpreted according to the gained percentages and it will be analyzed considering the categories of the theoretical frame.

Hypothesis verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Formulation of conclusions and elaboration of the report

The conclusions of this work will be drawn based on a specific analysis of the results and they will serve to provide some recommendations to the authorities of the researched institution and also to the teachers and students with the aim of contributing to the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

The sample of the population will be 180 students from 1st, 2nd and 3rd years of Bachillerato who will be taken randomly in every parallel. In the case of the English teachers, the researcher will work with all of them, because they are just 5 teachers.

In order to get the sample of the students' population from1st, 2nd and 3rdyears of Bachillerato, it will be necessary to apply the following formula:

$$n = \frac{P.Q.N}{(N-1).\frac{E^2}{K^2} + P.Q}$$

n = Sample size

N= Population

E = Sample error = 8%

K= Proportionality constant = 2.58

P.Q = First quartile = 0.25

$$n = \frac{(0.25)(586)}{(586 - 1).\left(\frac{0.08^2}{2.58^2}\right) + 0.25}$$

$$n = \quad 180.315$$

$$\boldsymbol{n = 180}$$

SAMPLE DISTRIBUTION

To get the sample by course the following formula will be used:

$$F = \frac{n}{N}$$

F = distribution factor

n = sample size

N = population

$$F = \frac{180}{586}$$

F = 0.307

This factor was multiplied by students' population of every parallel of Bachillerato of the "Unidad Educativa Anexa a la Universidad

Nacional de Loja", in this way the researcher will obtain the sample per course.

The researcher will detail the sample in the next chart:

CHART N º1

COURSES	POPULATION	SAMPLE
1st year of Bachillerato	251	77
2nd year of Bachillerato	171	53
3rd year of Bachillerato	164	50
TOTAL	**586**	**180**

g. TIME TABLE

No	ACTIVITIES	Feb-1	Feb-2	Feb-3	Feb-4	Mar-1	Mar-2	Mar-3	Mar-4	Apr-1	Apr-2	Apr-3	Apr-4	May-1	May-2	May-3	May-4	Jun-1	Jun-2	Jun-3	Jun-4	Jul-1	Jul-2	Jul-3	Jul-4	Oct-1	Oct-2	Oct-3	Oct-4	Nov-1	Nov-2	Nov-3	Nov-4	Dec-1	Dec-2	Dec-3	Dec-4	Jan-1	Jan-2	Jan-3	Jan-4	Feb'14-1	Feb'14-2	Feb'14-3	Feb'14-4	Mar'14-1	Mar'14-2	Mar'14-3	Mar'14-4
	PHASE II: THESIS DEVELOPMENT																																																
1	Project presentation		X																																														
2	Appointment of the teacher advisor		X																																														
3	Project checking			X																																													
4	Project Approval				X																																												
5	Appointment of the thesis director									X																																							
6	Application of the instruments											X	X																																				
7	Thesis development													X																																			
	Tabulation														X																																		
	Elaboration of the tables and graphs															X																																	
	a. Theme															X																																	
	b. Introduction															X																																	
	c. Summary																X																																
	d. Review of the literature																X																																
	e. Materials and methods																X																																
	f. Results (interpretation and analysis)																X																																
	g. Discussion																X																																
	h. Conclusions																X																																
	i. Recommendations																X																																
	j. Bibliography																X																																
	k. Annexes																X	X																															
	PHASE III: REVISION AND APPROVAL																																																
8	Thesis revision																			X		X		X		X		X																					
9	Thesis presentation																															X																	
10	Thesis approval																																			X													
	PHASE IV: PHASE OF INCORPORATION																																																
11	Submission of the folders																																					X	X	X	X								
12	Private qualification																																									X							
13	Corrections																																											X					
14	Public sustentation and incorporations																																																X

h. BUDGET AND FINANCING

RESOURCES

Human

- Research Equipment : Gloria Carmelina Encalada Becerra

- Advisor of the Thesis Project: Dra. Carmen Ojeda.

- English Language Career of the Universidad Nacional de Loja.

- English teachers and students of Unidad Educativa Anexa a la Universidad Nacional de Loja.

Material

- Office material
- Books
- Copies
- Folders
- prints
- Computer, internet

BUDGET

EXPENSES	COST (U.S.D)
• Impression of the first draft	120.00
• Impression of the second draft	150.00
• Impression of the final work	100.00
• Material of the survey	60.00
• Transportation	250.00
• Unforeseen	200.00
APROXIMATED COST OF THE PROJECT	880.00

FINANCING

The expenses derived from the present work will be assumed by the researcher

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ANNEXES

CONSISTENCY MATRIX

"THE DEVELOPMENT OF ENGLISH LANGUAGE SKILLS AND STUDENTS' ENGLISH COMMUNICATION OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA. ACADEMIC PERIOD 2012-2013"				
PROBLEM	**OBJECTIVES**	**HYPOTHESIS**	**VARIABLES**	**INDICATORS**
GENERAL				
How does the development of English Language skills help to improve the Students´ English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013	To identify how the development of English Language skills help to improve the Students´ English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013	The development of English Language skills help to improve the Students´ English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013		
SPECIFIC				
What kind of reading and listening strategies do the teachers apply in order to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013	To determine the reading and listening strategies that teachers apply in order to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013	The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja Academic period 2012-2013	English Language skills English communication	✓ Listening strategies ✓ Reading strategies ✓ Communication. ✓ Oral and Written communication ✓ Listening Comprehension ✓ Reading Comprehension
What kind of writing and speaking techniques do the teachers use to achieve the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013	To establish the writing and speaking techniques that teachers use to achieve the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013	The writing and speaking techniques that teachers use facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013	English Language skills English communication	✓ Speaking techniques ✓ Writing techniques ✓ Communication. ✓ Oral and Written communication ✓ Communication barriers

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

SURVEY TO TEACHERS

Dear teacher:

As student of the English Language Department of the Universidad Nacional de Loja, I am interested to do a research about the development of English Language skills and students' English communication, so I ask you answer the following questionnaire.

HYPOTHESIS ONE:

The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013.

1. **Which of the following strategies do you use in your classes to develop the listening skill? Mark them**

( ) Attention   ( ) summarizing
( ) Listening for the main idea   ( ) Remembering
( ) predicting   ( ) drawing inferences
( ) recognizing cognates   ( ) listening for specific details

2. **What strategies do you apply to teach your students to read? Choose from the list**

( ) Skimming   ( ) Extensive reading
( ) Using a dictionary   ( ) Scanning
( ) Intensive reading   ( ) Spelling

3. **Do you think that the usage of strategies is helpful in the development of English receptive skills? Why?**

Yes ( )   No ( )

Because……………………………………………………………………………
………………………………………………………………………………………

4. **How often do you set tasks to develop your student's receptive skills?**

( ) Every class   ( ) Twice a week
( ) Once a week   ( ) Once a month
Other…………………………………………………………………………

5. **How well is your students' listening comprehension?**

( ) Excellent   ( ) Good
( ) Very good   ( ) Poor

6. **How well is your students' reading comprehension?**

( ) Excellent   ( ) Good
( ) Very good   ( ) Poor

HYPOTHESIS TWO:

The writing and speaking techniques that teachers use facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

7. **Do you take into account any of the following speaking techniques to facilitate the achievement of students' oral production? Mark them**

Dialogue		Using minimal responses	
Recognizing scripts		Role play	
Accuracy		Using language to talk about language	

8. **Which writing techniques do you consider in order to facilitate the students' written production?**

☐ Grammar   ☐ Persuasion
☐ Exposition   ☐ Pre-writing
☐ Punctuation   ☐ Description
☐ Narration   ☐ Comparison and contrast

9. **How well is your students' oral communication?**

( ) Excellent   ( ) Good
( ) Very good   ( ) Aren't able

10. **How well is your students' written communication?**

( ) Excellent   ( ) Very good
( ) Good   ( ) Aren't able

11. **Mark the communication barriers that prevent students to communicate effectively?**

…..Time pressures   …..Complexity in
…..Physical Space   organizational Structure
…..Distraction/Noise   …..Medium
…..Emotions   …..Perceptual and language
…..Poor retention   differences
…..Decoder

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

SURVEY TO STUDENTS

Dear student:

As student of the English Language Department of the Universidad Nacional de Loja, I am interested to do a research about the development of English Language skills and students' English communication, so I ask you answer the following questionnaire.

HYPOTHESIS ONE:

The reading and listening strategies applied by the teachers help to reach the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

1. **Which of the following strategies does your teacher use in classes to develop your listening skill? Mark them**

( ) Listening for the main idea   ( ) summarizing
( ) predicting   ( ) drawing inferences
( ) recognizing cognates   ( ) listening for specific details

2. **What strategies does your teacher apply to teach you to read? Choose from the list**

( ) Skimming   ( ) Extensive reading
( ) Intensive reading   ( ) Scanning

3. **Do you think that the usage of strategies is helpful in the development of your English receptive skills? Why?**

Yes ( )   No ( )

Because…………………………………………………………………………
……………………………………………………………………………………

4. **How often does your teacher set tasks to develop your receptive skills?**

(   ) Every class   (   ) Twice a week

(   ) Once a week   (   ) Once a month

Other………………………………………………………………………

5. **How well is your listening comprehension?**

(   ) Excellent   (   ) Good
(   ) Very good   (   ) Poor

6. **How well is your reading comprehension?**

(   ) Excellent   (   ) Good
(   ) Very good   (   ) Poor

HYPOTHESIS TWO:

The writing and speaking techniques that teachers use facilitate the achievement of the students' English communication of 1st, 2nd and 3rd years of Bachillerato at Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic period 2012-2013

7. **Does your teacher take into account any of the following speaking techniques to facilitate the achievement of your oral production? Mark them**

Using minimal responses	
Recognizing scripts	
Using language to talk about language	

8. **Which writing techniques does your teacher use in order to facilitate your written production?**

☐ Exposition   ☐ Description
☐ Narration   ☐ Comparison and contrast
☐ Persuasion

9. **How well is your English oral communication?**

(   ) Excellent   (   ) Good
(   ) Very good   (   ) Aren't able

10. How well is your English written communication?

    (   ) Excellent   (   ) Very good

    (   ) Good   (   ) Aren't able

11. Mark the communication barriers that prevent students to communicate effectively?

…..Time pressures

…..Physical Space

…..Distraction/Noise

…..Emotions

…..Poor retention

…..Decoder

…..Complexity in organizational Structure

…..Medium

…..Perceptual and language differences

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