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ENGLISH LANGUAGE CAREER

TITLE

"TEACHING METHODS APPLIED BY TEACHERS AND THEIR INFLUENCE IN LISTENING AND READING COMPREHENSION WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT "INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO" CARIAMANGA CITY. ACADEMIC YEAR 2013-2014".

Thesis previous to obtain the Bachelor's degree in Sciences of Education. English Language Specialization

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CERTIFICATION

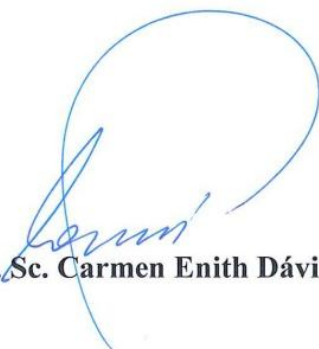
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Loja, April 2nd, 2014.



Dra. Mg. Sc. Carmen Enith Dávila Vega

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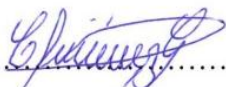
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THE AUTHOR

DEDICATION

I want to dedicate this thesis first, to God, next, to my parents Cosme and Janeth, who taught me the way to accomplish my goals. They are the best models who inspired me to achieve my purposes and I feel very pleased for all the experiences learnt during my life.

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Cinthy Jiménezh Garcia

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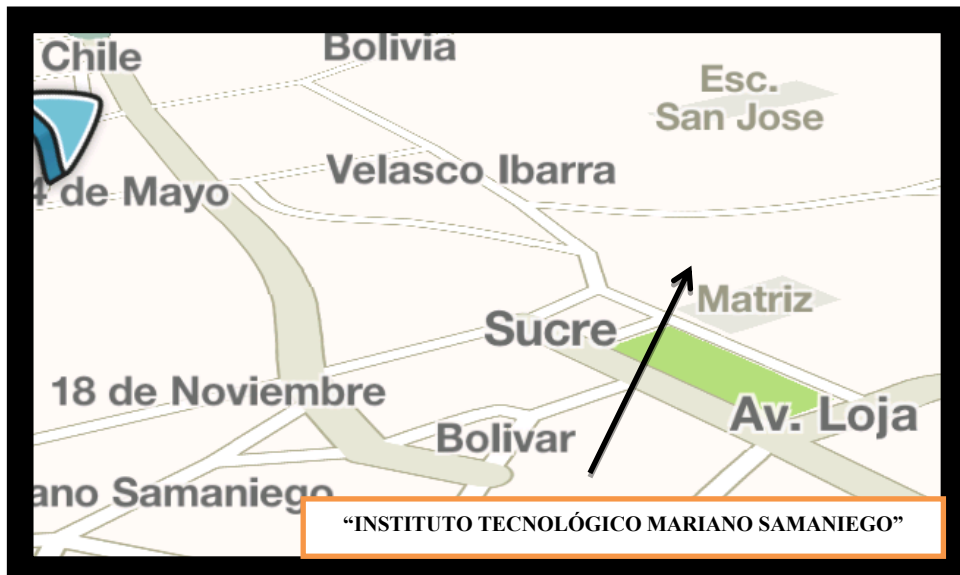
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MAPA GEOGRÁFICO DE LA PROVINCIA DE LOJA



“INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”

UBICACIÓN DEL SITIO DE INVESTIGACIÓN



THESIS SCHEME

- i. Cover page**
- ii. Certification**
- iii. Authorship**
- iv. Carta de Autorización**
- v. Acknowledgment**
- vi. Dedication**
- vii. Ámbito Geográfico de la Investigación**
- viii. Mapa Geográfico De La Provincia De Loja and Ubicación Del Sitio De Investigación**
- ix. Thesis scheme**

- a. Title**
- b. Abstract**
- c. Introduction**
- d. Review of Literature**
- e. Material and Methods**
- f. Results**
- g. Discussion**
- h. Conclusions**
- i. Recommendations**
- j. Bibliography**
- k. Annexes**
- *Index**

a. TITLE

“TEACHING METHODS APPLIED BY TEACHERS AND THEIR INFLUENCE IN LISTENING AND READING COMPREHENSION WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”, CARIAMANGA CITY. ACADEMIC YEAR 2013-2014”.

b. SUMMARY

The research work TEACHING METHODS APPLIED BY TEACHERS AND THEIR INFLUENCE IN LISTENING AND READING COMPREHENSION WITH THE STUDENTS OF 8TH, 9TH AND 10TH, YEARS OF BASIC EDUCATION AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”. CARIAMANGA, CITY. ACADEMIC YEAR 2013-2014 has been made with the objective to identify the teaching methods applied by teachers and their influence in the development of listening and reading comprehension.

The methods that were used to develop this research were: the Scientific, Descriptive, Analytic-Synthetic and Hypothetic-Deductive which helped the researcher to describe, analyze and synthesize the obtained information. The survey was the technique selected for gathering information which was applied to 10 teachers and 276 students.

The results indicate that Teaching Methods for developing reading comprehension are applied adequately by teachers but, in listening comprehension the teaching methods are very few, which makes it difficult for students to improve the development of this skill.

RESUMEN

El trabajo de investigación MÉTODOS DE ENSEÑANZA APLICADOS POR LOS PROFESORES Y SU INFLUENCIA EN LA COMPRENSIÓN AUDITIVA Y LECTORA CON LOS ESTUDIANTES DE 8VOS, 9NOS Y 10MOS AÑOS DE EDUCACIÓN BÁSICA DEL “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”, DE LA CIUDAD DE CARIAMANGA. AÑO ACADÉMICO 2013-2014 ha sido desarrollado con el objetivo de identificar los métodos de enseñanza aplicados por los profesores y su influencia en el desarrollo de la comprensión auditiva y lectora.

Para llevar acabo esta investigación se utilizó los Métodos Científico, Descriptivo, Analítico-Sintético e Hipotético-Deductivo. La técnica de la encuesta fue seleccionada para obtener información y aplicada a 10 maestros y 276 estudiantes.

Los resultados indican que los métodos de enseñanza son aplicados adecuadamente por los profesores para el desarrollo de la comprensión lectora, pero en la comprensión auditiva los métodos de enseñanza que se aplican son muy pocos, lo que dificulta el mejoramiento de esta habilidad en los estudiantes.

c. INTRODUCTION

English is the subject that faces many troubles at secondary school because it has not been taught using an effective methodology that is to say using teaching methods, strategies and techniques to develop the four language skills: listening, speaking, reading and writing. Every skill needs a hard process that requires a series of methodological strategies to help students increase and improve their abilities.

A teaching method comprises the principles used for instruction. Teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. The choice of a teaching method or methods to be used depends largely on the information or skill that is being taught. (Davini, 2008)

The adequate selection and application of Teaching Methods contribute directly to the improvement of the teaching-learning process of English Language. They involve not only the ways that people gather and interpret information but also they are closely related to the development of the four skills. However, listening and reading seem to be the hardest skills to be developed in the school.

Developing Listening and Reading Comprehension is one of the most significant teachers' tasks that require the use of adequate teaching methods. The teaching methods help students foster a positive attitude towards listening and reading comprehension, make the class more interactive and get increased their skills.

For this reason the purpose of this work was to identify the teaching methods that teachers are applying in their class for developing students' listening and reading comprehension.

To carry out this research, a main problem was stated: How do the Teaching Methods applied by Teachers Influence Listening and Reading comprehension with the students of 8th, 9th and 10th, years of Basic Education at Instituto Tecnológico Mariano Samaniego, Cariamanga City. Academic year 2013-2014?

Then, according to its main problem, the sub-problems were stated too: How do the Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension, and How do the Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at "Instituto Tecnológico Mariano Samaniego, Cariamanga City". Academic Year 2013-2014?

The reasons that motivated the choice of this topic were that teachers often are not aware of the importance that teaching methods have to help students in the development of the teaching learning process and how these teaching methods are used to enhance the development of the students' listening and reading comprehension.

The specific objectives stated to carry out this research were: To determine the Teaching Methods used by English Teachers that contribute to the improvement

of Listening comprehension and The Teaching Methods applied by English Teachers that help to develop reading comprehension

As the general hypothesis was established this one: The Teaching Methods applied by English Teachers help to improve the Listening and Reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga City. Academic Year 2013-2014.

The main method used in this research work was the scientific one, which remarked the systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. Also it was necessary the usage of particular methods such as: the descriptive method was used to describe the obtained results in the field work; the analytic-synthetic to analyze critically the empiric information; and, the deductive one to interpret the logical implications of the hypotheses.

The research work includes the following parts:

The first part the summary, describes the general objective, all methods, techniques and procedures applied, the main results and conclusions about the research.

The introduction explains step by step the research made, like the problems and sub-problems, the reasons that motivated the choice of the theme, the specific objectives, hypothesis established, the methodology and the contents of the

research work. Review of Literature contains the theoretical referents that support the research work from a scientific point of view.

The section of materials and methods refers to the design of the research and the methods, techniques, instruments and the population researched. Results, presents the data obtained through statistic tables and graphs. Discussion describes the procedures of how each hypothesis was proved.

Finally, this work includes a set of conclusions and recommendations about teaching methods which intend to help teachers to improve the students' listening and reading comprehension skills.

d. REVIEW OF LITERATURE

1. TEACHING METHODS

1.1. Definitions

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. It is the set of moments and logically coordinated techniques to guide student learning toward specific goals. (Davini, 2008)

According to (Roger, 2008) Method is defined like procedures to obtain a specific object.

In science the method is defined as a system of rules that allow us to achieve a certain goal and also pursues the best results. (Barrionuevo, 2007)

According to (Brown D. H., 2008), Method is a series of successive steps, leading to a goal. The objective is to make professional decisions and theory that allows generalizing and solving problems the same way like in the future. Method tends to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives sequencing and materials.

1.2. The Importance of The Teaching Methods

- ✓ All students learn at different speed and react differently. Therefore for effective teaching it has to be focused that every student gets equal chance to learn and for that a good teaching method will need to be adopted.
- ✓ Good teaching methods can make your study more efficient.
- ✓ The teaching methods help and develop the learning skills of students.
- ✓ Good teaching methods accelerate cognitive, social, emotional and physical development and also instill curiosity, generosity and a love for learning. They help students to develop abilities and find a place in the world where they can contribute with their unique talent. (Richards & Rodgers, 2001)

1.3. Influence of Teaching Methods

- ❖ The process of learning, which necessarily is essential in education, must be carried out through teaching methods that allow students develop skills, attitudes and abilities.
- ❖ The academic performance is the level of knowledge expressed in the development of skills that students get through the teaching methods. (Caseras, 2003)
- ❖ According to Martinez (1999) Students are able to obtain an adequate performance because the teacher makes use of appropriate teaching methods and in this way they contribute to develop and improve students' skills.

a) TEACHING METHODS FOR LISTENING SKILL

♣ The Lecture Method

A lecture can be an effective method for communicating theories, ideas, and facts to students. It is a teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn.

For Arzel (2012) as part of the traditional method of teaching students, a classroom lecture has always been the top choice among teachers worldwide. Lectures are one tool in a teacher's arsenal of teaching methods. Just as with all the other tools, it should only be used when most appropriate. Instruction should be varied from day to day to help reach the most students possible. Teachers should be cautioned that before heading into numerous classes full of nothing but lectures; they need to provide their students with note taking skills. Only by helping students understand verbal clues and learn methods of organizing and taking notes will they truly help them become successful and get the most out of lectures.

♣ Interpersonal Method

According to Switzer (2007) one effective and nonthreatening method for students to develop stronger listening comprehension is through interpersonal activities, such as mock interviews and storytelling, because people exchange information,

feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish.

For example, you may have one student interview another for a job with a company or for an article in a newspaper. Even a storytelling activity, such as one that answers the question "What was your favorite movie from last year?" can give students the opportunity to ask one another questions and then to practice active listening skills.

♣ Group Activities

According to (Nunan D. , 1997), larger group activities also serve as a helpful method for teaching listening skills to students. Group activities a method, used by professional social workers, of aiding a group or members of a group toward individual adjustment and increased participation in community activity by exploiting the mechanisms of group life.

You can begin with a simple group activity. For the first part, divide students into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members. Encourage them to ask clarifying questions during the activity, and you may allow them to take notes if helpful. However, as time passes and their skills grow, you should limit students to only writing notes after the completion of the first part of the group activity. For the second part, have the students sit in a large circle, and then have each individual student share the name

and the hobby or interest of the group members that she or he met. This second part of the group activity can also lend itself to additional listening exercises. For example, you may ask students to name a number of the hobbies and interests identified during the sharing session.

♣ **Audio Segments**

Audio, demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used to support timely interventions and in some cases promoted information currency and responsiveness. (Middleton, 2008)

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise. (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001)

♣ Video Segments

Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. With your students, first watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students to take notes if helpful for their skill level. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations. (Richards & Rodgers, 2001)

b) TEACHING METHODS FOR READING SKILLS

♠ Phonics Approach

The phonics approach teaches word recognition through learning grapheme-phoneme (letter-sound) associations. The student learns vowels, consonants, and blends, and learns to sound out words by combining sounds and blending them into words through flash cards. By associating speech sounds with letters the student learns to recognize new and unfamiliar words. (Pearson, 2013)

♠ Linguistic Method

This method uses a "whole word" approach. Words are taught in word families, or similar spelling patterns, and only as whole words. The student is not directly taught the relationship between letters and sounds, but learns them through minimal word differences. As the child progresses, words that have irregular spellings are introduced as sight words. (Heim S, 2011)

♠ Multisensory Method

The Multisensory teaching approach to reading, is based upon the idea that some students learn best when the material that they are given is presented to them in a variety of modalities. This method uses movement (kinesthetic) and touch (tactile), along with what we see (visual) and what we hear (auditory) to help students learn to read, write and spell. (Cox, 2007)

All students can benefit from multisensory learning, not just special education students. Every child processes information differently, and this teaching method allows for each child to use a variety of their senses to understand and process information.

Teacher's that provide classroom activities that utilize various senses, will notice that their students learning attention will increase, and it will make for an optimal learning environment.

♠ **Neurological Impress Method**

The Neurological Impress Method is a form of paired reading in which a student and tutor read the same text almost simultaneously. Sitting side-by-side, the tutor reads a text slightly faster and louder than the student while both follow the text with their fingers. Reading along with a more fluent reader is thought of as "an impress, an etching in of word memories on the natural process" (Heckelman, 2007). In addition, positive reinforcement from the tutor may help build students' self-confidence and enjoyment of reading.

According to Taylor (2008), students who have learned mechanics without adequately learning reading fluency frequently benefit from this, as do students who read slowly or who hesitate over a number of words but are able to identify most of the words in a sentence. A student is directed to read a passage without errors. This method functions most effectively when it is practiced for short periods every day.

♠ **Language Experience Method**

The language experience method uses children's spoken language to develop material for reading. This method utilizes each student's oral language level and personal experiences. Material is written by the child and teacher for reading using each child's experience. This can be done in small groups and individually. Familiarity with the content and the vocabulary facilitate reading these stories. Each child can develop a book to be read and re-read. This approach helps

children know what reading is and that ideas and experiences can be conveyed in print. (Austin, 2007)

♠ **Repeated Readings Method**

The method of repeated readings, according to Samuels (1999) consists of rereading a one hundred word meaningful passage several times. The passage must be at students' reading instructional level. Students are next given the passage and told to read it silently so they can read it orally with few errors and at a comfortable rate. After silent reading, the passage is read to the teacher, who counts oral reading errors per one hundred words. If the passage is too difficult, an easier one should be chosen. If not more than five errors per one hundred words are made, the teacher tells students the time it took, and suggests that they practice the material silently again so they can read it more fluently next time. This process is repeated until students have read the passage three or four times with an increase in rate and fluency each time.

The repeated readings method enhances comprehension because with each reading the reader is required to give less attention to decoding and more attention is free to be used for comprehension. An additional technique for improving comprehension is to ask students a different comprehension question after each rereading of the passage.

♠ Reading Comprehension Support

Persons with learning disabilities who need work on reading comprehension often respond to explicitly taught strategies which aid comprehension such as skimming, scanning and studying techniques. These techniques aid in acquiring the gist, and then focus is turned to the details of the text through use of the cloze procedures. The cloze procedure builds upon a student's impulse to fill in missing elements and is based upon the Gestalt principle of closure. With this method, every fifth to eighth word in a passage is randomly eliminated. The student is then required to fill in the missing words. This technique develops reading skills and an understanding not only of word meaning but also of the structure of the language itself. (Thomas, Manzo, & Manzo, 2005)

2. LISTENING COMPREHENSION

2.1. Definition

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Saricoban, 2010).

For Rost (2002), Listening comprehension is an inferential process. Linguistic knowledge and world knowledge interact as listeners create a mental

representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension.

Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know and the most neglected in foreign language teaching.

2.2. Importance Of Listening Comprehension

Listening comprehension is a very important skill for a number of reasons. First, being able to recall and understand information is an important pre-reading skill. In order to be a strong reader later on, a child must be able to recall information when it is presented orally.

Second, children who have strong listening comprehension skills also tend to be good listeners overall. As adults we often spend too much of our time talking and not enough time listening. Listening is a skill that a child will use throughout his/her entire life. Developing strong listening comprehension skills early on will help each child become a better listener for life. And finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the children begin to develop their own thoughts and ideas about the situations presented in the story.

Now that you have a better understanding of listening comprehension, let's take some time for you to try what you've learned. (Anderson & Lynch, 2002)

2.3. The Use of Listening Materials

Linguists like Porter & Roberts (1987), and Mangubhai, (2002) recommend the use of authentic text to help students further develop their communicative skills. The use of listening materials is an important factor to take into consideration when designing listening comprehension materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations.

With the use of listening materials, students learn to comprehend double meanings, predict meaning, make allowances for performance errors committed by other speakers, deal with interruptions, and so on. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competent.

The use of materials stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious. Some examples of listening materials are listening to a telephone message for the purpose of understanding a cancelled appointment, listening notes or listening to songs to learn more about well-known bands that sing in English. Also, the technology has made possible numerous alternatives to teaching students; a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher uses to convey information effectively often accompany a typical

lecture such as the English programs of news broadcast, documentary films, interviews, song lyrics, soap operas and films. Such material is relevant to the students' life and areas of personal interest. By using listening materials, students are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking English as a second language.

READING COMPREHENSION

2.4. Definition

For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. (Nunan D. , 2001)

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated, the act is not simple to teach, learn or practice.

Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

According to Solé (2009), Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and

ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

2.5. Benefit of Reading Comprehension

It is a way of learning.

- ♦ Develop thinking.
- ♦ Improved language and vocabulary.
- ♦ Extends culture.
- ♦ It is a source of recreation.

These benefits are earned when you understand what you read. This ability is called reading comprehension.

The process of learning to read does not end when we know the letters and syllables that make up words, actually starts when you understand what we read. Understand what interprets read, retain, organize and evaluate what they read. (Zarate, 2012)

2.6. Importance of Reading Comprehension

Reading comprehension skills increase the pleasure and effectiveness of reading. Strong reading comprehension skills help in all the other subjects and in the personal and professional lives.

The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring reader reading comprehension skills.

In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, and vocabulary) will contribute to success. (Toms, 2012)

2.7. The Use of Reading Materials in the Classroom

Authentic materials should be the kind of material that students will need. Materials enable learners to interact with the real language and content rather than the form.

Variety and presentation also influence the choice of adequate materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are extra books like: newspapers, magazines, literature. Also materials that teachers use are: TV programs, movies, stories.

The extra books should interest the students as well as be relevant to their needs. The texts should use to develop the students' competence as readers. A text that

can not be exploited for teaching purposes has no use in the classroom. (Samuels, 1999)

The “authentic” presentation, through the use of pictures, flash cards, whole words, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more “attractive” text will appeal to the student and motivate them into reading. (Pearson, 2013)

e. MATERIALS AND METHODS

1. MATERIALS

The development of this research was possible through the following materials: books, dictionaries, magazines, copies, computers, and bibliography reference.

2. DESIGN OF THE RESEARCH

This Research is a descriptive work, because the variables have not been manipulated by the researcher. It merely describes the real facts that are currently taking place in our educational environment.

3. METHODS

Scientific Method was applied because the research demanded an ordered and complex development that needed an austere process to describe the main events occurred during the observation of the research object.

Descriptive Method was used to describe the main results which were obtained after applying the survey to teachers and students. In the same way, this method facilitated the description of teaching Methods and their influence in listening and reading. Finally, it was useful for the confirmation of the hypothesis and the final redaction of the research report too.

Deductive Method was a great help for providing the observation and the analysis of the whole collected information in order to determine how the students of Instituto Tecnológico Mariano Samaniego can improve in listening and reading comprehension.

Analytical Method was taken into account for analyzing the obtained results and to make the respective data interpretation to set up the conclusions which were based on the final results.

4. Techniques and Instruments

In order to obtain the best results for this research work, the technique that was used for collecting the necessary information was the survey. It was applied to the English teachers and students of 8th, 9th and 10th, Years of Basic Education at Instituto Tecnológico Mariano Samaniego, Cariamanga City. Academic Year 2013-2014. It was a questionnaire containing nine questions.

5. Procedures

After picking up the research instruments, the processing of the collected information was carried out involving the following steps:

a. Collect data

In order to obtain the information, a survey was applied to the teachers and students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”.

b. Tabulating

The tabulation of the obtained data was done in a quantitative way. Moreover, the tabulation of all the applied instruments was good enough for contrasting the information and to analyze the obtained results.

c. Organization

The organization of the empiric information was made in accordance with the specific variables which guided the classification of the questions depending of the hypothesis.

d. Graphic Representation

The graphic representation of the obtained information was made in different statistic charts for its visualization along the data and the tendency of the indicators for each variable.

e. Analysis and Interpretation

The analysis and the interpretation of the acquired information, the results in percentages and the analysis of the data were contrasted with the theoretical frame to fulfill the previous objectives which had been set up before in the research project.

f. Hypotheses Verification

The verification of the hypothesis was done by using the empiric method with a description of the indicators with higher tendency and contrasting them with the information taken from the theoretical frame.

g. Conclusions and Recommendations

The formulation of conclusions and recommendations were done with worth bases taken from the analysis and interpretation of the data that was based on the specific objectives which were very important for guiding the research process.

The elaboration of the final report was done by integrating all the components of the research with the logic relation among them; this all required a new revision of the already mentioned components: theme, objectives, hypothesis and theoretical frame for setting up a good relation among them.

6. POPULATION SAMPLE AND DISTRIBUTION

The Sample of the population was 276 of 616 students from 8th, 9th, and 10th year of Basic Education was taken at random in every parallel, and the 10 Teachers of English.

COURSE	STUDENTS POPULATION	PARALLEL	SAMPLE BY PARALLEL	SAMPLE TOTAL
8th year of Basic Education	214	A	31	92
		B	31	
		C	30	
9th year of Basic Education	208	D	31	92
		E	31	
		F	30	
10th year of Basic Education	194	F	30	92
		A	31	
		B	31	
TOTAL	616	9		276
Teachers' population				10

f. RESULTS

Hypothesis N°1

The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga City. Academic Year 2013-2014.

1. Do you think that teaching methods applied in your class contribute to the improvement of the Listening comprehension? Why?

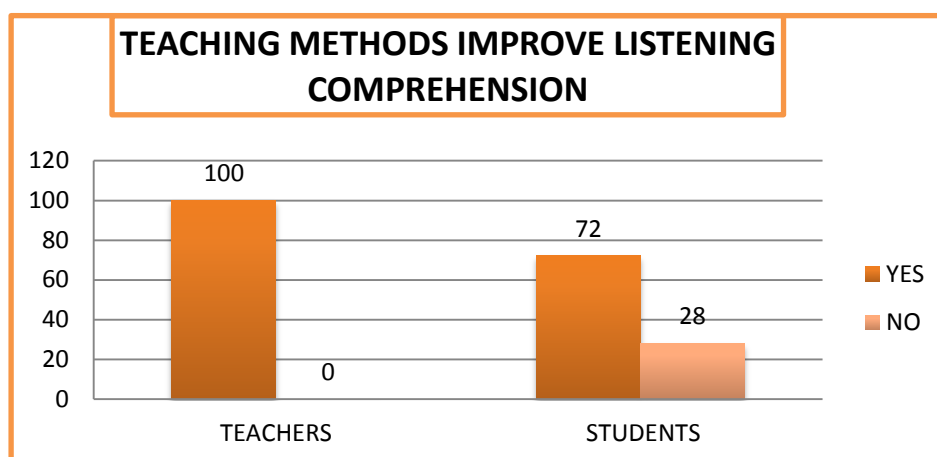
TABLE 1

TEACHING METHODS IMPROVE LISTENING COMPREHENSION	Teachers		Students	
	f	%	f	%
YES	10	100	200	72
NO	0	0	76	28
TOTAL	10	100	276	100

Source: Teachers and Students’ Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez Garcia.

GRAPH 1



Logical Analysis

The results show that all teachers and more than half of students assumed that the teaching methods contribute to improve the Listening comprehension. Furthermore, when teachers were asked about the reason, they consider that students understand and get a better listening comprehension through the use of these teaching methods since these are as guides of learning that give students more opportunities to demonstrate what they have understood while they are training this skill.

According to Barrionuevo (2007) a teaching method is defined as a system of rules that allow to achieve a certain goal and also pursues the best results. The application of adequate teaching methods makes the study more efficient and reinforces the development of listening comprehension.

2. Mark (x) to indicate which of the following Teaching Methods you use in your class to improve listening comprehension?

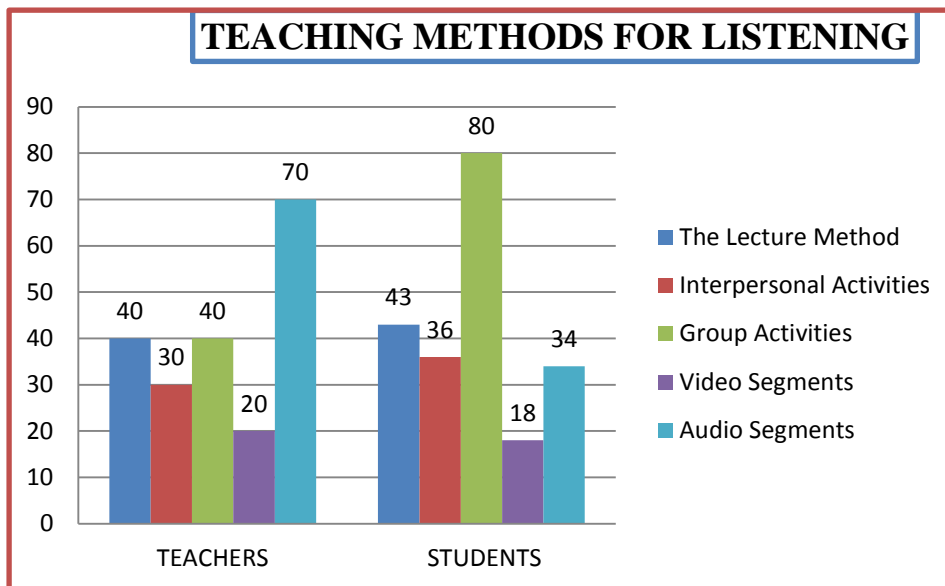
TABLE 2

TEACHING METHODS FOR LISTENING	TEACHERS		STUDENTS	
	f	%	f	%
The Lecture Method	4	40	120	43
Interpersonal Activities	4	40	101	36
Group Activities	4	40	220	80
Video Segments	2	20	50	18
Audio Segments	7	70	95	34

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez García.

GRAPH 2



Logical Analysis

The graph shows that nearly all of the teachers use the audio segment and many students said that the teaching method mostly a used by teachers in class is group activities. These results evidence that there is a contradiction between them. On the other hand, a low percentage of teachers and students responded that interpersonal activities and lecture methods are used too. This indicates that teachers are making use of suitable methods for listening comprehension.

According to Richards & Rodgers(2001) the audio segment is a method that helps students in their listening through radio programs, online podcasts, instructional lectures and other audio messages. Likewise Group activities serve as a useful method to teach students listening, since through this method students interact between them asking questions of their interest. This way, students develop their listening comprehension.

Switzer (2007) states that one effective and non-threatening method for students to develop stronger listening comprehension is through interpersonal activities, such as mock interviews and storytelling. The uses of these teaching methods increase students' listening comprehension.

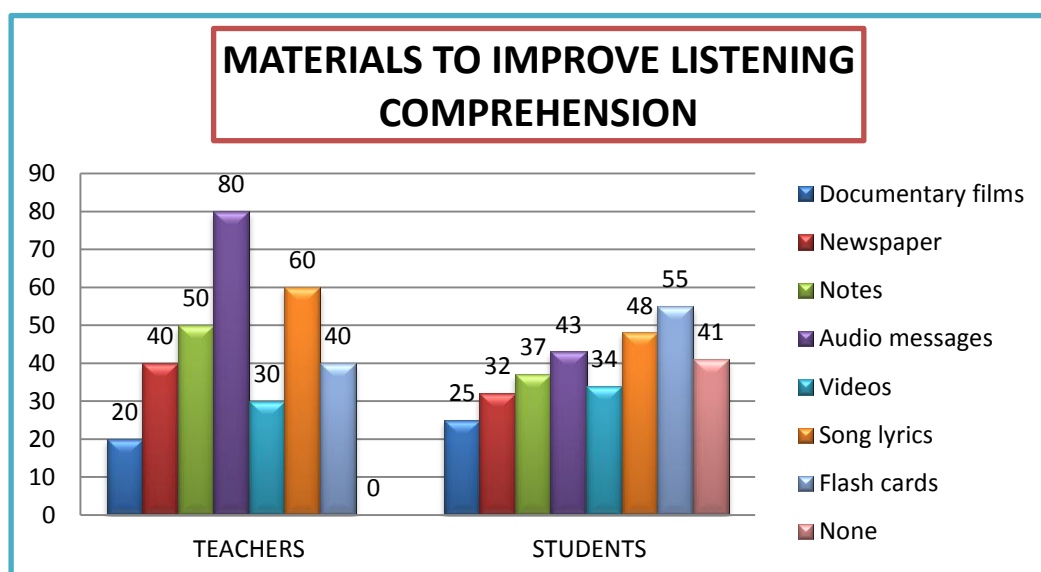
3. What kind of materials do you use in class in order to improve the students' listening comprehension?

TABLE 3

MATERIALS TO IMPROVE LISTENING COMPREHENSION	TEACHERS		STUDENTS	
	f	%	f	%
Documentary films	2	20	70	25
Newspaper	4	40	89	32
Notes	5	50	102	37
Audio messages	8	80	120	43
Videos	3	30	94	34
Song lyrics	6	60	132	48
Flash cards	4	40	153	55
None	0	0	113	41

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.
Author: Cinthya Janeth Jiménez García.

GRAPH 3



Logical Analysis

The results indicate that the majority of teachers affirmed that the resource they most use in class is audio messages and more than half of students said that the resource that teachers use in class are flash cards. It means that they are confused because the flash cards are not resources that help to improve listening comprehension.

According to Arzel (2012) resources as visual aids are effective to improve listening comprehension such as: documentary films and song lyrics.

The maximum use of visual aids will greatly enhance learning for students. Likewise, notes, audio messages and videos help auditory learners to improve their listening skill, due to they use their listening and repeating skills to sort through the information that is sent to them.

4. How often do you apply teaching methods to improve listening comprehension?

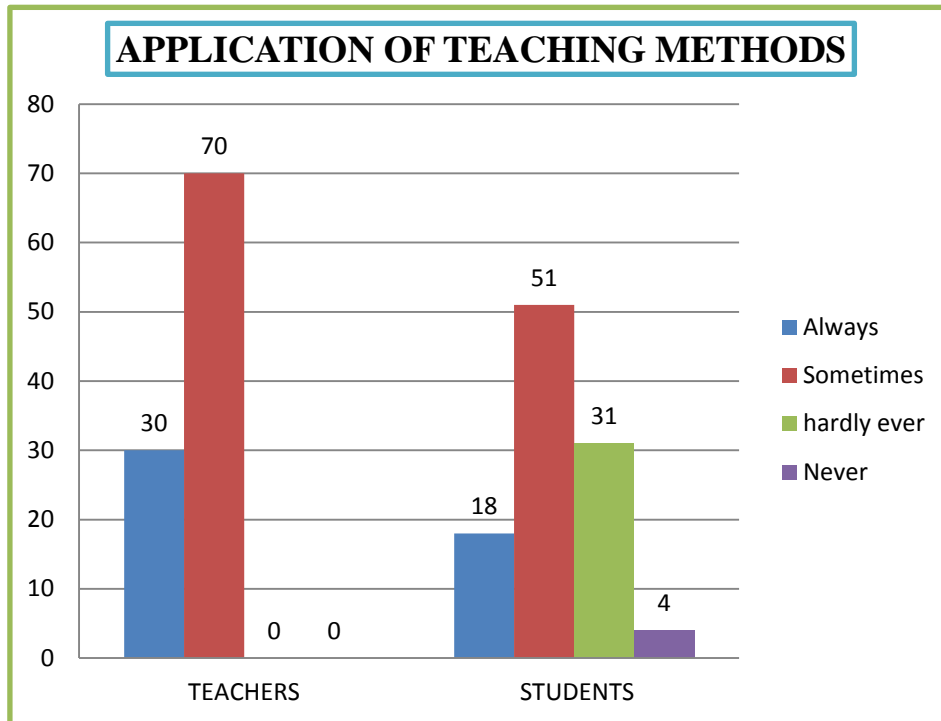
TABLE 4

APPLICATION OF TEACHING METHODS	TEACHERS		STUDENTS	
	f	%	f	%
Always	3	30	50	18
Sometimes	7	70	140	51
hardly ever	0	0	86	31
Never	0	0	10	4

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez Garcia

GRAPH 4



Logical Analysis

The graph shows that many teachers and more than half of students agreed that the teaching methods are sometimes used to improve the listening comprehension. This means they are practicing this skill but not in a frequent way, which do not allow students to develop their listening comprehension skill and consequently they do not have an adequate level on this skill.

It is important to emphasize that teaching methods used in every class allow students to develop their listening comprehension and reach a high level of listening. Therefore, the frequent application of Teaching Methods contributes to the improvement of Listening Comprehension.

5. How would you rate your students' performance in Listening Comprehension?

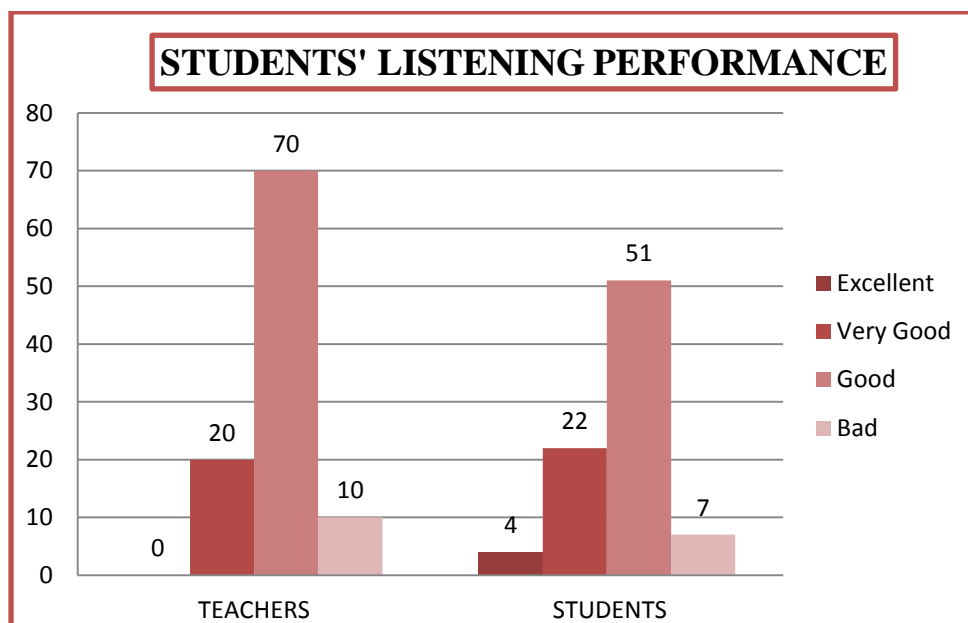
TABLE 5

STUDENTS' LISTENING PERFORMANCE	TEACHERS		STUDENTS	
	f	%	f	%
Excellent	0	0	10	4
Very Good	2	20	60	22
Good	7	70	142	51
Bad	1	10	20	7

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego

Author: Cinthya Janeth Jiménez García

GRAPH 5



Logical Analysis

Related to the results, several teachers said that the students have a good listening performance and more than half of students coincide with teachers' response.

According to Rost (2002) Listening is a complex and active process of interpretation in which listeners match what they hear with what they already know. Students are able to recall information when it is presented orally in order to achieve a very good or an excellent level performance in listening.

Caseras (2003) says that the academic performance is the level of knowledge expressed in the development of skills that students get through the teaching methods.

f.2. HYPOTHESIS TWO

The Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

6. Do you consider that the use of teaching methods in class help to develop reading comprehension? Why?

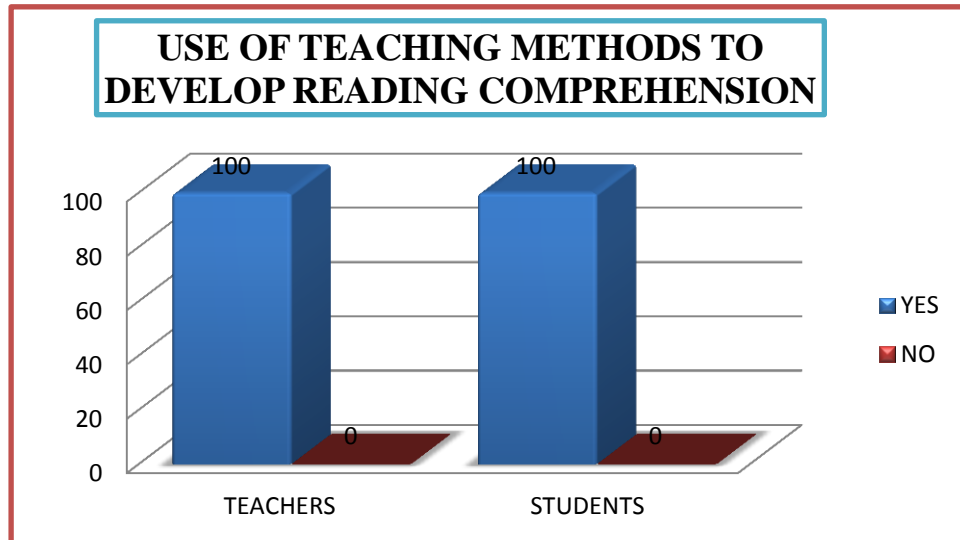
TABLE 6

USE OF TEACHING METHODS TO DEVELOP READING COMPREHENSION	TEACHERS		STUDENTS	
	f	%	f	%
YES	10	100	276	100
NO	0	0	0	0
TOTAL	10	100	276	100

Source: Teachers and Students’ Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez García

GRAPH 6



Logical Analysis

In this context, the results show that all teachers and students agree that the teaching methods help develop reading comprehension and they argue that through the correct use of teaching methods, students will be motivated to learn and will be able to develop their reading comprehension. Also, they think that reading comprehension is a guided and controlled activity by the reader himself, but in most of the cases, students do not have this determination and for that reason, it is necessary the teacher’s intervention (by using the teaching methods) to help students having an approach to books.

For Richards & Rodgers (2001), Good teaching methods accelerate cognitive, social, emotional and physical development and also instill curiosity, generosity and a love for learning. They help students to develop abilities and find a place in the world where they can contribute with their unique talent.

7. Which of the following Teaching Methods do you use in your class to develop reading comprehension?

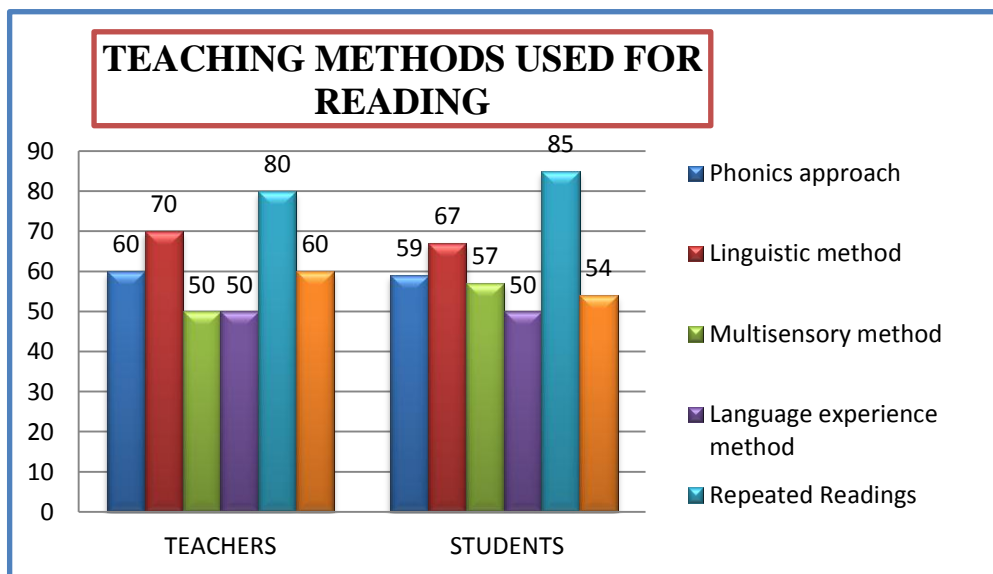
TABLE 7

TEACHING METHODS USED FOR READING	TEACHERS		STUDENTS	
	f	%	f	%
Phonics approach	4	40	125	45
Linguistic method	7	70	186	67
Multisensory method	5	50	156	57
Language experience method	5	50	139	50
Repeated Readings	8	80	234	85
Reading comprehension support	4	40	113	41

Source: Teachers and Students´ Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez García.

GRAPH 7



Logical Analysis

The results show that many teachers and most of students agree that the Linguistic method and Repeated Readings are the methods used in class to develop reading

comprehension. This indicates that there is a concordance between them which is good because each method helps students to develop their reading comprehension.

Heim S (2011) states that the linguistic method uses a "whole word" approach. Words are taught in word families, or similar spelling patterns, and only as whole words. Samuels (1999) expresses that the repeated readings method enhances comprehension because with each reading the reader is required to give less attention to decoding and more attention is free to be used for comprehension.

Teachers also make students aware of the various teaching methods and encourage them to consider their preferred activity to develop their reading comprehension. In conclusion, the application of all methods used by teachers in class, certainly help to develop the reading comprehension.

8. What material do you use in class in order to develop the students' reading comprehension?

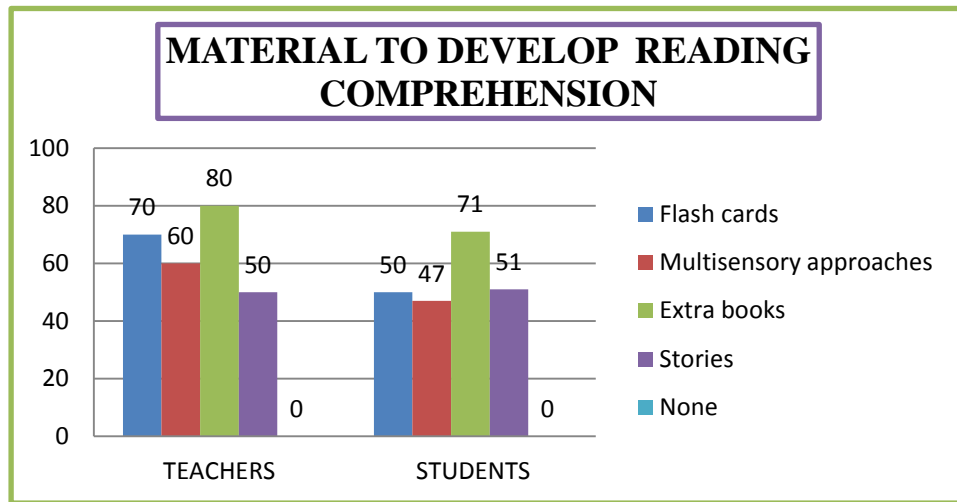
TABLE 8

MATERIAL TO DEVELOP READING COMPREHENSION	TEACHERS		STUDENTS	
	f	%	f	%
Flash cards	7	70	138	50
Whole words	5	50	126	46
Multisensory approaches	6	60	130	47
Extra books	8	80	196	71
Stories	5	50	140	51
None	0	0	0	0

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez García.

GRAPH 8



Logical Analysis

The results evidence that the majority of teachers and many students affirmed that they use extra books as material to develop reading comprehension. Also some of them mentioned multisensory approaches, stories, flash cards, and whole words.

For Samuels (1999), the extra book, multisensory approach and stories are important to develop reading comprehension; these materials help to enhance comprehension because students pay more attention when they read books to their liking.

According to Pearson (2013) flash cards help to develop the reading skill. It is because students learn vowels, consonants, blends and learn to sound out words by combining sounds and blending them into words

The kind of material that teachers use in class increases students' reading comprehension.

9. How often do you apply teaching methods to develop reading comprehension?

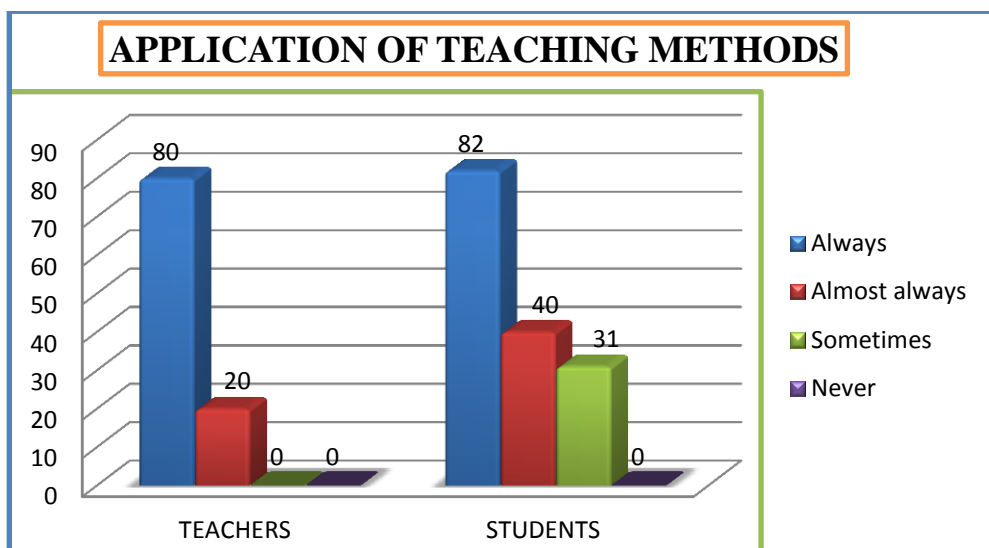
TABLE 9

APPLICATION OF TEACHING METHODS	TEACHERS		STUDENTS	
	f	%	f	%
Always	8	80	225	82
Almost always	2	20	110	40
Sometimes	0	0	86	31
Never	0	0	0	0

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.

Author: Cinthya Janeth Jiménez García

GRAPH 9



Logical Analysis

The results evidence, that many teachers and students always apply teaching methods to develop reading comprehension. This means that the teacher

implements the methods in each class, which allows students to develop their reading comprehension. Reading is a multifaceted process that is developed only with practice. Therefore, the use of teaching methods by teachers in all classes increases the reading comprehension, the pleasure and effectiveness of reading.

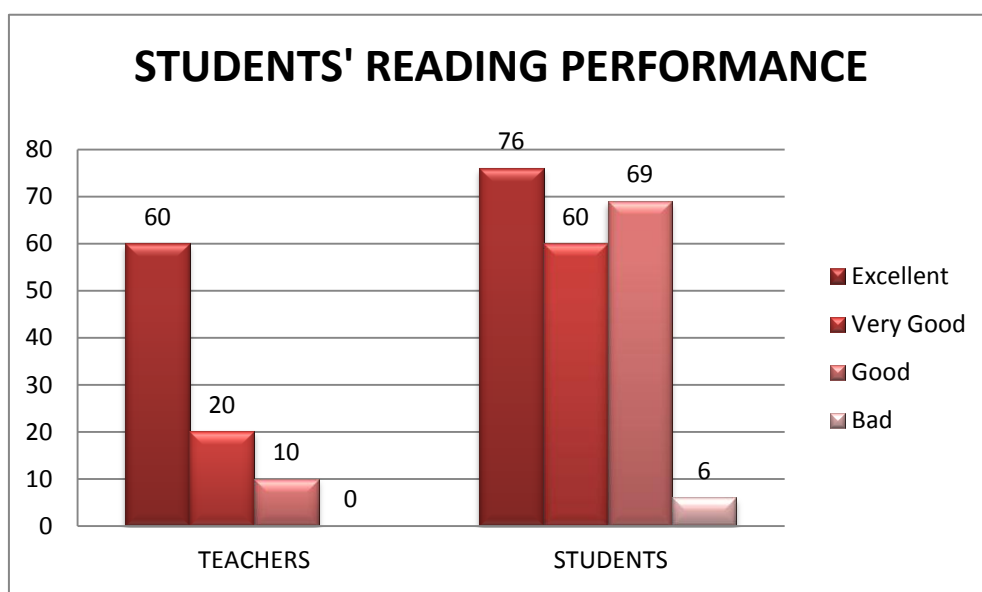
10. How would you score your students' performance in the Reading Comprehension?

TABLE 10

STUDENTS' READING PERFORMANCE	TEACHERS		STUDENTS	
	f	%	f	%
Excellent	6	60	210	76
Very Good	2	20	168	60
Good	1	10	176	69
Bad	0	0	17	6

Source: Teachers and Students' Survey at Instituto Tecnológico Mariano Samaniego.
Author: Cinthya Janeth Jiménez García.

GRAPH 10



Logical Analysis

The graph shows that more than half of teachers and many students consider that the students` reading performance is excellent.

This information makes it clear that reading comprehension is well developed by the teachers through the application of teaching methods in all their classes. Good teaching methods make the study more efficient.

Besides that, and according to Solé (2009), Reading comprehension is the act of understanding what you are reading. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Likewise, Reading comprehension requires motivation, mental frameworks for holding ideas, concentration and food application of teaching methods.

For Martinez (1999) students are able to obtain an adequate performance when the teachers make use of appropriate teaching methods and develop students´ skills.

g. DISCUSSION

After the researcher presented, interpreted and analyzed the results obtained from the collected data through the surveys applied to the teachers and students at Instituto Tecnológico Mariano Samaniego, the questions that help the researcher to prove the hypotheses stated in the research project are presented in this context.

1. HYPOTHESIS ONE

a) STATEMENT

The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga City. Academic Year 2013-2014.

b) DEMONSTRATION

In order to support the decision of this first hypothesis, it is important to mention the results of the questions number ONE, TWO, THREE, FOUR, and FIVE which are associated to the same one.

In question number **ONE**, 100% of teachers and students affirmed that teaching methods improve listening comprehension. It is notable that teachers and students know that teaching methods contribute to the improvement of listening comprehension.

In question **TWO**, 70% of teachers said that they work on listening comprehension through the Audio Segment and 80% of students selected that the teacher uses Group Activities. Analyzing this is easy to appreciate that teachers are applying only some teaching methods, which are not enough to improve listening comprehension.

In question **THREE**, 80% of teachers chose audio messages and 55% of students chose flash cards. It is evident, that teachers are applying limited resources, which do not strength the improvement of listening comprehension.

In question **FOUR**, 70% of teachers and 51% of students indicated that the teaching methods are sometimes applied to improve Listening Comprehension. In spite of teaching methods are applied and the no frequent use of them affects the improvement of listening comprehension.

In question **FIVE** referring to students' performance in listening comprehension, 70% of teachers assumed that the listening students' performance is good and 51% of students said it is good too. It is easy to understand that teachers are not applying enough teaching methods for the improvement of the listening comprehension.

c) DECISION

Based on the results and analysis obtained and after the demonstration with the survey applied to the teachers and students, the first hypothesis is **rejected**, because the teachers know the importance of applying teaching methods, but they do not use all them frequently. Likewise, the resources applied are limited and the students' performance is good, which do not contribute to improve Listening Comprehension with students of 8th, 9th and 10th, Years of Basic Education at "Instituto Tecnológico Mariano Samaniego". Cariamanga, City. Academic Year 2013-2014.

2. HYPOTHESIS TWO

a) STATEMENT

The Teaching Methods applied by English Teachers help develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at "Instituto Tecnológico Mariano Samaniego". Cariamanga, City. Academic Year 2013-2014.

b) DEMONSTRATION

For supporting the decision of this second hypothesis, it is necessary to mention the results of questions number, SIX, SEVEN, EIGHT, NINE, and TEN which are associated to the same one.

In question **SIX**, regarding if teachers and students consider that the use of teaching methods help to develop reading comprehension, 100% of teachers and students said yes. These results point out that teachers and students know that through the use of teaching methods it is easier to develop the reading comprehension.

In question **SEVEN**, concerning Teaching Methods applied, 80% of teachers and 85% of students' said that the method most used in class is repeated reading. In addition they include the linguistic method, multisensory method, language experience method and reading comprehension support. This information shows that teachers select suited teaching methods that guide the learner to get excellent results and facilitate the development of reading comprehension.

In question **EIGHT**, 80% of teachers and 71% of students selected extra books as material to develop reading comprehension. Also, they include flash cards, whole word, multisensory approaches and stories. The results indicate that teachers select suited materials that facilitate the development of the reading skill. These materials are pedagogically adequate, meaningful and useful for students.

In question **NINE**, about how often teachers use teaching methods to develop reading comprehension, 80% of teachers and 82% of students said that teaching methods are always used. This means that the constant use of teaching methods by teachers increases the students' reading comprehension.

In question **TEN**, 60% of teachers and 76% of students answered that the reading performance is excellent. It is notable that teachers are applying adequate teaching methods to develop students' reading comprehension.

c) DECISION

According to the obtained results in the applied survey to teachers as well as to students, the second hypothesis is **accepted**, because the students' reading performance is excellent. Teachers are applying appropriate teaching methods and material to develop reading comprehension in all their classes which help to develop reading comprehension in the students of 8th, 9th and 10th, Years of Basic Education at "Instituto Tecnológico Mariano Samaniego". Cariamanga, City. Academic Year 2013-2014.

h. CONCLUSIONS

After having analyzed the results obtained in the instruments applied to teachers as well as to the students, the researcher can state the following conclusions:

- ♦ Teachers are conscious that the use of teaching methods does support the listening comprehension skill. However; they do not apply all of them. They only apply two, Group activities and Audio segments. Furthermore, these teaching methods are not frequently applied by the teachers which do not allow students to enhance their listening comprehension and get a higher level in this skill.
- ♦ The students' performance in listening comprehension is fairly acceptable since teachers are not applying all the teaching methods and resources required to improve listening comprehension. As a consequence, this does not help students to develop their listening comprehension adequately and achieve a proper level.
- ♦ Regarding the results related to the teaching methods applied by teachers to develop reading comprehension, it was discovered that the method mostly used by teachers is repeated reading. Also, the reading comprehension support, linguistic, multisensory and language experience methods are used, but, in a lower percentage. Thus, the application of these methods helps students to improve their reading comprehension.

- ♦ Teachers always apply materials as: extra books, flash cards, multisensory approach and stories which are selected appropriately to develop reading comprehension. Furthermore, the materials are adequate, meaningful and useful for students, helping them to get an excellent performance in reading comprehension.

i. RECOMMENDATIONS

Based on the previous conclusion above, the researcher is able to say the following suggestions:

- ❖ Teachers of Instituto Tecnológico Mariano Samaniego should try to work with other methods for listening comprehension, such as: The Lecture Method in order to transfer the information to be taught in a better way; the Interpersonal Method to exchange the learnt information and Video Segments for identifying the new contents. They should also use them more frequently allowing students to enhance their listening performance. This will give students an equal chance to learn, reach their goals and solve listening problems, easily.

- ❖ Teachers should vary the use of the teaching methods and resources, this way the class does not become monotonous. The application of all teaching methods allows the students to reach the best learning results in the development of this skill. On the other hand, they should make use of listening resources like: song lyrics, notes, audio messages and videos to stimulate and motivate learners to comprehend the content of an oral text, and to achieve a high level in listening comprehension.

- ❖ Teachers should continue applying the repeating reading teaching method for reading comprehension in their class. They should also try to use the reading comprehension support, linguistic, multisensory and language experience methods more frequently. They are useful tools to develop the students' reading comprehension. Also, these teaching methods help teachers to guide students in the teaching learning process by strengthening the development of reading comprehension.

- ❖ The teachers should use more frequently some materials such as: flash cards and whole words in order to help students to understand better the meaning of the text; multisensory approach should be used to motivate the students into reading; extra books to develop the students' competence as readers; and stories to help students enhance the comprehension when they read. The application of these ones motivate students to pay more attention and consequently to enhance their reading comprehension. When students are learning through what they like their opportunity to learn increases and improve their reading comprehension.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

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

ENGLISH LANGUAGE CARRER

PROJECT

**“TEACHING METHODS APPLIED BY TEACHERS AND THEIR
INFLUENCE IN LISTENING AND READING COMPREHENSION WITH
THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION
AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”.
CARIAMANGA CITY. ACADEMIC YEAR 2013-2014”.**

AUTHOR:

Thesis Project previous to obtain the
Bachelor's degree in Sciences of
Education. English Language

CINTHYA JANETH JIMÉNEZ GARCIA

LOJA-ECUADOR

2013

a. THEME

TEACHING METHODS APPLIED BY TEACHERS AND THEIR INFLUENCE IN LISTENING AND READING COMPREHENSION WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”. CARIAMANGA CITY. ACADEMIC YEAR 2013-2014.

b. PROBLEM STATEMENT

1. BACKGROUND

“INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”, is in Cariamanga city was created on October 17th, 1971 through the Ministerial Agreement N° 0936, whose first name was “Colegio Nocturno 5 de Noviembre”. It started working only with the first course.

In 1971, the name was changed by “Colegio Municipal Nocturno Mariano Samaniego” through Ministerial Agreement N° 4597. However on July 30, 1973 by a government decree signed number 887 and published in the official registration number 365 of August 8th change the name by “Colegio Fiscomisional Mariano Samaniego”, allocating an annual budget of S /. 450,000 (sucres), and its first Rector Rev. Isaac Garcia, who since then took over the rectory displaying tireless work on behalf of those who are educated in this College Night.

In 1975 the Minister of Public Education, Brigadier General Gustavo Vásconez Vásconez authorized the operation of the first year of Diversified Cycle in modern humanities, social sciences mode, from the academic year 1975-1976.

In May 4, 1985, the Brethren Santiago Fernandez Garcia, authorized the operation of Section Diurnal with the basic cycle, from the 1985-1986 school year, and by ministerial decision number 676 of July 11, 1988, authorizing the operation of First Training Diversified Cycle Specialization bachelor of Science Mathematics Physical, Chemical and Biological and Social in the Diurnal Section.

To open to the great aspirations of Cariamanga young, Rector Dr. Wilson Ludeña Bravo, managed by ministerial decision number 1599 of May 3, 1994, authorization to operate the diversified cycle First Course Bachelor of Science, Computer Science specialization, Diurnal Section and evening sections, for which was managed through the City of Dr. Jorge Montero (MP), the donation of twenty computers were installed in network.

According to 3632 Ministerial Agreement dated July 13, 1998, the high school is upgraded to “Fiscomisional Instituto Técnico Superior Mariano Samaniego”.

By Resolution No. 173 of the Executive Director of the National Council of Higher Education CONESUP, dated January 22, 2004 recognized the “Instituto Técnico Superior Mariano Samaniego”, in the category of “Instituto Tecnológico Mariano Samaniego” with two specializations: Analysis Technologists Systems and Business Administration.

Nowadays the whole High School continues to grow in the areas, human, physical, technological, and academic into fields the theme of Faith, Science and Culture.

The Catholic Institute of the southern border in present times has 2100 students, 120 professionals, between teachers and administrative, including in its two sessions: diurnal and night; and three levels: basic, bachillerato and superior. (Sanchez & Rodriguez, 2009)

VISION

The "Instituto Tecnológico Mariano Samaniego" is a Catholic Institution of Basic Education and Superior Education, located in the south east of the province of Loja, scientific and technical training-spiritual, Christian philosophy, aims to develop academic excellence, based on the establishment of a teaching-learning model focused on the student's individual development, where the principles of love, justice, service and freedom, and values that constitute it, are the bedrock of development of beings human, to improve the quality of individual and social life. Catholicity present a witness in an atmosphere of solidarity, with all its members as partners through leadership of permanent relationship with man, loyal to the teaching vocation in collaboration with society and with faith in Christ and strengthening family values.

MISSION

Instituto Tecnológico Mariano Samaniego is a high school of Christian philosophy in the service of rural and urban community that provides all students with a comprehensive humanistic education, directed to inform the supreme values of human beings and the values of coexistence and social progress to form men and women according to transcendent principles of the gospel Generates learning spaces that facilitate the development of the student, focused on Christian principles, capable of creating and re-creating knowledge and building relationships that lead to the transformation of society. (Vega & Cuenca, 2012)

2. CURRENT SITUATION OF THE RESEARCH OBJECT

Nowadays, learning a foreign language is as important as learning the use of the new technologies. Learn the English Idiom is important because it has become one language that is more essential for communicating in any part of the world.

The study of English Language is mandatory in Ecuadorian public High School with a schedule charge of 5 weekly hours (Mclean & Foster-Allen, 2010). However the knowledge that the students reach during their life in the High School is not enough.

Teaching Methods are important in the develop the skills, for this reason is important that teachers learn to use a variety of teaching methodologies in order to meet for the range of learning needs and requirements that are present within most class environments. These methods can be selected taking into account the level, the experience, the contents and the purpose of each one of them. Also, it is really important to mention that students through them acquire abilities and skills.

Listening and reading plays an important role in the learning of a language. These skills are important because provide better participation in communicative situations. The use of Teaching Methods are linked because help to improve skills.

The development of listening and reading skills involve a complex process that requires the application of specific strategies and techniques that help students to develop those skills.

One aspect very important that the researcher has been able to find is that the teachers only use the students' books to work in class and they do not try to improve reading and listening production, using extra tasks, readers in English or any other strategies that can help the students to learn.

It is known that reading is a basically process of communication on text; this activity involves many steps, like dialogues, generating ideas and encouraging the students to discover what they want to say and who to say it.

The development of the listening and reading skills involve a complex process that requires the application of specific strategies and techniques that help the students to develop those skills.

Listening and reading comprehension are important in the communication for everyone. For second language learners, developing the receptive skills are extremely important. The Teaching Methods are positive when they help students to improve their listening and reading comprehension.

The researcher is involved in known, if the teaching methods applied by English Teachers are improving the level of the English Language Learning.

3. RESEARCH PROBLEM

It is notorious, that The Teaching Methods are really necessary in the learning of the English Language. The receptive skills are extremely important because through they can be developed the following subsequent skills. So, if students

want to achieve a basic level in English it will not be possible if teachers have same teaching methods.

Considering the before mentioned problems the Research consider the following problem of research:

HOW DO THE TEACHING METHODS APPLIED BY TEACHERS INFLUENCE IN LISTENING AND READING COMPREHENSION WITH THE STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO”. CARIAMANGA CITY. ACADEMIC YEAR 2013-2014.

3.1. DELIMITATION OF THE RESEARCH

a. TEMPORAL

The present research will be developing during the Academic year 2013-2014.

b. SPATIAL

“Instituto Tecnológico Mariano Samaniego” is located in Cariamanga Town; in Loja Province, on Velasco Ibarra and 18 de Noviembre Streets.

c. OBSERVATION UNITS

The researcher needs the collaboration, teachers and students to carry out the research.

d. SUBPROBLEMS

1. How do the Teaching Methods used by English Teachers contribute to the improvement in Listening Comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego” Cariamanga, City. Academic Year 2013-2014.
2. How do the Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego” Cariamanga, City. Academic Year 2013-2014.

c. JUSTIFICATION

English is a very important language, all people need to know something about it, so considering the grade of importance that it has around the world, all the institutions teach this language, but in some of these educative centers teachers teach it just as a subject, not as a mean of communication.

For that reason the research as future English Teachers is interested in to change this reality, and know the different methods, strategies and techniques that teachers apply to develop listening and reading comprehension in order to get a good result with the students that the teachers educate every day.

The learning of the English Language will be carried out in a good way if teachers use new Teaching Methods in order to motivate students. This research work is important because the theme: "Teaching Methods applied by teacher and their influence at listening and reading comprehension" is an issue that must be improved to develop and improve receptive skills in students.

Keeping updated in knowledge and in the last trends in teaching is also another challenge for English Language teachers and for students who are studying this language. For this reason this research also has it's social relevance because it will contribute with important concepts about Teaching Methods which can be useful inside the listening and reading comprehension. (Davini, 2008)

Researcher considers that the research about Teaching Methods is pertinent, if it known that it will be used in our context to improve the listening and reading comprehension and this way it will get a social and academic relevance.

Since the scientific point of view the research will include important theoretical referents, significant and useful bibliography about Teaching Methods, so that the teachers will have the opportunity to use it as a reference to improve their teaching.

Since the personal point, the research is justified because it constitutes a requisite previous to obtain the licentiate's degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

1. GENERAL OBJECTIVE

- To identify the Teaching Methods applied by Teachers and their Influence in Listening and Reading comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

2. SPECIFIC OBJECTIVE

- To determine the Teaching Methods used by English Teachers that contribute to the improvement in Listening comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.
- To determine the Teaching Methods applied by English Teachers that help to develop reading comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

e. THEORETICAL FRAME

1. TEACHING METHODS

1.1. DEFINITIONS

Teaching method refers to the general principles, pedagogy and management strategies used for classroom instruction. It is the set of moments and logically coordinated techniques to guide student learning toward specific goals. (Davini, 2008)

For (Roger, 2008) Method is defined like procedures to obtain a specific object.

In science the method is defined as a system of rules that allow us to achieve a certain goal and also pursues the best results. (Barrionuevo, 2007)

According to (Brown D. H., 2008), Method is a series of successive steps, leading to a goal. The objective is to make professional decisional decisions and theory that allows generalizing and solving problems the same way like in the future. Method tends to be concerned primarily with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives sequencing and materials.

1.2. EMERGENCE OF TEACHING METHODS

(Palincsar, 2010) Teaching methods arise with own teaching, its rationality and scope are determined by social conditions and the development of science. In

church schools and universities in the twelfth and thirteenth centuries in Western Europe the methods used were dogmatic and tended to students to learn the knowledge memory. In the seventeenth century home is given to scientific methods, based on the principles of observation and verification, opposed to authority characteristic of scholasticism.

In the sixteenth and seventeenth centuries beginning is given to the true history of pedagogy, Comenio, father the pedagogy works in the development of a method for rational and empirical basis; pedagogical ideal was to teach everyone everything.

1.3. THE IMPORTANCE OF THE TEACHING METHODS

- ✓ All students learn at different speed and react differently. Therefore for effective teaching it has to be focused that every student gets equal chance to learn and for that a good teaching method will need to be adopted.
- ✓ Good teaching methods can make your study more efficient.
- ✓ The teaching methods help and develop the learning skills of students.
- ✓ Good teaching methods accelerate cognitive, social, emotional and physical development and also instill curiosity, generosity and a love for learning. They help students to develop abilities and find a place in the world where they can contribute with their unique talent. (Richards & Rodgers, 2001)

1.4. TEACHING THE LISTENING AND READING

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening, but there are also significant differences between reading and listening processes too, and in the ways we can teach these skills in the classroom.

1.5. REASONS FOR READING AND LISTENING

When we read a sign on the motorway our motives are different from when we read a detective novel; when we take an audiotape guide round a museum we have a different purpose in mind from when we listen to a stranger giving us directions on a street corner. We can divide reasons for reading and listening into two broad categories:

- **For maintaining good social relations**

We often hear people say they spent a whole afternoon or whole weekend chatting with someone else but when they are asked what they talked about, they say things like, 'Nothing much!' or 'I can't really remember.' In this kind of talk, the information content or message is not important. What is important is the Good will that is maintained or established through the talk. The communication here is listener-oriented and not message-oriented. A great deal of conversation and casual talk is of this nature.

- **For entertainment**

People listen to jokes, stories, songs, plays, TV; radio broadcasts, etc. mainly for entertainment. The outcome of such listening is not usually measured in terms of how useful it was but in terms of personal satisfaction.

- **For obtaining information necessary for day-to-day living**

A large amount of reading and listening takes place because it will help us to achieve some clear aim. Thus, for example, we read a road sign so that we know where to go. People listen to news broadcasts, directions on how to get to different places, weather forecasts and travel : information-airport, bus- and train terminal announcements-because listening to these enables them to get the information necessary for day-to-day living: to know when to board the plane, whether it is 'safe' to plan a picnic, etc.

- **For academic purposes**

People listen to lectures, seminars and talks as a way of extending their knowledge and skills. Listening is a central part of all learning. A pupil who cannot understand what the teacher is saying in a class is seriously hampered in his learning.

1.6. INFLUENCE OF TEACHING METHODS

The process of learning, which necessarily is essential in the education, they must be carried out through teaching methods that allow to students develop skills,

attitudes and cognitive abilities with own ideas and clear objectives that is preparing them for life.

The academic performance, is the level of knowledge expressed in development of skills that get students through the teaching methods can to prove their cognitive abilities, conceptual, procedural and attitudinal. (Caseras, 2003)

According to (Martinez, 1999) Students are able to obtain an adequate performance thanks to which the teacher makes use of appropriate teaching methods and that fail to develop their skills.

1.7. TYPES OF TEACHING METHODS

Education plays a huge part in student's lives. It prepares a student to face the real-world challenges in life through years of education and training since childhood. Because of the broad diversity of students, whose personalities and abilities differ from each other, teachers face so many challenges in teaching them a huge amount of knowledge. Imparting information to a roomful of students can be hard, but by using a selection of proven teaching methods, it can also be manageable.

To enumerate all the types of teaching methods would be to create a long list of methods. However, in this research, the researcher will discuss the main types of teaching methods used.

1.7.1. TEACHING METHODS FOR LISTENING SKILL

a. THE LECTURE METHOD

A lecture can be an effective method for communicating theories, ideas, and facts to students. It is a teaching method where an instructor is the central focus of information transfer. Typically, an instructor will stand before a class and present information for the students to learn.

(Arzel, 2012) As part of the traditional method of teaching students, a classroom lecture has always been the top choice among teachers worldwide. Although technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher uses to convey information effectively often accompany a typical lecture such as the English programs of news broadcast, documentary films, interviews, soap operas and films.

An effective lecture is composed of three components, an **Introduction, Body and Conclusion**, designed to promote and support learning.

The Introduction

The introduction usually is the first three to five minutes of the lecture. This time is crucial in determining how well students learn and retain the information to be presented. The main purpose is to provide a framework for students' learning,

providing the structure for the lecture's content information. It is also necessary to gain students' attention.

The introduction should do the following:

- Establish a relationship with the audience. Make warm-up comments and initiate rapport to set the tone of the class. Establish friendly communication to provide a positive learning environment in which students feel comfortable. Use an "ice breaker" to introduce yourself during your first meeting with students and maintain an approachable relationship with students in subsequent classes.
- Gain **attention** and foster **motivation**. Relate to students' goals and interests. The teachers might present a meaningful problem to students and describe the lecture as a solution to the problem.

The Body of the Lecture

The body of the lecture covers the content in an organized way. Since this component is allotted the greatest amount of class time, it includes many more teaching procedures than the introduction and conclusion. This is where the teachers must consult your lecture notes while at the same time maintaining rapport with your students.

The Conclusion The conclusion, the most frequently neglected component of the lecture, should be used to reinforce students' learning of the information as well as to clarify any misconceptions regarding their understanding of the concepts presented.

- **Repeat and emphasize main points.** Signal students that you are going to summarize and reemphasize main points.
- **Encourage questions from students.** To allow students time to review their notes and thoughts, pause for a few moments after asking for questions. By doing so, you will encourage your students to review their notes and formulate questions of their own. In this way, any misconceptions can be clarified, and understanding can be reinforced.

b. INTERPERSONAL METHOD

According to (Switzer, 2007) one effective and nonthreatening method for students to develop stronger listening comprehension is through interpersonal activities, such as mock interviews and storytelling, because people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish.

For example, you may have one student interview another for a job with a company or for an article in a newspaper. Even a storytelling activity, such as one that answers the question "What was your favorite movie from last year?" can give students the opportunity to ask one another questions and then to practice active listening skills.

c. GROUP ACTIVITIES

According to (Nunan D. , 1997), larger group activities also serve as a helpful method for teaching listening skills to students. Group activities a method, used by professional social workers, of aiding a group or members of a group toward individual adjustment and increased participation in community activity by exploiting the mechanisms of group life.

You can begin with a simple group activity. For the first part, divide students into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members. Encourage them to ask clarifying questions during the activity, and you may allow them to take notes if helpful. However, as time passes and their skills grow, you should limit students to only writing notes after the completion of the first part of the group activity. For the second part, have the students sit in a large circle, and then have each individual student share the name and the hobby or interest of the group members that she or he met. This second part of the group activity can also lend itself to additional listening exercises. For example, you may ask students to name a number of the hobbies and interests identified during the sharing session.

d. AUDIO SEGMENTS

Audio, demonstrated a capacity to facilitate authentic engagement, allowing students to connect in various ways to the outside world, both as listeners and publishers. The ease and speed with which digital audio can be deployed was used

to support timely interventions and in some cases promoted information currency and responsiveness. (Middleton, 2008)

You can also teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. You should model this interactive listening process in class with your students, and then instruct them to repeat the exercise on their own. First, instruct students to prepare for listening by considering anything that they will want to learn from the content of the audio segment. Once they have written down or shared these ideas, then play the audio segment, allowing the students to take notes if helpful. Once they have gained confidence and experience, repeat this activity but instruct students to not take notes until the completion of the audio segment. You can use shorter or longer audio segments, and you can choose more accessible or more challenging material for this type of exercise. (Richards & Rodgers, *Approaches and Methods in Language Teaching*, 2001)

e. VIDEO SEGMENTS

Another helpful resource for teaching listening skills are video segments, including short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. As with audio segments, select the portion and length of the video segment based on the skill level of your students. With your students, first watch the segment without any sound and discuss it together. Encourage the students to identify what they think will be the content of the segment. Then, watch the segment again, this time with sound, allowing students

to take notes if helpful for their skill level. After the completion of the video segment, you can have students write a brief summary of the segment, or you can take time to discuss as a group how the segment compares with the students' expectations. (Richards & Rodgers, 2001)

f. INSTRUCTIONAL TIPS

Whatever method you use for teaching listening, keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small.

7.1.2. TEACHING METHODS FOR READING SKILLS

For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. Teaching reading comprehension was viewed as a mastery of these skills. Comprehension instruction followed what the study called mentioning, practicing, and assessing procedure where teachers mentioned a

specific skill that students were to apply, had students practice the skill by completing workbook pages, then assessed them to find out if they could use the skill correctly. Instruction did little to help students learn how or when to use the skills, nor was ever established that this particular set of skills enabled comprehension.

a. PHONICS APPROACH

The phonics approach teaches word recognition through learning grapheme-phoneme (letter-sound) associations. The student learns vowels, consonants, and blends, and learns to sound out words by combining sounds and blending them into words. By associating speech sounds with letters the student learns to recognize new and unfamiliar words. (Pearson, 2013)

b. LINGUISTIC METHOD

This method uses a "whole word" approach. Words are taught in word families, or similar spelling patterns, and only as whole words. The student is not directly taught the relationship between letters and sounds, but learns them through minimal word differences. As the child progresses, words that have irregular spellings are introduced as sight words. (Heim S, 2011)

c. MULTISENSORY METHOD

The Multisensory teaching approach to reading, is based upon the idea that some students learn best when the material that they are given is presented to them in a

variety of modalities. This method uses movement (kinesthetic) and touch (tactile), along with what we see (visual) and what we hear (auditory) to help students learn to read, write and spell. (Cox, 2007)

All students can benefit from multisensory learning, not just special education students. Every child processes information differently, and this teaching method allows for each child to use a variety of their senses to understand and process information.

Teacher's that provide classroom activities that utilize various senses, will notice that their students learning attention will increase, and it will make for an optimal learning environment.

d. NEUROLOGICAL IMPRESS TECHNIQUE

The Neurological Impress Method is a form of paired reading in which a student and tutor read the same text almost simultaneously. Sitting side-by-side, the tutor reads a text slightly faster and louder than the student while both follow the text with their fingers. Reading along with a more fluent reader is thought of as "an impress, an etching in of word memories on the natural process" (Heckelman, 1969). In addition, positive reinforcement from the tutor may help build students' self-confidence and enjoyment of reading.

According to Taylor (2008), students who have learned mechanics without adequately learning reading fluency frequently benefit from this, as do students who read slowly or who hesitate over a number of words but are able to identify

most of the words in a sentence. A student is directed to read a passage without errors. This method functions most effectively when it is practiced for short periods every day.

e. LANGUAGE EXPERIENCE METHOD

The language experience method uses children's spoken language to develop material for reading. This method utilizes each student's oral language level and personal experiences. Material is written by the child and teacher for reading using each child's experience. This can be done in small groups and individually. Familiarity with the content and the vocabulary facilitate reading these stories. Each child can develop a book to be read and re-read. This approach helps children know what reading is and that ideas and experiences can be conveyed in print. (Austin, 2007)

f. REPEATED READINGS METHOD

The method of repeated readings (Samuels, 1999) consists of rereading a one hundred word meaningful passage several times. The passage must be at students' reading instructional level. Students are next given the passage and told to read it silently so they can read it orally with few errors and at a comfortable rate. After silent reading, the passage is read to the teacher, who counts oral reading errors per one hundred words. If the passage is too difficult, an easier one should be chosen. If not more than five errors per one hundred words are made, the teacher tells students the time it took, and suggests that they practice the material silently

again so they can read it more fluently next time. This process is repeated until students have read the passage three or four times with an increase in rate and fluency each time.

The repeated readings method enhances comprehension because with each reading the reader is required to give less attention to decoding and more attention is free to be used for comprehension. An additional technique for improving comprehension is to ask students a different comprehension question after each rereading of the passage.

g. READING COMPREHENSION SUPPORT

Persons with learning disabilities who need work on reading comprehension often respond to explicitly taught strategies which aid comprehension such as skimming, scanning and studying techniques. These techniques aid in acquiring the gist, and then focus is turned to the details of the text through use of the cloze procedures. The cloze procedure builds upon a student's impulse to fill in missing elements and is based upon the Gestalt principle of closure. With this method, every fifth to eighth word in a passage is randomly eliminated. The student is then required to fill in the missing words. This technique develops reading skills and an understanding not only of word meaning but also of the structure of the language itself. (Thomas, Manzo, & Manzo, 2005)

2. LISTENING COMPREHENSION

2.1. DEFINITION

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Saricoban, 2010).

(Rost, 2002), Listening comprehension is an inferential process. Linguistic knowledge and world knowledge interact as listeners create a mental representation of what they hear. Bottom up and top down processes are applied to get to this mental representation and achieve comprehension.

Listening is a complex, active processes of interpretation in which listeners match what they hear with what they already know and the most neglected in foreign language teaching.

2.2. IMPORTANCE OF LISTENING COMPREHENSION

Listening comprehension is a very important skill for a number of reasons. First, being able to recall and understand information is an important prereading skill. In order to be a strong reader later on, a child must be able to recall information when it is presented orally.

Second, children who have strong listening comprehension skills also tend to be good listeners overall. As adults we often spend too much of our time talking and not enough time listening. Listening is a skill that a child will use throughout his/her entire life. Developing strong listening comprehension skills early on will help each child become a better listener for life. And finally, strong listening comprehension skills also promote thinking and problem-solving skills. When listening to a story, the children begin to develop their own thoughts and ideas about the situations presented in the story.

Now that you have a better understanding of listening comprehension, let's take some time for you to try what you've learned

2.3. CHARACTERISTICS

The following characteristics take an important role into the teaching-learning process of listening:

- Listening is a principal point in communication.
- It is an activity used by people all days.
- Listening with attention help to students for improving the comprehension of listening.

2.4. MICRO-SKILLS

For developing and improving listening skills we have to take into account the following aspects:

- ✓ Difference among the distinctive sounds in the new language.
- ✓ Recognize reduced form of words.
- ✓ Recognize vocabulary.
- ✓ Guess meaning from context.
- ✓ Recognize typical words order-patterns.
- ✓ Recognize grammatical word classe

2.5. TEACHER`S ROLE

In the develop of listening skill, teacher plays an important role, because his/her main objective is to help students for getting the aims that they have into the learning of a second language, for it is necessary to approach the following roles:

- **Organizator:** Teacher needs to say students clearly what the listening purpose is and he/she has to give them some clear instructions about how that has to realized it. One of the principal responsibilities of the teacher is to facilitate to students the listening skill by easy tasks for developing and comprehension text.
- **Machine Operator:** When teacher uses a record or disk, he needs to be as efficient as possible, in the way he uses the tape layer, it means knowing where the segment he wish to use is on the tape or disk, and knowing through the uses of the playback machine counter, how to get back there, it is to say teacher needs to prepare the material before the class. Another important point is teacher decides when stop the record for asking questions and realizing exercise in the class.

- **Feedback Organizer:** When the students have finished the task, teacher must realize a revision for checking that they finish the task successfully.
- **Prompter:** It is very important to take into account that students notice a variety of language and spoken features when students have listened to a tape or disk for comprehension they have to listen it, other time.

2.6. PURPOSES FOR LISTENING

- **Listening for gist:** or global understanding
- **Listening for specific information:** listening to an announcement at a bus station.
- **Listening to establish the context:** listening to know the aspects that are involved in the dialogue.
- **Listening to provide information for later discussion:** applying games or dynamics to exchange information.

The main function of a listening task should be to help learners gain confidence in their listening ability and build strategies that help them make sense of the task. The success of a listening task depended on teacher attitude.

2.7. TIPS FOR BEING A GOOD LISTENER

For being a good listener is important to take into account the following aspect:

- Give your full attention on the person who is speaking. Don't look out the window or at what else is going on in the room.

- Let the speaker finishes before you begin to talk. Speakers appreciate having the chance to say everything they would like to say without being interrupted. When you interrupt, it look like you aren't listening, even if you really are.
 - Let yourself finish listening before you begin to speak. You can't really listen if you are busy thinking about what you want to say next.
 - Listen for main ideas. The main ideas are the most important points the speaker wants to get across.
 - They may be mentioned at the start or end of a talk, and repeated a number of times. Pay special attention to statements that begin with phrases such us: "My point is...", or "The thing to remember is..."
 - Ask questions. If you are not sure you understand what the speaker has said, just ask. It is a good idea to repeat in your own words what the speakers said so that you can be sure your understanding is correct.
 - Give feedback. Sit up straight and look directly at the speaker. Now and then, to show that you understand. At appropriate points you may also smile, frown, laugh or be silent. These are all ways to let the speaker know that you are really listening. Remember you listen with your faces as well as your ears.
- (Lisgo, 2009)

2.8. The Use of Listening Materials

Linguists like Porter & Roberts (1987), Brown (2001), and Mangubhai, (2002) recommend the use of authentic text to help students further develop their communicative skills. The use of listening materials is an important factor to take

into consideration when designing listening comprehension materials. By using such listening materials, the learner is given the chance to develop the skills needed to comprehend and to use language that is commonly found in real situations.

With the use of listening materials, students learn to comprehend double meanings, predict meaning, make allowances for performance errors committed by other speakers, deal with interruptions, and so on. It is important, therefore, to take the opportunity wherever possible to expose students to examples of real language usage to help them become more communicatively competent.

The use of materials stimulates and motivates learners to comprehend the content of an oral text because the practical benefits of understanding such authentic language material are obvious. Some examples of listening materials are listening to a telephone message for the purpose of understanding a cancelled appointment, listening notes or listening to songs to learn more about well-known bands that sing in English. Also, the technology has made possible numerous alternatives to teaching students, a personal interaction with the students in a classroom setting still holds an important aspect in student learning. Several types of visual aids that the teacher uses to convey information effectively often accompany a typical lecture such as the English programs of news broadcast, documentary films, interviews, song lyrics, soap operas and films. Such material is relevant to the students' life and areas of personal interest. By using listening materials, students

are motivated to improve their level of comprehension as they feel that they can achieve a level of proficiency that has meaning and adds value to their life when speaking English as a second language.

3. READING COMPREHENSION

3.1. DEFINITION

For many years, teaching reading comprehension was based on a concept of reading as the application of a set of isolated skills such as identifying words, finding main ideas, identifying cause and effect relationships, comparing and contrasting, and sequencing. (Nunan D. , 2001)

Reading comprehension is the act of understanding what you are reading. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

According to (Solé, 2009), Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the

other two elements of the process. At the same time, it is the most difficult and most important of the three.

3.2. BENEFIT OF READING COMPREHENSION

It is a way of learning.

- Develop thinking.
- Improved language and vocabulary.
- Extends culture.
- It is a source of recreation.

These benefits are earned when you understand what you read. This ability is called reading comprehension.

The process of learning to read does not end when we know the letters and syllables that make up words, actually starts when you understand what we read.

Understand what interprets read, retain, organize and evaluate what they read.

3.3. IMPORTANCE OF LEARNING READING COMPREHENSION

SKILLS

Reading comprehension skills increase the pleasure and effectiveness of reading.

Strong reading comprehension skills help in all the other subjects and in the personal and professional lives.

The high stake tests that control advancement through elementary, middle, and high school and that determine entrance to college are in large parts, a measure of

reading comprehension skills. And while there are test preparation courses which will provide a few short-cuts to improve test-taking strategies, these standardized tests tend to be very effective in measuring a readers reading comprehension skills.

In short, building reading comprehension skills requires a long term strategy in which all the reading skills areas (phonics, fluency, vocabulary) will contribute to success. (Toms, 2012)

3.4. LEVELS OF READING COMPREHENSION

- f.** Literal Level.- It is the decoding or deciphering that we of a text, the responses on this level are explicit or visible in the text. The exploration of this level of understanding will be with verbatim questions and wh- questions as the following: What What?, where?, When?, how much? And why?
- g.** Inferential Level.- is exercised when activated prior knowledge of the reader, and formula anticipations on the content of the text, from the evidence provided by the text. According to this poses certain assumptions or inferences. Seeks to reconstruct the meaning of the text to explore if the reader understood inferential manner. It must make hypothetical questions.
- h.** Critical Level or deep.- implies a formation of own opinions, with replies from subjective nature an identification with the characters of the text in the language of the author, a personal interpretation from the reactions created based on the literary images, express views make judgments. In this level of

understanding the reader after the reading, confronts the meaning of the text with their knowledge and experience.

3.5. CHARACTERISTICS

The characteristics of reading are:

- Reading is a basic instrument in the humanity development.
- Reading is an element of vital importance for human being, who can solve problems and personal needs.
- Reading is an important way for getting information in the learning foreign language.
- Reading has a big value because it enriches student's personality and their knowledge.

3.6. MICRO-SKILLS

We can describe some micro-skills produced in reading, the reader has to:

- Make out the script, it is an alphabetical or syllable system, it is to say to establish a relationship between sounds and symbols; pictographic system, it means associate the meaning of the words with written symbols.
- Recognize vocabulary.
- Choose key words, such as those identifying topics and main ideas.
- Recognize grammatical words classes: noun, adjective, etc.
- Detect sentences components, such as: verb, object, prepositions, etc.

- Get the main point of the most important information.
- Adjust reading strategies to different reading purpose.

3.7. How Can Reading Comprehension be Taught

If you are like most parents, you have forgotten that you had to develop reading comprehension skill. Much like learning to drive, reading comprehension becomes automatic and skilled readers forget that they had to develop their reading comprehension skill. The key to teaching reading comprehension is developing the habit of "interacting" with the text and monitoring one's understanding.

By "learning to read", most parents mean that the child is decoding words. But understanding what you read, "reading comprehension," comes from developing a set of skills distinct from phonics "word decoding" skills. In fact, children should start building comprehension skills when they are still having others read to them.

Learning reading comprehension requires a strategy where lesson plans progressively develop and reinforce reading comprehension skill.

3.8. The Use of Reading Materials in the Classroom

Authentic materials should be the kind of material that students will need. Materials enable learners to interact with the real language and content rather than the form.

Variety and presentation also influence the choice of adequate materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area.

The sources of authentic materials that can be used in the classroom are infinite, but the most common are extra books like: newspapers, magazines, literature. Also materials that teachers use are: TV programs, movies, stories.

The extra books should interest the students as well as be relevant to their needs. The texts should use to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. (Samuels, 1999)

The "authentic" presentation, through the use of pictures, flash cards, whole words, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading. (Pearson, 2013)

HYPOTHESE

GENERAL HYPOTHESIS

- The Teaching Methods applied by English Teachers help to the improvement of Listening and Reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego” Cariamanga, City. Academic Year 2013-2014.

SPECIFIC HYPOTHESIS

- The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego” Cariamanga, City. Academic Year 2013-2014.
- The Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego” Cariamanga, City. Academic Year 2013-2014.

f. **METHODOLOGY**

1. **DESING OF THE RESEARCH**

This Research Project utilizes a descriptive design, because the variables of have not been manipulated by the researcher. It merely describes the real facts that are currently taking place in our educational environment.

2. **METHODS, TECHNIQUES AND INSTRUMENTS**

2.1. **METHODS**

- **Scientific Method:** this method is the most appropriate because is the based on the theories, for example: the observation, problem statement, hypothesis, hypothesis's verification and conclusions; all of these will be used in the present research work.
- **Descriptive Method:** it is useful in the description of the place where the research will be carried out. Also with this method the researcher can detailing the criterion about field investigation in relation to our society. It serves to help to know the social situation given in the problem research.
- **Deductive Method:** This method by means of it's analytical-synthetically processes will aid the researcher in the bibliographic analysis of the problem.

- **Analytic Method:** It is for disintegrating methodologically the study object and so, it will explain the causes and effects of the study phenomenon.
- **Historical Method:** It will help to investigate the general resources that had had in the learning and this way determine the influence at listening and reading comprehension with the students of 8th, 9th, and 10th, years of basic education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic year 2013-2014.

2.2. TECHNIQUES AND INSTRUMENTS

The techniques that will help in the development of the present research work are:

- **Observation:** This technique will be applied in direct way for relevant information about the research study in order to make its respective its analysis and contrast.
- **Survey:** It will be for collecting data in the educative area and also to obtain the suitable information to continue elaborating the scientific process.

It will be made in a direct form to the English Teachers knowing their opinions about the Teaching Methods and its incidence in the development at listening and reading comprehension.

- **Bibliography:** It will contribute with the dispensable information to build up the work. By means of elaboration of summaries, calculation files, conceptual maps, and so on.

3. **PROCEDURES:**

To the elaboration the present research work will develop the following procedures:

- ✓ The selection of the contents that will be part of the research work.
- ✓ The organization of the contents into units.
- ✓ The researcher is going to apply the surveys to gather data.
- ✓ the researcher will establish the conclusions and recommendations of the research study and will proceed to construct the final investigation report of results following the requirements suggested by the Universidad Nacional de Loja.

4. **POPULATION AND SAMPLE**

Nowadays this Institution has 2100 students, due to the big amount of students the researcher has taken a student's among the section of Basic Education.

In order to get the sample of the students' population from 8th, 9th and 10th Years of Basic Education, it was necessary to apply the following formula:

$$n = \frac{PQ \times N}{E^2} + PQ$$

$$n = \frac{(N-1) \times PQ}{K^2} + PQ$$

PQ = First quartile (0,25)

N= Population

n = Sample

K = Proportionality Constant (2)2

E = Sample Error (10%,) (0,1)

$$n = \frac{0,25 \times 616}{(0,1)^2} + 0,25$$

$$n = \frac{154}{0,01} + 0,25$$

$$n = 15400 + 0,25$$

$$n = 15400,25$$

$$n = 154$$

$$n = \frac{616 \times 0,25}{4} + 0,25$$

$$n = \frac{154}{4} + 0,25$$

$$n = 38,5 + 0,25$$

$$n = 38,75$$

$$n = 39$$

In this institution there are 80 teachers for all school subjects. 10 teachers are in charge of the English Subject are, these teacher are distributed from 8th, 9th and 10th Years of Basic Education and Bachillerato.

5. SAMPLE DISTRIBUTION

To get the sample by course the following formula was used:

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

F = distribution factor

n = sample size

N = population

92
F = -----
616
F = 0,1493

This result was multiplied by students' population per Year of Basic Education of the Instituto Tecnológico Mariano Samaniego, therefore in this way we obtain the sample per course.

We detailed the sample in the next chart:

CHAT N° 1

COURSE	STUDENTS POPULATION	PARALLEL	SAMPLE BY PARALLEL	SAMPLE TOTAL
8th Year of Basic Education	214	A	31	92
		B	31	
		C	30	
9th Year of Basic Education	208	D	31	92
		E	31	
		F	30	
10th Year of Basic Education	194	F	30	92
		A	31	
		B	31	
TOTAL	616	9		276
Teachers´ Population	10			10

h. ORGANIZATION AND MANAGEMENT OF RESEARCH

1. RESOURCES

1.1. HUMAN

- Researcher: Cinthya Janeth Jiménez Garcia.
- Professor: Dra. Mgs. Carmen Ojeda.
- English Language Career of the National University of Loja.
- English Teaching Staff and Students of “Instituto Tecnológico Mariano Samaniego”. Cariamanga.

1.2. MATERIALS:

- PEI Document of “Instituto Tecnológico Mariano Samaniego”.
- Books according to the research theme.
- Computer.
- Internet.
- Printer.
- Field instruments: Surveys and Observation Guide.

1.3. INSTITUTIONAL RESOURCES:

- Casa de la Cultura Núcleo de Loja Library.
- Education, Art and Communication of the National University of Loja Library.
- Municipal Library of Loja city.

2. BUDGET

EXPENSES	COST (U.S.D)
Acquisition of Bibliography	150.00
Office material	180.00
Publication of material for the survey	65.00
Edition of the text	120.00
Photocopies of the thesis	250.00
Transportation	485.00
Unforeseen expenses	250.00
APROXIMATED COST OF THE PROJECT	1500.00

2.1. FINANCING

The expenses derived from the present research work will be assumed by the research.

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j. ANNEXES

ANNEX 1

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TEACHERS´ SURVEY

Dear Teacher as a student English Language Department of Universidad Nacional de Loja has the purpose to carry out on to research about Teaching Methods applied by teachers and their influence in Listening and Reading Comprehension with the students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga City. Academic Year 2013-2014.

So I require your contribution in the answering the following questionnaire.

Hypothesis one: The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego.” Cariamanga, City. Academic Year 2013-2014.

1. Do you think that teaching methods applied in your class contribute to the improvement of listening comprehension?

YES ()

NO ()

Why.....
.....
.....

2. Which of the following teaching methods do you apply in your class to improve your students` listening comprehension?

- The Lecture () Interpersonal Activities ()
- Group Activities () Audio Segments ()
- Video Segments () Others.....

3. What kind of materials do you use in class in order to develop the students' listening comprehension?

- Documentary films () Notes ()
- Newspaper () Audio messages ()
- Videos () Song lyrics ()
- Flash cards () None ()

4. How often do you apply teaching methods to improve your students' listening comprehension?

- Always () Sometimes () Hardly ever () Never ()

5. How would you rate your students` performance in the Listening Comprehension?

PERFORMANCE	Excellent	Very Good	Good	Bad
Listening Comprehension				

Hypothesis two: The Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

6. Do you think the use of teaching methods has influence your students’ listening academic achievement?

YES () NO ()

Why?.....

7. Which of the following teaching methods do you apply to help your students to develop their reading comprehension?

Phonics approach () Linguistic method ()

Multisensory method () Language experience method ()

Reading comprehension support () Others.....

8. What material do you use in class in order to develop the students’ reading comprehension?

Flash cards () Whole words ()

Multisensory approaches () Extra books ()

Stories () None ()

9. How often do you apply teaching methods in order to develop your students’ reading comprehension?

Always () Almost always () Sometimes () Never ()

10. How do you score your students' performance in the Reading Comprehension?

PERFORMANCE	Excellent	Very Good	Good	Bad
READING COMPREHENSION				

THANK YOU FOR YOUR COLLABORATION!

ANNEX 2

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTAMENT

STUDENTS` SURVEY

Dear Students as a student English Language Department of Universidad Nacional de Loja has the purpose to carry out on to research about Teaching Methods applied by teachers and their influence at Listening and Reading Comprehension with the students of 8th, 9th and 10th Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

So I require your contribution in the answering the following questionnaire.

Hypothesis one: The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego.” Cariamanga, City. Academic Year 2013-2014.

1. Do you think that teaching methods applied for your teacher contribute to the improvement of listening comprehension?

Yes ()

No ()

Why do you think that?

.....
.....

2. Which of the following teaching methods does your teacher use in class in order to develop your listening comprehension?

The Lecture .- develop through visual aids ()

Interpersonal.- develop through interpersonal activities ()

Group.- develop through group activities ()

Audio Segments.- develop through radio programs, online podcasts ()

Video Segments.- develop through short sketches, interview segments ()

Others:

3. What kind of resources does your teacher use in class?

Documentary films () Notes ()

Newspaper () Audio messages ()

Videos () Song lyrics ()

Flash cards () None ()

4. How often does your teacher apply teaching methods to improve your listening comprehension?

Always () Sometimes () Hardly ever () Never ()

5. How would you rate your achievement in the listening comprehension?

SCORE	EXCELLENT	VERY GOOD	GOOD	BAD
LISTENING COMPREHENSION				

Hypothesis two: The Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.

6. Do you think it is necessary the use of teaching methods in your class to help to develop your reading comprehension?

YES ()

NO ()

Why do you think that?

.....
.....

7. Which of the following teaching methods for reading does your teacher use in class?

Phonics approach.- improve through combining sound and blending. ()

Linguistic method.- improve through similar spelling patterns ()

Multisensory method.- improve trough multisensory approaches ()

Language Experience method.- improve trough personal experience ()

Reading comprehension support.- improve through fill in the missing word ()

8. What material does your teacher use in class to improve reading comprehension?

Flash cards () Whole words ()

Multisensory approaches () Extra books ()

Stories () None ()

9. How often does your teacher apply teaching methods to improve reading comprehension?

Always () Almost always () Sometimes () Never ()

10. How would you score your performance in the listening comprehension?

SCORE	EXCELLENT	VERY GOOD	GOOD	BAD
READING COMPREHENSION				

THANK YOU FOR YOUR COLLABORATION

Annex 3. CONSISTENCY MATRIX

THEME: TEACHING METHODS APPLIED BY TEACHERS AND THEIR INFLUENCE IN LISTENING AND READING COMPREHENSION WITH STUDENTS OF 8TH, 9TH AND 10TH YEARS OF BASIC EDUCATION AT “INSTITUTO TECNOLÓGICO MARIANO SAMANIEGO” CARIAMANGA CITY. ACADEMIC YEAR 2013-2014.

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
GENERAL				
How do the Teaching Methods applied by Teachers Influence in Listening and Reading comprehension with the students of 8 th , 9 th and 10 th , years of basic education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic year 2013-2014	To identify the Teaching Methods applied by Teachers and their Influence in Listening and Reading comprehension with students of 8 th , 9 th and 10 th , Years of Basic Education at “ Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.	The Teaching Methods applied by English Teachers help to improve the Listening and Reading comprehension with students of 8 th , 9 th and 10 th , Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.		
SPECIFIC				
How do the Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8 th , 9 th and 10 th , Years of Basic Education at “ Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.	To determine the Teaching Methods used by English Teachers that contribute to the improvement of Listening comprehension with students of 8 th , 9 th and 10 th , Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.	The Teaching Methods used by English Teachers contribute to the improvement of Listening comprehension with students of 8 th , 9 th and 10 th , Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.	Teaching Methods Listening Comprehension	Teaching Methods to improve listening skill The lecture method Interpersonal method Group activities Audio segments Video segments Definition Importance Of Listening Comprehension. The Use of listening Materials

<p>How do the Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.</p>	<p>To determine the Teaching Methods applied by English Teachers that help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.</p>	<p>The Teaching Methods applied by English Teachers help to develop reading comprehension with students of 8th, 9th and 10th, Years of Basic Education at “Instituto Tecnológico Mariano Samaniego”. Cariamanga, City. Academic Year 2013-2014.</p>	<p>Teaching Methods Reading Comprehension</p>	<p>Teaching Methods to Develop Reading Skill. Phonics approach Linguistic method Multisensory method Language experience method Repeated readings method Definition of reading comprehension Importance of reading comprehension. The Use of Reading Materials</p>
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INDEX

CONTENTS	PAGES
Cover Page	i
Certification	ii
Authorship	iii
Carta de Autorizacion.....	iv
Acknowledgement	v
Dedication	vi
Index	ix
a. TITLE	1
b. SUMMARY	2
c. INTRODUCTION.....	4
d. REVIEW OF LITERATURE.....	8
e. MATERIALS AND METHODS.....	23
f. RESULTS.....	28
g. DISCUSSION OF THE RESULTS.....	43
h. CONCLUSIONS.....	48
i. RECOMMENDATIONS.....	50
j. BIBLIOGRAPHY.....	52
k. ANNEXES.....	54