



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITTLE:

THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ” SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA

THESIS PREVIOUS TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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CERTIFICATION

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CERTIFIES:

That the research work entitled: **THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ” SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA**, developed by the undergraduate **Andrea Abigail Riofrío Guillín**, has been monitored and assessed in all its parts, with pertinence and scientific rigor. Moreover, the research reports advancement has been progressively reviewed and returned to the researcher with the corresponding observations and recommendations, in order to guarantee the research work quality. Therefore, it is authorized its presentation for further submission, grading and both private and public defense.

Loja, December 16th 2013.


Dra. Mgs. Eva Margarita Samaniego Idrovo

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This thesis is just the beginning of my academic journey.

THE AUTHOR

DEDICATION

I lovingly dedicate this thesis to my husband Cristian, who supported me in each step of the way.

This project is also dedicated to my mother Nieves; who has never failed giving me financial and moral support during my studies, for giving me all what I needed while I developed this project and for teaching me that even the largest task can be accomplished, if it is done one step at a time.

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Andrea Riofrío

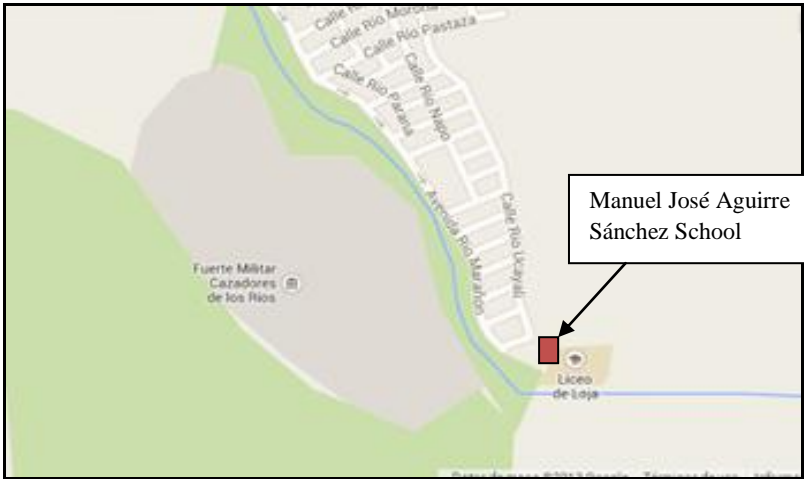
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MAPA GEOGRÁFICO DEL CANTÓN LOJA



Manuel José Aguirre Sánchez School



THESIS SCHEME

-  CERTIFICATION
-  AUTHORSHIP
-  CARTA DE AUTORIZACIÓN
-  ACKNOWLEDEMENTS
-  DEDICATION
-  AMBITO GEOGRÁFICO DE LA INVESTIGACIÓN
-  MAPA GEOGRÁFICO DE LA INVESWTIGACIÓN
-  THESIS SCHEME

- a.** Title
- b.** Summary
- c.** Introduction
- d.** Literature review
- e.** Materials and Methods
- f.** Results
- g.** Discussion
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a. TITLE

THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ” SCHOOL, ACADEMIC YEAR 2012-2013, IN THE CITY OF LOJA.

b. RESUMEN

El presente trabajo de investigación titulado: **THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ” SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA**, se ha desarrollado para analizar la influencia de las habilidades receptivas en el aprendizaje del idioma inglés. El investigador usó los métodos; Descriptivo, Analítico and Deductivo, para descubrir, describir, analizar y deducir la información obtenida. Se aplicó una Encuesta a la maestra y a 117 estudiantes. Con un registro de Observación, se evidenció la manera en la que se desarrolla el proceso enseñanza-aprendizaje de las habilidades receptivas dentro de la clase y se identificó el tipo de actividades y técnicas usadas por la maestra. Se llevó a cabo los siguientes procedimientos: tabulación, organización, representación gráfica, interpretación, análisis, comprobación de Hipótesis. Se concluyó que el desarrollo de las habilidades receptivas tiene una significativa influencia en el aprendizaje del inglés en los estudiantes, debido a su adquisición natural, los estudiantes aprenden el idioma fácilmente, por ello es importante aumentar el desarrollo de las habilidades receptivas en cada clase de inglés.

SUMMARY

The present research work entitled: **THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEARS OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ” SCHOOL, ACADEMIC YEAR 2012-2013, IN THE CITY OF LOJA** has been developed in order to analyze the influence of the receptive skills in the English language Learning. The following methods were used: Descriptive, Analytic in Deductive method to discover, describe, analyze and deduce the obtained information. The data was gathered through a survey applied to the teacher and 117 students. Through an observation sheet, it was evidenced how the teaching-learning of the receptive skills is developed in class and identified the activities and techniques used by the teacher. The researcher carried out the following procedures: tabulation, organization, graphic representation, interpretation, analysis, and hypotheses verification. It was concluded that the development of receptive skills has a significant influence on the English learning of students, because of its natural acquisition; students learn easily the language that is why it is convenient to increase the development of the receptive skills in every English class.

c. INTRODUCTION

Nowadays, English is very demanding; the society needs to communicate with foreign people around the world. English is a universal language and it helps people to exchange culture. That is why; today, English Language is a very important subject at elementary school, at the high school, as well as at the universities. However, both teachers and students face some problems and difficulties in the teaching-learning process.

As a student of the Universidad Nacional de Loja, in the English Language Department, and conscious of the problems in the English language teaching-learning process, the researcher`s desire is to contribute to their solution through this work. To learn English, it is necessary to develop the four basic skills; the receptive ones: listening and reading and the productive ones: speaking and writing. In this research, it is discussed the following matter: How does the development of receptive skills influence on the English learning with students of fourth, fifth, sixth and seventh years of basic education at Manuel José Aguirre Sanchez school, academic year 2012-2013 in the city of Loja?.

From this problem these sub-problems have been determined: Do teachers use appropriate techniques in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic education at Manuel José Aguirre Sanchez School?; and, Do teachers select innovative activities

to develop the receptive skills with the students of fourth, fifth, sixth and seventh years of basic education at Manuel José Aguirre Sanchez School?.

With the general problem and sub-problems as a foundation, it was stated the general objective; To analyze the influence of the receptive skills on the English Language Learning with the students of fourth, fifth, sixth and seventh years of basic Education at Manuel José Aguirre Sanchez School, academic year 2012-2013 in the city of Loja.

Based on this objective, it was formulated the following general hypothesis; The development of receptive skills contributes to the English language learning with students of Fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez school.

Besides, the sub-problems were contrasted with the specific objectives. The first sub-problem, to determine the techniques used in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at Manuel José Aguirre Sanchez School, together with the formulation of the first specific hypothesis; the application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with students of fourth, fifth, sixth and seventh years of basic education at Manuel José Aguirre Sanchez School.

Then, the second specific objective: To identify the activities that support students to develop their receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at Manuel José Aguirre Sanchez School. together with the second specific hypothesis; The use of innovative activities influence the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at Manuel José Aguirre Sanchez School.

On the other hand, methodology was an important element in this research work, through it, the researcher was able to analyze and interpret the information in a logical way. In the first part of this research, it is presented this introduction that constitutes the research report in its whole parts, focusing on the main objectives, the specific hypothesis and the most outstanding results that the researcher got with the applied instruments.

Then, it is offered a review of literature, methodology, analysis, interpretation and exposition of the results, discussion of the results and the conclusions that were obtained and the recommendations that were suggested.

In fact, the researcher found the above mentioned listening and reading skills very demanding for young learners, and at the same time, essential to master their language acquisition. These skills help students to attain a second language, in this case English, easily, increasing their vocabulary and

consequently, perfecting their written and oral comprehension. This research work contains four parts distributed in the following way:

The first part is Review of Literature that includes all the theoretical frame references which helped the researcher to understand better the importance of developing the receptive skills.

The second part involves the methodology used in this research work. It includes: methods, techniques and the detailed population to which the researcher applied the survey.

The third part contains: the exposition, discussion of the results with its respective tables and graphs, which represents the obtained data; it also has the corresponding analysis of each question. According to these results, the researcher demonstrated each hypothesis.

The fourth part refers to the conclusions that the researcher obtained after carrying out the respective analysis and interpretation of results because it was a base to generate the recommendations given to the researched institution.

d. REVIEW OF LITERATURE

- **Teaching English Language Skills**

In teaching English it is desirable for the teacher to know exactly what he/she hopes to achieve and how is he going to achieve it. Language instruction includes four important skills. These skills are divided in the productive ones, which are: speaking and writing, and the receptive ones: listening and reading. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way. Research shows that listening and speaking are nearly neglected and not well recognized by most teachers.

- **The English learning**

Learning a language is never an easy task to undertake, especially when it comes to a language that has no similarity with that of your own. If you really want to learn English, you can find English online; Resources for English speaking and English listening are widely available in the enormous space of the internet. You don't have to take an English class within tight classroom timings far away from your home. Grammar makes the base of a language,

for English, you don't need to learn much grammar to master English speaking. You don't really need to be afraid at all when you wish to learn English. Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. Al-Jawi, 2010.

- **The English language acquisition**

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language. This is distinguished from second language acquisition, which deals with the acquisition (in both children and adults) of additional languages. The capacity to acquire and use language is a key aspect that distinguishes humans from other beings. The receptive skills used in English language acquisition: listening and reading. They are known as the 'receptive skills' whereby the reader or listener receives information. Wikipedia, 1990.

- **Teaching the Receptive Skills**

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.

The Difference between Reading and Listening

Listening requires close attention in order to understand and clearly hear the words. Concentration is also needed for reading but it can be done at different speeds. The text can be returned to over and over if more understanding is needed. When listening to someone else read or talk, the meaning of the words is determined by the speaker's pace. This is one reason reading to children should be clear and at a pace where they can think about and understand the meaning.

The speaker's reading style and vocal emphasis also determine how clearly the meaning is understood by the listener. The brain constructs the message differently for reading and listening. Listening causes the brain to immediately process the information because sounds don't last long. This may cause the message not to be interpreted as quickly. More details are usually remembered when reading. Children can be taught to be active listeners, which can help them remember more details when listening. One way to do

this is asking questions to make it easier to recall information about the main ideas.

Reasons for reading and listening

- For maintaining good social relations
- For entertainment
- For obtaining information
- For academic purposes

• Teaching the Reading Skill

It is fast and silent, good readers become autonomous. Readers can acquire a large vocabulary and an implicit command of the limitless language forms, Reading is a very complex process involving many physical, intellectual and emotional reactions. Reading involves knowledge of certain reading mechanism:

- The direction in which a text is to be read varies from language to Language.
 - The Eye Movement Drill,
 - The way meaning is represented in print varies from language to Language.
 - Teacher should use many drills to improve the visual discriminations.
- Al-Jawi, 2010.

Reading techniques

As you become more confident in your reading, you can learn to apply a range of techniques in order to extract from texts the information you need. You need to understand that it is not necessary to read every word to obtain meaning from a text or to locate information. You need to practice the following techniques:

Skimmin: reading quickly in order to find out what the text is about. Skimming can also take in features such as headings, subheadings and illustrations to obtain an overview of the subject matter.

Scanning: to locate specific information, making use of key words.

Detailed reading: reading carefully to aid understanding. When reading for information, detailed reading usually follows scanning. Some texts, such as instructions, need to be read in detail throughout. Centre for Academic Success, 2011.

- **Listening skill**

Listening for Meaning is to extract meaning from a listening text, students need to follow four basic steps:

- **Figure out the purpose for listening.** - Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate listening strategies.

- **Attend to the parts of the listening input that are relevant to the identified purpose and ignore the rest.** - This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory in order to recognize it.
- **Select top-down and bottom-up strategies.** - That is appropriate to the listening task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up strategies simultaneously to construct meaning.
- **Check comprehension.** - While listening and when the listening task is over. Monitoring comprehension helps students detect inconsistencies and comprehension failures, directing them to use alternate strategies.

Strategies for Developing Listening Skills

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

Bottom-up strategies.-the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning.

Metacognitive strategies.- to plan, monitor, and evaluate their listening.

Catharine Keatley and Deborah Kennedy, 2007.

Goals and Techniques for Teaching Listening

- To develop students' awareness of the listening process and listening strategies by asking students to think and talk about how they listen in their native language.
- To allow students to practice the full repertoire of listening strategies by using authentic listening tasks.
- To behave as authentic listeners by responding to student communication as a listener rather than as a teacher.
- When working with listening tasks in class, show to students the strategies that will work best for the listening purpose and the type of text. They explain how and why students should use the strategies
- To have students practice listening strategies in class and ask them to practice outside of class in their listening assignments. They encourage students to be conscious of what they're doing while they complete listening tape assignments.
- To encourage students to evaluate their comprehension and their strategy use immediately after completing an assignment. They build comprehension checks into in-class and out-of-class listening assignments, and periodically review how and when to use particular strategies.
- To encourage the development of listening skills and the use of listening strategies by using the target language to conduct classroom business: making announcements, assigning homework, describing the content and format of tests. Do not assume that students will transfer strategy use from

one task to another. They explicitly mention how a particular strategy can be used in a different type of listening task or with another skill. Catharine Keatley and Deborah Kennedy, 2007.

Types of listening activities.

Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

Before Listening.-prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

During Listening.-Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or otherwise responding while listening, tell them ahead of time what will be required afterward.

After Listening.-Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, etc. The following ideas will help make your listening activities successful.

Noise. - Reduce distractions and noise during the listening segment.

Equipment.-If you are using a CD player, make sure it produces acceptable sound quality.

Repetition.-Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. Content.-unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

Recording Your own Tape.-Write appropriate text, and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

Video.-You can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions.

Homework.-Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete. If your learners can use a computer with internet access and headphones or speakers, you may direct them toward the following listening practice sites. Colorado State University, 1993.

- **Extensive Reading(ER)**

Extensive Reading is often referred to but it is worth checking on what it actually involves. The following is a digest of the two lists of factors or principles for successful ER: Students read a lot and read often.

- There is a wide variety of text types and topics to choose from.
- The texts are not just interesting: they are engaging/compelling.
- Students choose what to read.
- Reading purposes focus on: pleasure, information and general understanding.
- Reading is its own reward.
- There are no tests, no exercises, no questions and no dictionaries.
- Materials are within the language competence of the students.
- Reading is individual, and silent.
- Speed is faster, not deliberate and slow.
- The teacher explains the goals and procedures clearly, then

monitors and guides the students.

- The teacher is a role model, a reader, who participates along with the students.

Benefits of Extensive reading

- ER develops learner autonomy.
- ER offers Comprehensible Input.
- ER enhances general language competence.
- ER helps develop general, world knowledge.
- ER extends, consolidates and sustains vocabulary growth.
- ER creates and sustains motivation to read more. Maley, 2009.

- **Problems and Solutions of teaching reading and listening**

Teachers should not be slaves to their course books, but should choose materials for classroom use wisely, keeping in mind their learners needs and purposes for reading. Sometimes certain texts may be omitted, either because of their irrelevance to the purpose at hand or lack of time. Teachers may also want to use supplementary reading material from other sources, which will better serve the aim of the lesson. McDonough and Shaw (2003:99) suggest that teachers should supply materials that stimulate interest and do not have an over familiar content. All this would certainly help stimulate the L2 readers schematic knowledge. It is important, however, to remember that in the majority of language classes learners knowledge varies extremely, and that some learners have difficulty getting close to any reading

material. That is why I strongly support pre-reading tasks, as they serve to bring the text closer to the reader allowing for easier interaction. They can include discussions of pupils similar life experiences, discussions of similar topics in articles from newspapers, magazines or the Internet or a questionnaire on the topic. The learners' first connection with the reading material is through the eyes of the teacher and the way he/she presents it. Bobek, 2013.

Reducing teacher talking time

Class time is the wrong time for the teacher to practice their English. Similarly, if the teachers talk too much they don't leave any time for the students to do so. Every moment that the teacher is talking is a missed opportunity for students to speak. Teachers should try to reduce their talking time as much as possible. Below we have four suggestions for limiting teacher talk that we would like to share with you.

- **Don't explain, don't tell.**-Example, rather than telling students how the present perfect is formed, instead give them examples of sentences that use the present perfect and give them a chance to "discover" the information that you want them to learn. Through this type of inductive learning students have chances to interact with each other as they search for rules and meaning as opposed to just listening to the teacher dictate the grammar rules to them.

"Jigsawing" is a great technique that lowers TTT (teacher talking time), increases STT (students talking time), and gives students a better chance of

retaining information. It can be very easy for the teacher to talk excessively when the teacher didn't plan for the students to do anything in the class. It is very easy to slip into "default mode" which, for many teachers, is lecturing. One way to combat this is to always think about ways for the students to interact with each other which will certainly relieve the need for the teacher to talk endlessly.

- **Modeling activities and using written instructions.**-Modeling and displaying written instructions are very effective ways of lowering, and possibly eliminating, excessive TTT. Giving instructions is probably not the best time to practice or display English ability. Rather, giving instructions is the time to let students know what the teacher wants them to do as clearly and efficiently as possible. To that end, excessive teacher talk when giving instructions is definitely something you want to avoid.

- **Plan your teacher talk and put it in your lesson plan.**-Writing out teacher talk beforehand is often a good way to limit teacher talk because it really forces us to make decisions about what we will say in class.

- **Set Goals and Reflect on Your Teacher Talk.**-Think about how much time you want to spend talking in class. Choose a percentage that you think would be reasonable for your class and try to measure it against what actually happens in class. The most effective way to measure is by recording your lesson with either a voice recorder or a camcorder. While reviewing your voice recordings or videos may seem time consuming, it can be very

enlightening as many teachers are sometimes unaware of the teacher talk they are using when they teach. Egriffin, 2011.

Improving your motivation for learning English

➤ **Imagine yourself in the future.**-Imagine you can talk to native speakers just like you talk in your first language. Imagine other people wanting to speak English as well as you do. Imagine the possibility of writing e-mail to people from all over the world. You should know that it is possible to learn English really well.

➤ **Remember that you are already good.**-You already know some English (you're reading an article in English right now). That's a big success! Now it's time for more successes. Time to start using powerful methods of effective learning. Time to gain an impressive knowledge of English.

➤ **Remember there is a lot that you don't know.**-You are good, but your English probably isn't perfect. You probably can't understand English-language TV, read books in English. You should never think your English is perfect. Even if you are the best student in your class, always try to find your weak areas and work on them. When you've learned to speak English well, your problems will be quite small: punctuation, rarely used grammar structures, rare words, understanding "street language".

➤ **Use English whenever you can.**-Using English is fun. It is simply very enjoyable to use your English to read a good book, understand a song, watch an interesting movie, get an answer to a computer problem, exchange e-

mails with a native speaker, etc. The more you use English, the more you will want to use it.

➤ **Talk to people about English.**-This is a very simple method, but it is very effective. Talk about things which interest you. But the opposite is true, too. If you start talking about a boring subject, you will begin to get interested in it. Imagine you are studying a subject that you hate. You are bored and tired, but you have to pass the test tomorrow. If there are people near you, you have two options: you can tell everybody how much you are suffering or you can tell those people about the things you've learned. If you choose the first option, you will only feel worse. If you choose the second option, and start a conversation on the "boring" subject, you will begin to look at it in a totally different way. Suddenly it will become a subject worth talking about, therefore, an interesting subject.

➤ **Find a friend who is learning English.**-If you can find a friend who is learning English and is on a similar level of skill, you will be in an excellent situation:

1. You will have someone to talk about English with. These conversations will increase your interest in English, as explained in the previous section.
2. Learning English will be easier, because you will be able to discuss your problems with your friend.
3. You will study English more, because you will want to be better than your friend.

➤ **Spend some money on learning English.**- spend your money on something, you will want to use it. If you want to increase your desire to learn English, buy a new dictionary, an interesting English-language book, English-language cable TV, etc. The idea is simple: You paid for it, so you will want to use it, and you will improve your English. It only works for a short time. You usually lose your desire to learn English after a few days. To keep learning, you would have to buy something every week! However, this method is helpful, because it gives you an impulse to start learning. For example, if you buy a dictionary of phrasal verbs, you will probably learn some words from it. Then you should try to use them. For example, write an e-mail message with these words. This will increase your motivation. and you will learn more. (Szynalsk Tomasz and Ryszard Michal, 2001).

- **Innovative ways to teach English that deliver outstanding results**

Immersion activities.- The immersing children in a range of creative activities before reading the text means that they are fully prepared, and excited, about the reading journey ahead of them. Through painting, music composition, a film project, in role drama or sculpture, the kids have had a chance to share vocabulary, ideas and concepts which gives their reading fresh meaning and purpose.

Clear purpose.-What's the point of reading and writing anything if you don't know why you are doing it? We aim to provide children with a clear purpose to all reading.

Professional publishing.-One effective way of valuing children's work as well as providing a real incentive is to plan for a range of ways to publish their writing. Recent examples include a whole school bookmaking project. Following a whole school Inset on bookbinding techniques, every class published their own shared book.

Meaningful planning.- In advance of teaching, teachers collaborate and share their ideas for planning through a mind mapping process. Meaningful, creative activities are planned for, ensuring that all staff members know exactly what the children will be learning and why.

Focused on strategies.- As children's fluency in reading increases, it's hard to know what reading skills need to be taught, and when. We ensure that specific reading strategies are modeled explicitly to the class; this provides children with a holistic bank of skills to draw upon. This could include scanning a text, making an inference, predicting or creating a mental image.'think aloud' statements to model to the children how these skills are used, and how they can help them become better readers.

Inspirational learning environment.-Take a trip to our school and you'll find classroom environments that inspire adults and children alike. We want to encourage our children to discover new texts, genres and authors, so our reading areas are inviting, well resourced and highly organized. Pupils can choose from an exciting array of reading material: newspapers, classic texts, reference books as well as the children's own published stories are just some examples of what book corners might offer.

Drama to engage and inspire.-The use of drama is such a powerful tool. Taking the lead from our drama specialist, all teaching staff use a range of techniques to promote the exploration of characters, situations and historical events. This process expands the pupils' imaginations, and provides them with the ideas they need to give their writing that extra spark and flair.

Grammar concepts taught creatively.-Grammar cannot be taught as a standalone activity. What's the point of that? Children begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques are drawn from shared texts. Warren, Inspiringteaching/<http://www.theguardian.com/>, 2013.

- **Creative activities for teaching English as a foreign language.**
 - **Using music to provide students with challenging learning activities.**-Using this technique, the teacher plays a song and then has the students participate in one or more of the following activities:

Cloze Procedure.-Selected key words are removed from the text of the song and are placed in a word list that precedes the song lyrics. Students fill in the missing words as they listen to the song.

Word Bingo.-Students select words from the text of the song and place them in a bingo grid. Individually or in small groups, students then mark off the

words as they hear them in the song. The first student or group to check off all the words is the winner.

Reordering.-Particular phrases of the song are listed in an incorrect order. Students must number the phrases in the order that they appear in the song. An alternative activity is to write the song phrases on sentence strips. Students must then organize the strips in the proper order.

Retelling.- retelling can begin with a simulation of the action within the song. Then, the students retell the story of the song in their own words, in a round, with each student contributing as much as he or she can in one sentence.

Discussion.-The students begin by identifying the characters and their actions within the song, and then discuss the issues or meaning present in the song.

- **Reinforcing students' knowledge of basic vocabulary or functions.**- Teaching students to associate new words in English with the concept represented by the word and not with the word equivalent in their own language can be very challenging. An example of teaching about the family offers one possible approach to this situation. (Domke, 1991).

- **The use of (ITC) (TIC'S)**

The information and communication technologies (ICT), Technology is so important in English Teaching today that you will be considered an illiterate person if you are not a good user of it. The way you teach and the information you can get and give your students will be absolutely more attractive and meaningful. Technology is an important tool that can help us get our goals much more easily than before.

Use of Technology in Teaching English

As the use of English has increased in popularity so has the need for qualified teachers to instruct students in the language. It is true that there are teachers who use 'cutting edge' technology, but the majority of teachers still teach in the traditional manner. None of these traditional manners are bad or damaging the students. In fact, till date they are proving to be useful also. However, there are many more opportunities for students to gain confidence practice and extend themselves, especially for ESL students who learn the language for more than just fun. For them to keep pace with ELT and gain more confidence they have to stride into the world of multimedia technology.

- **Analysis on Necessity of Application of Multimedia Technology**

To Cultivate Students' Interest in Study.-The multimedia technology featuring audio, visual animation effects naturally and humanely makes us more access to information. Multimedia technology greatly cultivates

students' interest and motivation in study and their involvement in class activities.

To Improve Teaching Effect.-Multimedia teachings enrich teaching content and make the best of class time and break the “teacher centered” teaching pattern and fundamentally improve class efficiency. Multimedia technology goes beyond time and space, creates more vivid, visual, authentic environment for English learning, stimulates students' initiatives and economizes class time meanwhile increases class information.

To Improve Interaction between Teacher and Student.-Multimedia teaching stresses the role of students, and enhances the importance of “interaction” between teachers and students. A major feature of multimedia teaching is to train and improve students' ability to listen and speak, and to develop their communicative competence, during this process, the teacher's role as a facilitator is particularly prominent. Using multimedia in context creation creates a good platform for the exchange between teachers and students, while at the same time providing a language environment that improves on the traditional classroom teaching model.

To Create a Context for Language teaching. - When using multimedia software, teachers can use pictures and images to enrich the content of classes, and also imagine different contexts in the process of producing teaching courseware, Students in the class can use multimedia to

understand the class in a clear way. Through the whole interactive process. it is apparent that using multimedia in ELT is effective in nurturing students' interest in learning English, as well as enhancing teachers' interest in English teaching. As Zhang 2006. points out through Multimedia and network technology we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English. Solanki D. Shyamlee. M Phil, 2012.

e. MATERIALS AND METHODS

Design of the research

This research work is identified as a descriptive one because its variables were not manipulated, however, the phenomenon was observed in the reality.

Methods: To carry out the research, the following methods were used:

Descriptive method: It was employed to describe in an organized and logical way a set of observations, the collected data and the interpretation of results.

Analytic method: It was applied for examining, reviewing, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making.

Deductive method: It was utilized in the analysis of the general information gotten in the research place and for getting results.

Techniques and instruments

- **Techniques**

Survey: In order to obtain the empiric information, students answered questions administered through questionnaires about listening and reading skills. The researcher analyzed the responses given to each question.

This technique had a premade questionnaire which contained close and multiple choice questions about the researched theme.

Observation: It was used to see how the teaching-learning process of the receptive skills was developed in English. Also this helped to clarify both the students and teachers' difficulties when they developed the receptive skills in the English class. In order to complete this I used an observation guide.

- **Instruments**

- Questionnaire
- Observation Guide

- **Procedures**

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

- **Tabulating:** The answers given were tabulated using the descriptive statistics. The additional criteria were classified by categories in order to facilitate their interpretation.
- **Organizing:** The empirical data was organized taking into account the answers with which was stated the first and second hypotheses respectively.
- **Graphic representation:** The empiric information was represented graphically. These will facilitate the visualization and interpretation of the data; all these related to the indicators.

- **Interpretation and Analysis:** Stating the results in percentages in the analysis of the data; this study was necessary to prove again the main categories developed in the theoretical frame.
- **Hypotheses verification:** The hypotheses were verified or denied through a descriptive process supported by a logical analysis of the field work, whose final results were exposed in a descriptive way.
- **Conclusions and recommendations:** The conclusions were based on a specific analysis of the results, which helped to give recommendations to the researched institution.

- **Population and sample**

COURSES	POPULATION	SAMPLE
4 TH	28	13
5 TH	60	55
6 TH	38	27
7 TH	34	22
Teachers' population	1	1
Total	161	118

f. RESULTS

Analysis of results

Once applied the survey to the students of fourth, fifth, sixth and seventh year of basic education, at Manuel José Aguirre Sanchez School, academic year 2012-2013 in the city of Loja, the researcher has achieved the following results.

➤ **Hypothesis 1:** The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with the students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez School, academic year 2012-2013 in the city of Loja.

Question 1: How is English learned/ taught through Listening and Reading?

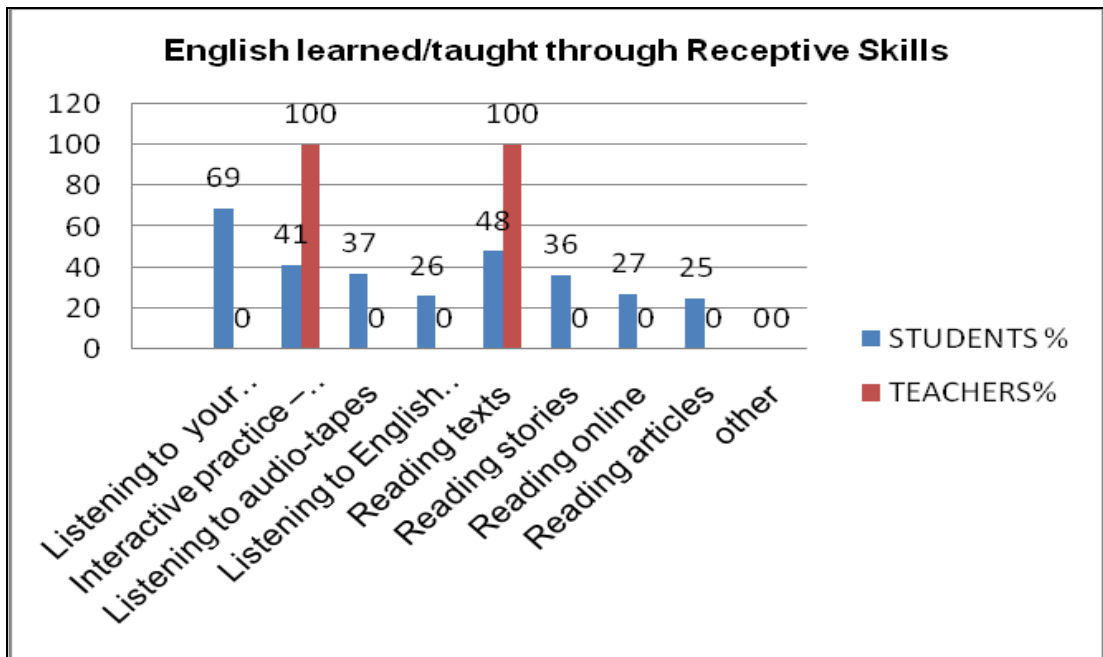
Table 1

English learned/taught through Receptive Skills	STUDENTS		TEACHERS	
	f.	%	f.	%
Listening to your teacher's talks	81	69	0	0
Interactive practice–conversations with peers	48	41	1	100
Listening to audio-tapes	43	37	0	0
Listening to English songs	30	26	0	0
Reading texts	56	48	1	100
Reading stories	42	36	0	0
Reading online	32	27	0	0
Reading articles	29	25	0	0
total		309		200

Source: Manuel José Aguirre Sanchez/Students and teacher's surveys

Researcher: Andrea Abigaíl Riofrío Guillín

Graph 1



Logical Analysis

As a result of the survey applied to students, the researcher can say that most of them learn English better through listening to their teacher talks; many students learn through interactive practice or conversation with peers; some students by listening to audio-tapes; and, some through listening to English songs. Besides, students say that related to the reading skill, many of them learn English by reading texts that their teacher prepares, because students do not have an English textbook; some students learn by reading stories; some by reading online; and, some by reading articles. The teacher coincides with the students only in the highest item percentage for the reading skill; and for listening she prefers interactive practice.

According to (Cotter, 2009) teachers need to speak more when providing explanations and examples for the target language, they may speak less as students need ample opportunity to practice the new material. However, teachers should roughly limit their speaking to 20% to 30% of the class time, with the remainder devoted to speaking/use of the language by the students. On the other hand, students' talk time (STT) should be around 80% during the course of the lesson. (Serrano, 2007) (Anderson, (1982); Cooper and Pantle (1967). Nevertheless, Practice or time devoted to learning is not the single factor that affects skills acquisition, apart from a certain amount of practice.

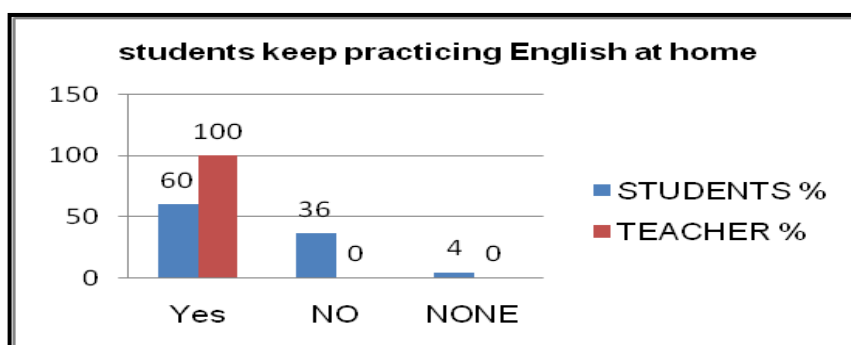
Question 2: Do students continue their English practice at home?

Table 2

Students keep practicing English at home	STUDENTS		TEACHER	
	f.	%	f.	%
Yes	70	60	1	100
NO	42	36	0	0
NONE	5	4	0	0
Total	117	100	1	100

Source: Manuel José Aguirre Sánchez /Students and teacher's surveys
Researcher: Andrea Abigaíl Riofrío Guillín

Graph 2



Logical analysis

According to the results obtained, the researcher can say that, most of the students practice English at home, some students do not practice and a few students do not answer. On the other hand, the teacher answered positively. On this respect, Warren (www.Google.com, 2013) suggests innovative activities in order to have a fun learning and feel motivated to continue practicing the receptive skills at home.

Question 3: What are the English activities practiced by students at home?

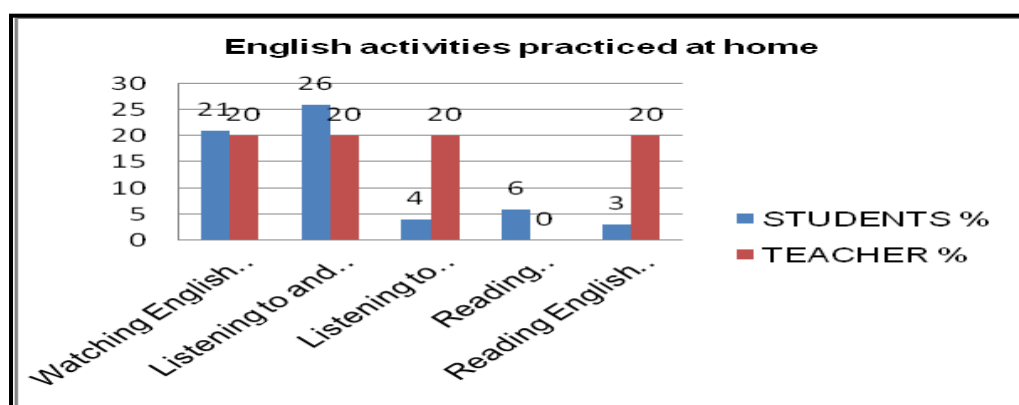
Table 2

English activities practiced at home	STUDENTS		TEACHER	
	f.	%	f.	%
Watching English movies paying attention to the dialogues	25	21	1	20
Listening to and repeating common phrases learned in class	30	26	1	20
Listening to English songs	5	4	1	20
Reading gramatical explanations	7	6	0	0
Reading English magazines	3	3	1	20
Total	70	60	4	80

Source: Manuel José Aguirre Sánchez /Students and teacher's surveys

Researcher: Andrea Abigaíl Riofrío Guillín

Graph 3



Logical Analysis

The results indicate that the teacher normally suggests her students to practice almost all the activities at home, but she doesn't recommend at all reading grammatical explanations; she says that this confuses the students. Moreover, some students say they practice English by watching English movies, paying attention to the dialogues; some by listening and repeating common phrases learned in class; a few students by reading grammatical explanations, and finally, few students by practicing listening to English songs and reading English magazines.

According to Tseng (2010) (Tseng, 2010) sometimes students are motivated and will do the necessary repetition on their own at home. If they really want to learn the language, they will go out in the language community and try to use what they learned in their lessons. It also happens when they like an English song. (Szynalski, 2001) He argues that Learning English by watching movies is learning by input, First you get lots of correct English sentences into your head. Then, you can imitate them and you can make your own sentences. That is why watching a movie (just like reading books) is such a great way to learn English.

(Kennedy, 2007). Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first

language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know.

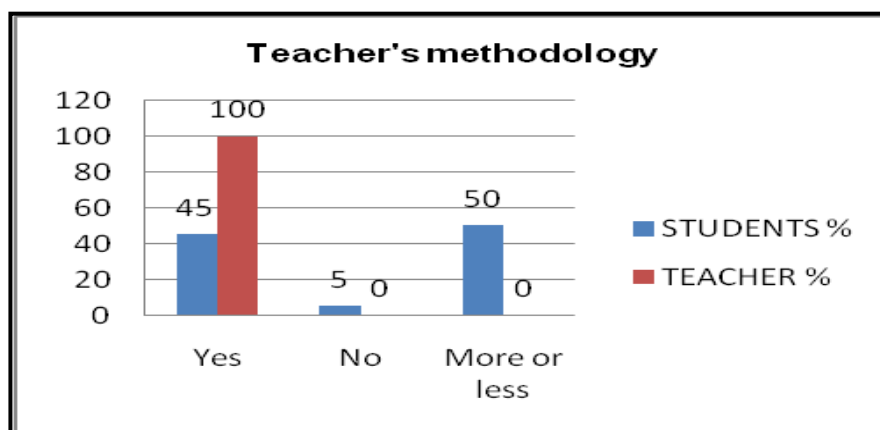
Question 4: Are Students learning with the methodology used for teaching the Receptive Skills?

Table 4

Teacher's methodology	STUDENTS		TEACHER	
	f.	%	f.	%
Yes	53	45	1	100
No	6	5	0	0
More or less	58	50	0	0
TOTAL	117	100	1	100

Source: Manuel José Aguirre Sánchez /Students and teacher's surveys
Researcher: Andrea Abigaíl Riofrío Guillín

Graph 4



Logical analysis

According to the results obtained, half of the students do not give a definite answer regarding their learning attitude towards their English teacher`s methodology; many students are satisfied with it; and, few students are completely dissatisfied with it On the other hand, the teacher`s answer about teaching methodology was positive. According to (Sharma, 1st edition-2002) “The children speak and the things they have to say give the teacher clues to their problems. It`s important to observe the students in order to know what is necessary to add to improve their English receptive skills.

Hypothesis 2: The use of innovative activities influence the development of receptive skills in the students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez school, academic year 2012-2013 in the city of Loja.

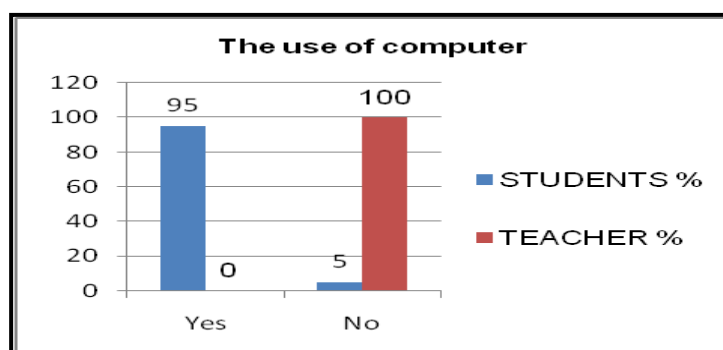
Question 5: Does the English practice in the computer improve the development of the students` receptive skills?

Table 5

The use of computer	STUDENTS		TEACHER	
	f.	%	f.	%
Yes	111	95	0	0
No	6	5	1	100
TOTAL	117	100	1	100

Source: Manuel José Aguirre Sánchez/ students and teachers` surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 5



Logical analysis:

The results demonstrate that, almost all the students want to have computers in their school to practice English receptive skills; few students disagree with this question. In contrast, the teacher answers negatively. (Zhang, 2006) points out that through Multimedia and network technology: we can offer students not only rich, sources of authentic learning materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English.

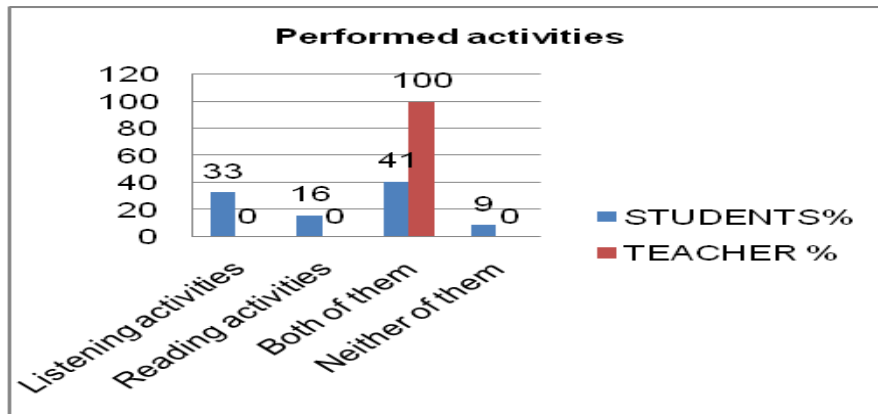
Question 6: What activities are performed to develop the receptive skills in the English class?

Table 6

Performed activities	STUDENTS		TEACHER	
	f.	%	f.	%
Listening activities	39	33	0	0
Reading activities	19	16	0	0
Both of them	48	41	1	100
Neither of them	11	9	0	0
TOTAL	117	100	1	100

Source: Manuel José Aguirre Sanchez/students and teacher's surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 6



Logical Analysis

According to the information obtained with the survey, many students said that, they perform both listening and reading activities; some students said that they perform listening activities; a few students said reading activities; and, other few students said that neither of them. On the other hand, the teacher answered positively for both of them. It is important to work both listening and reading skills; one of the best ways to learn new vocabulary is listening while reading a text. When you read, you must notice yourself saying the words to yourself.

According to (Barron, 1977) people do not learn new words until they are heard or translated into sound. Why? Well, that is one way we store words in our mind - as sound.

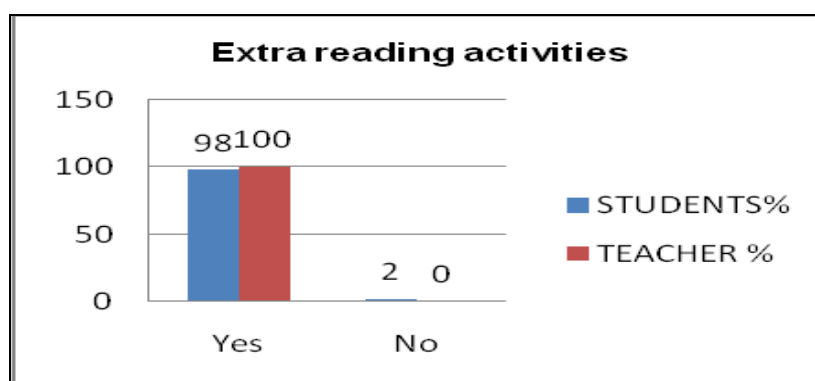
Question 7: Would you add extra reading activities for the English lesson?

Table 7

Extra reading activities	STUDENTS		TEACHER	
	f.	%	f.	%
Yes	115	98	1	100
No	2	2	0	0
TOTAL	117	100	1	100

Source: Manuel José Aguirre Sánchez /students and teacher's surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 7



Logical analysis:

According to the results obtained almost all the students want extra reading activities, few students answered negative. The teacher answered positively. According to (Miller, March,2010) having time to read in class motivates students to read more at home. They feel captivated by the books they're reading; they cannot wait until the next school day to continue their books.

(Kennedy, 2007) reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

This approach assumes; students learn to read a language by studying its vocabulary, grammar, and sentence structure, not by actually reading it. In this approach, lower level learners read only sentences and paragraphs generated by textbook writers and instructors. The reading of authentic materials is limited to the works of great authors and reserved for upper level students who have developed the language skills needed to read them.

Question 8: Extra reading activities suggested.

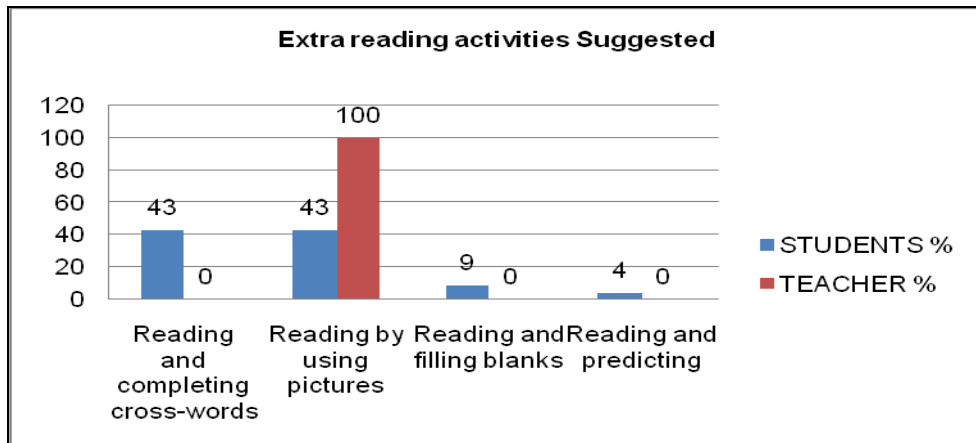
Table 8

EXTRA READING ACTIVITIES SUGGESTED	STUDENTS		TEACHER	
	f.	%	f.	%
Reading and completing cross-words	50	43	0	0
Reading by using pictures	50	43	1	100
Reading and filling blanks	10	9	0	0
Reading and predicting	5	4	0	0
TOTAL	115	99	1	100

Source: Manuel José Aguirre Sánchez /students and teacher's surveys

Researcher: Andrea Abigaíl Riofrío Guillín

Graph 8



Logical Analysis

According to the obtained data, many students want more the activities of reading and completing cross-words, and reading by using pictures; a few students, want reading and feeling blanks; and, few students prefer reading and predicting. On the other hand, the teacher said reading by using pictures. They want innovative activities, (Warren, inspiring teaching, 2013, págs. 8-14) she shares her favorite approaches for creative English lessons. According to (Vygotsky, 1896-1934) his theory suggests that “development depends on interaction with people and the tools that the culture provides to help form their own view of the world”.

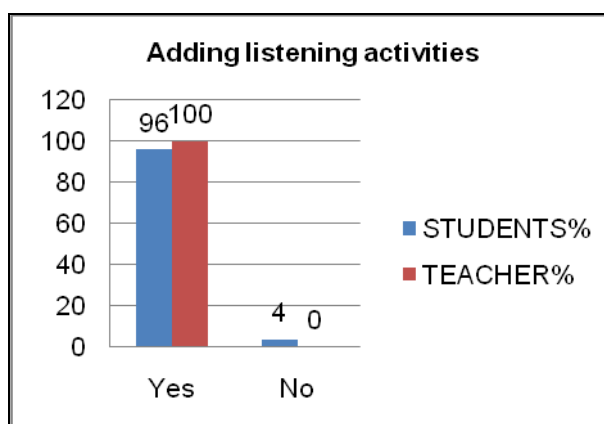
Question 9: Would you add extra listening activities to your English lesson?

Table 9

Extra Listening activities	STUDENTS		TEACHER	
	f.	%	f.	%
Yes	112	96	1	100
No	5	4	0	0
Total	117	100	1	100

Source: Manuel José Aguirre Sánchez /students and teacher surveys
Researcher: Andrea Abigaíl Riofrío Guillín

Graph 9



Logical Analysis

According to the obtained data, almost all the students want extra listening activities and few students answered negatively. The teacher's answer is positive. The researcher wants to point out the educational success that the listening skills bring to the students when it's developed. Students with good listening skills are generally more successful than their peers who are

passive listeners. All students, however, can be taught to be better listeners and get a lot of benefits.

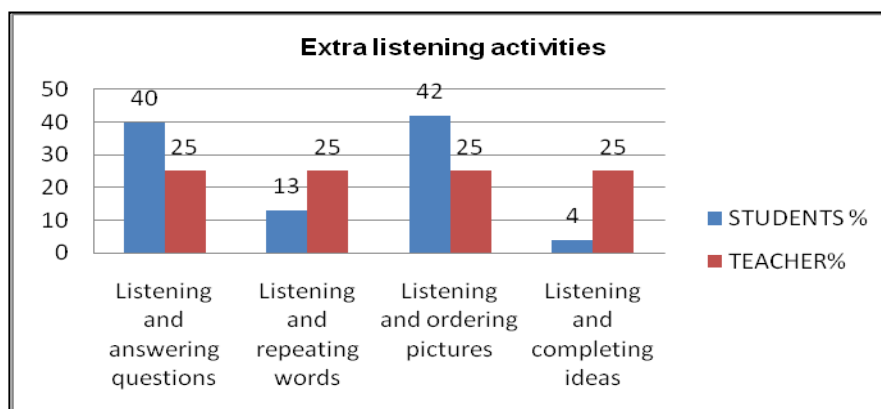
Question 10: What activities do you suggest?

table 10

Extra Listening activities	STUDENTS		TEACHER	
	f.	%	f.	%
Listening and answering questions	45	40	1	25
Listening and repeating words	15	13	1	25
Listening and ordering pictures	47	42	1	25
Listening and completing ideas	5	4	1	25
TOTAL	112	99	4	100

Source: Manuel José Aguirre Sánchez/students and Teacher's surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 10



Logical Analysis

The results show that a half of students are divided between the activities of listening and answering questions and listening while ordering pictures, a few students chose listening and repeating words and few students listening and completing ideas. On the contrary the teacher wants a half of each listening

activity. These activities are very important because the students learn listening carefully in order to catch the information to complete every task, (Kennedy, 2007) Language learning depends on listening. Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication.

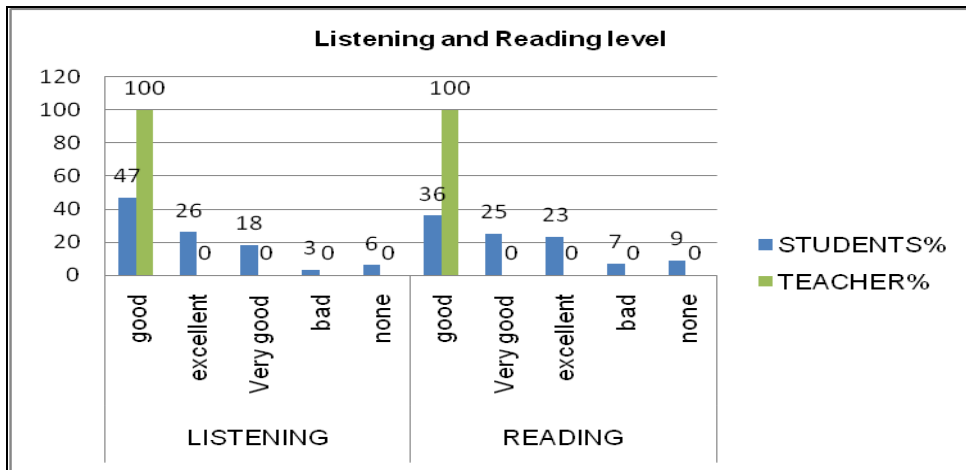
Question 11: How good are students at listening and reading?

Table 11

Listening and reading level		STUDENTS		TEACHER	
		f.	%	f.	%
LISTENING	good	55	47	1	100
	excellent	31	26	0	0
	Very good	21	18	0	0
	bad	3	3	0	0
	none	7	6	0	0
	Total	117	100	1	100
READING	good	42	36	1	100
	Very good	29	25	0	0
	excellent	27	23	0	0
	bad	8	7	0	0
	none	11	9	0	0
	Total	117	100	1	100

Source: Manuel José Aguirre Sánchez /students and teacher's surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 11



Logical analysis

The results indicate that many students are good at listening activities, while, some students are excellent, a few students are very good, a couple of them are bad and a few students do not answer. So, in contrast with the reading skill, some students are good, several are very good and several are excellent, a few students are bad at reading activities and a few of them did not answer.

(Eileen S. Marzola, 2000) Suggests, reading about topics that interest them as well as good stories. Once you get to a natural stopping point (after a page, perhaps) talk about what you have read. Encourage them to make predictions about what will happen next. Clarify tricky vocabulary, showing them how they can use context to get clues about the meanings of words. Reinforce these words whenever you can in conversation. When you have finished a chapter, take their dictation of a summary about what they have heard as well as questions that are raised. The teacher qualified her students

by saying that all the students are good with listening activities and also all the students are good at reading activities.

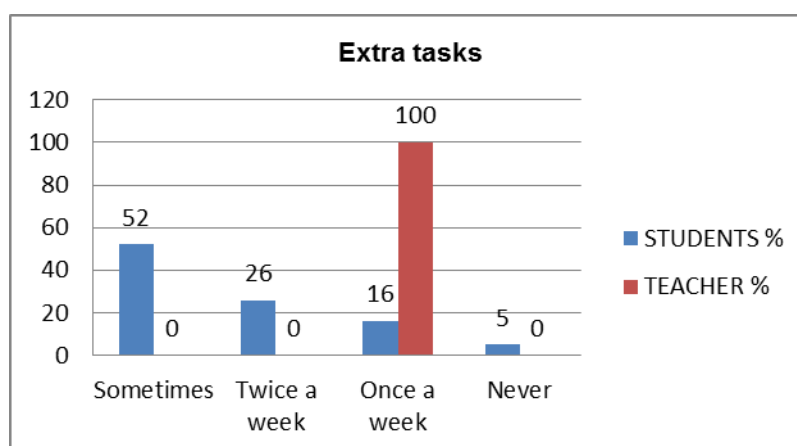
Question 12: How often are extra tasks sent to reinforce the students' receptive skills?

Table 12

Extra tasks	STUDENTS		TEACHER	
	f.	%	f.	%
Sometimes	61	52	0	0
Twice a week	31	26	0	0
Once a week	19	16	1	100
Never	6	5	0	0
TOTAL	117	99	1	100

Source: Manuel José Aguirre Sanchez/ students and teacher's surveys
Researcher: Andrea Abigail Riofrío Guillín

Graph 12



Logical analysis

According to the information obtained, more than half of the students say that they had sometimes extra English tasks, some say twice a week; a few once

a week, and, few students say never. On the other hand the teacher answers positively once a week and with the purpose of improving their receptive skills. The researcher searches for information about how extra activities help students to improve their English learning; according to (Wilcox, 2012) extracurricular involvement allows students to link academic knowledge with practical experience, which leads to a better understanding of their own abilities, talents, and future goals. Students become involved in extracurricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. A wide range of extracurricular activities exist at our schools, meeting a variety of student interests.

g. DISCUSSION

SPECIFIC HYPOTHESIS ONE:

➤ The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with the students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez School, academic year 2012-2013 in the city of Loja.

a) Statement

Teacher does not apply appropriate techniques that encourage students to develop the receptive skills within the teaching learning process with the students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez School, academic year 2012-2013.

b) Demonstration

In question number **one** that is about how students learn English through Listening and Reading; 69% of the students say that they learn English listening to their teacher's talks, so, they develop their receptive listening skills paying attention when their teacher explains the English lesson, this is the highest percentage, the researcher thinks that the teacher should speak less than her students, As said (Cotter, 2009) she must limit her speaking to 20% to 30% of the class time On the other hand 41% of the students answered that they develop their receptive listening through an interactive practice or conversations with peers, the 37% practice by listening to audio-

tapes and the 26% by listening to English songs and finally the 48% practice by reading texts. In contrast with the teacher, she chose Interactive practice for listening and reading text for reading. The important factor is that the teacher is exceeding her speaking time and students lose a lot of opportunity for improving their English in each receptive activity.

In question **two** that is about the practice of English at home 60% of the students say that they do it; 36% say they do not do it and, 4% do not answer. As a result, most of the students practice at home to complement this answers in question **three**; the 21% say they practice English by watching movies paying attention to the dialogues; other, 26% practice by listening and repeating common phrases learned in class; 4% by listening to English songs; 6% by reading grammatical explanation; 3% practice by reading English magazines.

In this question the teacher says that she recommends her students to practice the receptive skills at home, but students do not do it, they do not show any interest in learning English, In this case, teachers should be able to do something beyond their teaching tasks and if they establish a good relationship with their students they can read their minds and interests to reach their goals. Teachers can improve students' behavior too, students need patience and attention but teachers before attending a class must be acquainted with some knowledge and experience of psychology and class management.

To establish a sincere atmosphere, and to know, how to react in different circumstances and much more, to be aware of, how to recognize students abilities, interests and likes.

In question number **four** that is about the English teacher methodology, students say that they are not completely satisfied with the method their teacher uses because only 45% of them say they like it, while, 5% say they do not like it; and the other 50% answer; more or less. On the other hand, the teacher believes that her students do not have developed a high level of English receptive skills but she considers that they are learning and developing their receptive skills through her teaching method.

c) Decision

Taking into account the results and analysis carried out and based on the preceding questions - one, two, three and four of the surveys applied to teacher and students - the researcher **rejects** the first specific hypothesis, because through them, it is demonstrated that the teacher does not organize the class time according to each activity providing her students with only a limited chance to practice English, giving reduced explanations and guidance to develop the students practice at home to do the homework, also the teacher needs appropriate techniques to increase the students interest for learning.

HYPOTHESIS TWO

➤ The use of innovative activities influence the development of receptive skills with students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sanchez school, academic year 2012-2013 in the city of Loja.

a) Statement

Teacher does not use innovative activities to motivate and help students in the development of receptive skills with students of fourth, fifth, sixth and seventh year of basic education at Manuel José Aguirre Sánchez school, academic year 2012-2013 in the city of Loja.

b) Demonstration

In question number **five** that is about the use of computers in the development of receptive skills, 95% of the students say that they would like to use the computer to improve their receptive learning, while, 5% say no, because they cannot use it. The teacher says 100% negative the possibility for the students to practice English with computers, because the institution does not have an English laboratory.

In question **six** that is about the activities that they mostly perform in the English class; 33% perform listening activities; 16% perform reading activities; 41% of the students say they perform listening and reading

activities; and, 9% answer they do not perform any activity. So, in this question students say that their teacher makes them to practice a certain extent the receptive skills. The problem is the lack of technology to improve their learning with innovative which would facilitate teacher as well as the students' task.

In question **seven**, that is about extra reading activities in the English class; 98% agree; 2% disagree; complementing this answers with the question **eight** that is about the extra reading activities suggested by the researcher; the 43% of the students prefer reading and completing cross-words, they said this activity is new for them; the other 43% want reading by using pictures, they consider this activity interesting and funny, Also, 9% prefer reading and filling blanks and 4% reading and predicting. The teacher says that she performs each activity that the researcher suggests in this question, which means 25% each one.

In question **nine**, that is about extra listening activities; 96% of the students agree, the students say they would like to be involved in more listening activities during the class time; 4% of the students do not agree; complementing this answers with question **ten**, that is about the extra listening activities suggested; 40% of the students prefer listening and answering questions; 13% opt for listening and repeating words; 42 % would like listening and ordering pictures; and, 4% prefer listening and completing ideas. The teacher agrees on including all listening activities that the researcher suggests in this question, which means 25% of each one.

Question **eleven**, that is about how good students are at listening and reading skills, the researcher analyzed, how the students graded their listening and reading level and also the level their teacher considers they are at: 47% of the students say that they are good at listening; 26% are excellent; 18% are very good; 3% of the students are bad; and, 6% of them do not answer. For the reading skills; 36% of the students are good at reading English; 25% are very good; 23% are excellent; the, 7% are bad and, 9% of the students do not answer. Contrasting these results with the teacher's answer, she graded her students 100% as good at listening and 100% as good at reading, she is conscious that her students need more practice to develop their receptive skills.

In question **twelve** that is about how often the teacher sends extra tasks, the researcher wanted to see if the teacher sends extra activities in order to practice and reinforce the development of receptive skills; 52% of the students say that their teacher sends extra homework sometimes; 26% say two times a week; 16% once a week, and, 5% say never. Comparing with the teacher answer; she says 100% once a week the researcher concludes that students have extra receptive tasks.

c) Decision

Taking into account the results and analysis carried out and based on the preceding questions - five, six, seven, eight, nine, ten, eleven and twelve of the surveys applied to teacher and students - the researcher **rejects** the

second hypothesis of this research which says that the teacher does not use innovative activities to motivate and help students fifth, sixth and seventh year of basic education to develop the receptive skills at “Manuel José Aguirre Sanchez School”, academic year 2012-2013, in the city of Loja. Therefore, it is demonstrated that the institution does not have technological resources and it cannot provide the students and teacher with the English textbooks. Also, there is a reduced time for the English subject.

h. CONCLUSIONS

- After analyzing the results and according to the information collected, the researcher is aware that the students at “Manuel José Aguirre Sanchez” School do not have an appropriate command of listening and reading according to academic level, even though many of the students are good at listening and several are good at reading, It is necessary to emphasize that, the development of the receptive skills has an important influence on the English language learning, since students mostly get motivated to acquire the language through the development of the above mentioned skills.
- The English teacher uses didactic materials, which are prepared by her for every class. The principal of the institution says that, students do not have an English textbook because parents do not want to collaborate buying it for their children, They cannot do anything, due to education is free, they are not allowed to force parents to contribute with the school even with the basic things.
- The “Manuel José Aguirre Sanchez” School does not have an English laboratory –they own one computer for the whole school, due that, teacher cannot use technology for the development of the students’ receptive skills. According to what the teacher said, she chooses the topic and plans her lessons taking into account the age and the grade of

the students. Besides, the English lessons are given with the doors closed using prepared material (usually handmade) and an audio tape for the development of listening and reading skills without having a book.

- The researcher determines that the English teacher at Manuel José Aguirre Sanchez School needs to integrate more techniques to her English teaching, considering her students' level of interest for learning English, because as the results show, the students feel demotivated for practicing English in class or at home. This means that students are forced to do their homework but they do not feel any enthusiasm towards it. It is also noticed that parents do not participate in the students' study habits formation.
- During the class time the teacher speaks 69% of it which is too much, according to the theoretical references a teacher must have 20% for her speaking during the class, as students do not live in an English-speaking country. In such cases, the students may only have the chance to practice English as a conversational tool during the forty five minutes of the lesson.

i. RECOMMENDATIONS

- The teachers should employ the most appropriate techniques in order to improve the students receptive skill:

For listening, she should develop students' awareness of listening, to make them behave as authentic listeners; besides the teacher should encourage students to evaluate their comprehension, she should use listening strategies by using the target language to manage the classroom for making announcements, giving instructions and so on.

For reading she should employ: Skimming, Scanning, Detailed reading. For both, the teacher should use innovative activities like: immersion, professional publishing, meaningful planning, an inspirational learning environment, drama to engage and inspire, grammar concepts taught creatively. Moreover, the teacher should guide students to practice what they learn in class after school, at home and everywhere, as frequently as possible.

- Within the pedagogical matrix, materials occupy the last place, even though, they really help the teacher to get relevant results making it easier for students to organize ideas, learn and understand the new teachings through concrete things. Parents should be aware about it and should try to provide their children with the resources needed by them to develop a meaningful learning.

- The principal of the institution must be concerned about the limited learning outcomes due to the lack of basic bibliography, essential technological resources and material in general. With this background the Ministry of Education should be requested for the provision of textbooks, dictionaries and an English laboratory with the appropriate software for helping students to develop their receptive skills easily.
- The English Teacher should be trained to integrate more innovative techniques to her teaching in order to improve her students' interest for learning English.

This is important for students and parents as well, since they need guidance from the teacher to be able to have the control of their children's practice at home and give them advice on the importance of learning English, teacher and parents should keep in touch as frequently as possible.

- The teacher must organize the class talking time for the students and for her. Certainly, the researcher does not want to diminish the importance of the teacher's talking time. Nevertheless, the teacher should use these techniques to increase her student's interest and to get results: Do not explain, do not tell, modeling activities and using written instructions, the teacher should plan her talking time as much as the other activities in her lesson plan. When a teacher really takes into consideration this issue, it is reflected in the results.

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k. ANNEXES

ANNEX 1



1859

UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME:

“THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT MANUEL JOSÉ AGUIRRE SANCHEZ SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA”.

PROJECT OF THESIS PREVIOUS TO OBTAIN THE BACHELOR'S DEGREE IN SCIENCES OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

AUTHOR: Andrea Abigaíl Riofrío Guillín

LOJA – ECUADOR

2013

a. THEME

THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT MANUEL JOSÉ AGUIRRE SANCHEZ SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA

b. PROBLEM STATEMENT

- **BACKGROUND**

The “**Manuel José Aguirre Sanchez School**” located in Zamora Huayco Neighborhood in the city of Loja, was created on October 14 in 1935, by Dr. Manuel José Aguirre Sanchez. He is from Loja, he was a lawyer, master and leader of the Ecuadorian socialism, and he had some public functions and responsibilities into his hands. He also worked as a teacher in the College Board and some schools where he gave chairs of literature; he was very interested in the educational quality of the city of Loja.

The Lic.Rosa Jimenez principal of the “**Manuel José Aguirre Sanchez School**” was the one who made the Proceeding to legalize the foundation of the Institutional ready mentioned, According to the ministerial resolution assigned. The school started working on October 14, in 1935. Therefore; the institution has been working without any problem since then. The institution works in the morning section, nowadays, it has around 160 students and 14 teachers, there is only one English teacher because there is not too many students. The English subject has started to function from 4 years ago and the students receive English classes 2 hours during the week. The vision of the teachers is to discover the students’ qualities and skills with own autonomy in order to make them active factors for the society. The teachers have the mission of forming students pedagogically

using values Overall to motivate them so that they continue with their studies and end up being useful people for the society.

- **PROBLEM STATEMENT**

The ministry of Education knows about the educational system of our country, for that reason it has been developing training for teachers in the different fields. However, some teachers are still working in the same way; it means that they work with the typical methods and techniques. Even though, some principals of Educational institutions have not worried to make their English teachers take part of these courses which could help them to be updated.

The English teachers must know how to make the classes interesting and enjoyable in order that the students' reception of the target language would be as much naturally as possible without making the students get bored. The teacher of "**Manuel José Aguirre Sanchez School**" must teach English taking into account the importance of the process of getting a new language.

As it is known, when one is learning a target language, in this case English It is important that the teacher makes her students develop the four basic skills which are divided into productive skills (speaking and writing) and receptive skills (listening and reading) the receptive skills are the ones that

take the main part of this research. I am interested in the importance of developing these skills and its influence in the English language teaching learning process. As the mission of “**Manuel José Aguirre Sanchez School**” is to form students with values and theoretical qualified and having character and efficiency to get into the society. It would be also important to form bilingual students. I mean to make them develop receptive skills; they would be able to create a bilingual competence in the society.

- **RESEARCH PROBLEM**

How do the development of receptive skills influence on the English learning with students of fourth, fifth, sixth and seventh of “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja?.

- **DELIMITATION OF THE RESEARCH**

Temporal: This research is going to be applied during the academic year 2012- 2013.

Spatial: The institution “**Manuel José Aguirre Sanchez School**” placed in “Zamora Huayco” neighborhood in the city of Loja is the place where I am going to apply this research.

Observation

I will apply questionnaires to the students of fourth, fifth, sixth and seventh years of basic education in Order to get information about the receptive skills reading and listening, this questionnaire will contain some questions like, Does your teacher prepare listening activities in her English class? This will help to know if the teacher is or is not developing the receptive skills with her students.

Sub- problems

-Do teachers select innovative activities for the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja?

-Do teachers use appropriate techniques in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja?

c. JUSTIFICATION

I as a student of the English language career, of the Area of Education, Art and Communication of the Universidad Nacional de Loja, being conscious of our Educational system I want to contribute to the solution of one of the different problems that we are facing in the English language teaching process.

As English teachers, it is necessary to play different roles during the target classes and it is also important to take into consideration the level of reception and the level of English production of the students. The receptive skills help the students to understand more easily the language, receptive activities will create in them the bases that will support the students' bilingual knowledge. However, these cannot be totally developed if the teacher does not produce the receptive skills in her students in each English class.

Consequently, the researcher considers important to research about the receptive students' skills and its influence in the English learning that's why the general objective of this research is To analyze the influence of the receptive skills on the English language Learning with students of fourth, fifth, sixth and seventh years of basic Education at "Manuel José Aguirre Sanchez School", academic year 2012-2013 in the city of Loja, the language reception is a natural way that facilitates the target language

acquisition and it helps to the students to increase their English language level.

Students spend eight years studying English without learning English so, it is very important to practice the language with receptive activities.

This research will be helpful for all the students, teachers and so on, who want to learn about the importance of receptive skills in the English language learning process and how to develop reading and listening activities to improve the target language.

d. OBJECTIVES

- **GENERAL OBJECTIVE:**

-To analyze the influence of the receptive skills on the English language Learning with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja.

- **SPECIFIC OBJECTIVES:**

- To determine the techniques used in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012- 2013 in the city of Loja.

-To identify the activities that support the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012- 2013 in the city of Loja.

e. THEORETICAL FRAME

- **Teaching English Language Skills**

Language instruction includes four important skills. These skills are Listening, Speaking, Reading and Writing. The main reason for isolating these skills and discussing them separately is to highlight their importance and to impress upon the teachers to place emphasis on their teaching and deal with them in a balanced way. Some language skills are neglected during the classroom practice and hence they are given insufficient and inadequate exposure; Research shows that listening and speaking are nearly neglected and not well recognized by' most teachers. These skills are largely considered as passive skills.

- **Teaching the Receptive Skills**

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 - and which will be addressed in this chapter - but there are also significant differences between reading and listening processes too, and in the ways we can teach these skills in the classroom.

- **How we read and listen**

When we read a story or a newspaper, listen to the news, or take part in conversation we employ our previous knowledge as we approach the process of comprehension, and we deploy a range of receptive skills; which ones we use will be determined by our reading or listening purpose. What a reader will bring to understand a piece of discourse is much more than just knowing the language. In order to make sense of any text we need to have 'pre-existent knowledge of the world'. Cook 1989: 69.

When we see a written text our schematic knowledge may first tell us what kind of text genre we are dealing with. Thus if we recognize an extract as coming from a novel we will have expectations about the kind of text we are going to read. These will be different from the expectations aroused if we recognize a piece of text as coming from an instruction manual. Knowing what kind of a text we are dealing with allows us to predict the form it may take at the text; paragraph, and sentence level. Key words and phrases alert us to the subject of a text, and this again allows us, as we read, to predict what is coming next. Shared schemata make spoken and written communication efficient. Without the right kind of pre-existing knowledge, comprehension becomes much more difficult. And that is the problem for some foreign language learners who, because they have a - different shared knowledge of cultural reference and discourse patterning in their own language and culture from that in the English variety they are

dealing with, have to work doubly hard to understand what they see or hear.

- **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 the importance of reading and listening.

1. 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 goodwill 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.

2. 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.

3. 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 .People listen to news broadcasts, directions on how to get to different places, weather forecasts and travel: information- airport, bus- and train ect.

4. 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.

- **How to develop receptive skills**

Processes Involved in Listening

Hearing vs. listening.-Our ears are constantly being barraged by sound. However, we do not pay attention to everything we hear. We only begin to 'listen' when we pay attention to the sounds we hear and make efforts to interpret them.

Top-down processing.-When a listener hears something, this may remind him of something in his previous knowledge, and this in turns, leads him to predict the kind of information he is likely to hear. This is why pre-listening activities are introduced to help students see how the listening text relates to what they already know.

Bottom-up processing.-If what he hears does not trigger anything in the previous knowledge, then the listener would resort to what is called 'bottom up' listening, the slow building up of meaning block by block through understanding all the linguistic data he hears. This kind of processing is much hard way to solve this problem, however, is not to focus the student's attention on the 'building blocks': pronunciation, word knowledge, etc. People listen for words and sounds. They listen for meaning.

Teachers should teach their students to list meaning: to use whatever clues they can get from the context-who is speaking, .on what topic, for what purpose, to whom, etc. to make sense of what they hear. They should work at understanding the whole message and to use grammar, vocabulary and sounds only as aids in doing this and not as important in themselves.

4. Listening is an active process

When a proficient listener listens, he doesn't passively receive what the speaker says. He actively constructs meaning. He identifies main points and supporting details; he distinguishes fact from opinion. He guesses the meaning of unfamiliar words.

• Teaching Reading Skill

Reading offers language input, as listening does. However, because it is fast and silent, Good readers become autonomous, able to read outside the classroom and to stay in touch with English through periodicals and books when they leave school. Through the rich language environment, readers can acquire a large vocabulary and an implicit command of the limitless language forms, we learned to write our mother tongue largely as a consequence of reading, Reading is a very complex process involving many physical, intellectual and emotional reactions. Reading involves knowledge of certain reading mechanism:

- ❖ The direction in which a text is to be read varies from language to language.
- ❖ The Eye Movement Drill, a language learner should be drilled in how to move his eyes properly during reading a text. The eye movement drill includes only two or three bars across the line. The student is required to move his eyes from left to right quickly and make a fixation only on the bars of each line.
- ❖ The way meaning is represented in print varies from language to language English has an alphabet in which each letter and letter combination has a sound and a word can be made up by putting together letters that together combine to make the sound of the word. Even when

languages share the same alphabet, the letter-sound Correspondences are not always the same. Teacher should use many drills to improve the visual discriminations.

- **The Teaching process of English language**

Teaching foreign language in classroom Language education may take place as a general school subject or in a specialized language school. There are many methods of teaching languages. Some have fallen into relative obscurity and others are widely used; still others have a small following, but offer useful insights.

While sometimes confused, the terms "approach", "method" and "technique" are hierarchical concepts. An approach is a set of assumptions about the nature of language and language learning, but does not involve procedure or provide any details about how such assumptions should translate into the classroom setting. Such can be related to second language acquisition theory. There are three principal "approaches":

The structural view._ treats language as a system of structurally related elements to code meaning (e.g. grammar).

The functional view._ sees language as a vehicle to express or accomplish a certain function, such as requesting something.

The interactive view. sees language as a vehicle for the creation and maintenance of social relations, focusing on patterns of moves, acts, negotiation and interaction found in conversational exchanges.

This approach has been fairly dominant since the 1980s. A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed considering the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students and the roles of teachers.

- **The English learning**

Learning a language is never an easy task to undertake, especially when it comes to a language that has no similarity with that of your own. But learning English is relatively simpler since there are lots of resources around you. They are available both at a cost and free of cost! If you really want to learn English, you can find English online! Resources for English speaking and English listening are widely available in the enormous space of the internet. You do not have to take an English class within tight classroom timings far away from your home. Grammar makes the base of a language, for English, you don't need to learn much grammar to master English speaking. You don't really need to be afraid at all when you wish to learn English.

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though is to get the lyrics (words) to the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. Al-Jawi, 2010.

- **The English Language acquisition**

Language acquisition is the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. Language acquisition usually refers to first language acquisition, which studies infants' acquisition of their native language. This is distinguished from second language acquisition, which deals with the acquisition (in both children and adults) of additional language. The capacity to acquire and use language is a key aspect that distinguishes humans from other beings. The receptive skills used in English language acquisition: listening and reading. They are known as the 'receptive skills' whereby the reader or listener receives information.

- **Approaches to Reading and Listening**

Reading is a 'receptive skill' that should be done individually, as opposed to reading out aloud. It is however important to remember that students

read at different speeds and in very different ways. When considering a listening activity on the other hand, a tape or CD takes a definite length of time to play through. There are two approaches:

1. Reading and Listening for Gist: Here, students read or listen for an overall, general understanding of a particular text, story or tape-script. Students are encouraged to devote less attention to the individual meaning of words and phrases. With regard to reading, this idea is also referred to as skimming. Students may be asked to "speed - read" through a particular text in order to answer a general question such as 'Is this text about the advantages or disadvantages of CCTV surveillance?' Students must develop a tolerance for guessing. Give the students time limits in order to ensure that they skim. Listening to an entire tape-script, with the intention of acquiring an overall understanding of what it is about, may be referred to as "extensive listening" or "listening for gist."

2. Reading and Listening for Specific Information: Here, students read or listen for specific information. Students are encouraged to understand information or specific language items in more detail. With regard to reading, this idea is also referred to as scanning. Students may be asked to read through a particular text in detail in order to answer a specific question such as 'At what time did the train depart the station?' "Intensive listening" or "listening for detail" is where the students concentrate on a small part of the tape-script in order to understand some subtle points of detail. Moreover, it is important to raise student awareness that it is not

essential to understand every word when completing either a reading or listening activity. Wikipedia, 1990.

- **Innovative ways to teach English that deliver outstanding results**

Immersion activities.-How can children access stories, poems and other texts if their minds and imaginations not fully engaged? We have found that immersing children in a range of creative activities before reading the text means that they are fully prepared, and excited, about the reading journey ahead of them. Through painting, music composition, a film project, in role drama or sculpture, the kids have had a chance to share vocabulary, ideas and concepts which gives their reading fresh meaning and purpose.

Clear purpose.-What's the point of reading and writing anything if you don't know why you are doing it? We aim to provide children with a clear purpose to all reading, and especially writing tasks. Whether it's an invitation to the head teacher to attend a class assembly, an email to an author or an article for a school newspaper, our children know why the quality of their writing matters: because there will be a real audience for their published work.

Professional publishing.-One effective way of valuing children's work as well as providing a real incentive, is to plan for a range of ways to publish their writing. Recent examples include a whole school bookmaking project. Following a whole school Inset on bookbinding techniques, every class

published their own shared book; one example being an anthology of short spooky stories composed by year. Their stories were mounted on handmade paper, accompanied with each child's art work (lino cut style prints on metallic paper) with a dramatic paper cut out front cover. The effort the children put into their work was immense, and the results were stunning as a result. The anthology has been enjoyed by parents and other pupils and the children's pride in their work is clear to see.

Meaningful planning.-Where possible, learning in English is linked with subjects within the creative curriculum we follow. Well in advance of teaching, teachers collaborate and share their ideas for planning through a mind mapping process. Meaningful, creative activities are planned for, ensuring that all staff members know exactly what the children will be learning and why.

Inspirational learning environment.-Take a trip to our school and you'll find classroom environments that inspire adults and children alike. Not only is the children's work displayed creatively, but there is a range of learning prompts to inspire and support all pupils. We want to encourage our children to discover new texts, genres and authors, so our reading areas are inviting, well resourced and highly organized. Pupils can choose from an exciting array of reading material: newspapers, classic texts,

reference books as well as the children's own published stories are just some examples of what book corners might offer.

Drama to engage and inspire.-The use of drama is such a powerful tool. Taking the lead from our drama specialist, all teaching staff use a range of techniques to promote the exploration of characters, situations and historical events. This process expands the pupils' imaginations, and provides them with the ideas they need to give their writing that extra spark and flair.

Rigorous teaching of spelling and phonics.-In the infants, phonics is streamed, so all children can benefit from tailored teaching, making maximum progress as a result. All phonics and spelling activities are fun, multi sensory and as physical possible, the aim being to meet all learning styles in the class. In the juniors, we try to make homework lists as personalized to the child as possible to ensure that the spelling patterns stick in a meaningful way.

Grammar concepts taught creatively.-Grammar cannot be taught as a standalone activity. What's the point of that? Children begin to understand grammar concepts, and start to apply them in their own writing, when they start to read with a writer's mind. Punctuation rules and techniques are drawn from shared texts; texts which the children have already been

immersed in and have a good understanding of. Exploring these and embedding them creatively is how the learning takes place.

Peer and self assessment.- What child doesn't love marking somebody else's work? With a clear marking key, success criteria and purpose in mind, children set about assessing either their own, or a partner's piece of writing. Modeled through the teacher's own formative marking, pupils know what the expectations are. They are well trained in searching for successful examples of the learning intention, articulating their responses to the work, checking the writing matches any targets and giving constructive feedback. Seeing the children learn from each other in this way is hugely positive. (Warren, Inspiring teaching /<http://www.theguardian.com/>, 2013).

- **Creative activities for teaching English as a foreign language**

- **Using music to provide students with challenging learning**

activities.- Using this technique, the teacher plays a song and then has the students participate in one or more of the following activities:

Cloze Procedure: Selected key words are removed from the text of the song and are placed in a word list that precedes the song lyrics. Students fill in the missing words as they listen to the song.

Word Bingo: Students select words from the text of the song and place them in a bingo grid. Individually or in small groups, students then mark off the words as they hear them in the song. The first student or group to check off all the words is the winner.

Reordering: Particular phrases of the song are listed in an incorrect order, Students must number the phrases in the order that they appear in the song, an alternative activity is to write the song phrases on sentence strips. Students must then organize the strips in the proper order.

Retelling: Depending on the language capabilities of the students, retelling can begin with a simulation of the action within the song. Then, the students retell the story of the song in their own words, in a round, with each student contributing as much as he or she can in one sentence. As an extension of this activity, students could work in groups to illustrate scenes from the song. The groups could then retell the story using their illustrations.

Discussion: The students begin by identifying the characters and their actions within the song, and then discuss the issues or meaning present in the song.

➤ **Reinforcing students' knowledge of basic vocabulary or functions**

Teaching students to associate new words in English with the concept represented by the word and not with the word equivalent in their own

language can be very challenging. An example of teaching about the family offers one possible approach to this situation. By drawing a stick figure family tree, the teacher can introduce students to both the descending family relationships (e.g., son, granddaughter) and ascending family relationships (e.g., mother, grandfather) using down and up arrows on both sides of the family tree. Intergenerational relationships (e.g., brother, cousin) are drawn across the bottom of the tree. Students are all asked to copy the picture, and to assign the correct relationships to family members.

After students are able to describe the relationships with minimal referral to their notebooks, they are asked to draw their own stick family tree. Next, two students sit back to back, and as one student describes his family, the other draws it, asking any necessary clarification questions. At the end of the hour, students are each given a card with some information about members of a large family. For example, "You are Bob Smith, your cousin is Betty Jones. Your sister is Jane Doe." Students work together to form the family tree that they are all part of, using questions such as "Do you have a brother?" When students assert that they are all standing in the correct order of relationships for their family tree, the teacher shows them the correct family tree. To check the relationships, the teacher can then ask the students to describe their relationship to individual family members. Domke, 1991.

- **Types of listening activities**

Those that don't require learners to produce language in response are easier than those that do. Learners can be asked to physically respond to a command (for example, "please open the door"), select an appropriate picture or object, circle the correct letter or word on a worksheet, draw a route on a map, or fill in a chart as they listen. It's more difficult to repeat back what was heard, translate into the native language, take notes, make an outline, or answer comprehension questions. To add more challenge, learners can continue a story text, solve a problem, perform a similar task with a classmate after listening to a model (for example, order a cake from a bakery), or participate in real-time conversation. Good listening lessons go beyond the listening task itself with related activities before and after the listening. Here is the basic structure:

Before Listening: prepare your learners by introducing the topic and finding out what they already know about it. A good way to do this is to have a brainstorming session and some discussion questions related to the topic. Then provide any necessary background information and new vocabulary they will need for the listening activity.

During Listening: Be specific about what students need to listen for. They can listen for selective details or general content, or for an emotional tone such as happy, surprised, or angry. If they are not marking answers or

otherwise responding while listening, tell them ahead of time what will be required afterward.

After Listening: Finish with an activity to extend the topic and help students remember new vocabulary. This could be a discussion group, craft project, writing task, etc.

The following ideas will help make your listening activities successful:

Noise: Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask children in the room to be quiet for a few minutes.

Equipment: If you are using a cassette player, make sure it produces acceptable sound quality. A counter on the machine will aid tremendously in cueing up tapes. Bring extra batteries or an extension cord with you.

Repetition: Read or play the text a total of 2-3 times. Tell students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen for different information each time through.

Content: unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary. You may

need to explain reductions (like 'gonna' for 'going to') and fillers (like 'um' or 'uh-huh').

Recording Your Own Tape: Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

Video: You can play a video clip with the sound off and ask students to make predictions about what dialog is taking place. Then play it again with sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.

Homework: Give students a listening task to do between classes. Encourage them to listen to public announcements in airports, bus stations, supermarkets, etc. and try to write down what they heard. Tell them the telephone number of a cinema and ask them to write down the playing times of a specific movie. Give them a tape recording of yourself with questions, dictation, or a worksheet to complete. If your learners can use a computer with internet access and headphones or speakers, you may direct them toward the following listening practice sites. You could also assign specific activities from these sites as homework. Teach new vocabulary ahead of time if necessary. Colorado State University, 1993.

The use of (ICT) TIC´S

(The information and communication technologies)(ICT), Technology is so important in English Teaching today that you will be considered an illiterate person if you are not a good user of it. The way you teach and the information you can get and give your students will be absolutely more attractive and meaningful. Technology may seem to be an enormous monster that grows bigger and bigger but it really is an important tool that can help us get our goals much more easily than before. Solanki D. Shyamlee. M Phil, 2012.

HYPOTHESIS

- **GENERAL HYPOTHESIS :**

- The development of receptive skills contribute to the English language learning with students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja.

- **SPECIFIC HYPOTHESES**

- The use of innovative activities influence on the development of receptive skills with students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja.

➤ The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja.

f. METHODOLOGY

It is a relevant point in my research due to it will clarify the pedagogical practices carried out in the English classrooms regarding the development of the students' receptive skills.

- **METHODS**

Descriptive method. –It will be used to describe in an organized and logical way a set of observations, the collected data and the interpretation of results.

Analytic method.- it will be used for inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making.

Deductive method.-it will be used to analyze the general information gotten on the research place and to getting results.

- **TECHNIQUES**

Survey: In order to obtain the empiric information, students will answer questions administered through questionnaires about listening and reading skills. The researcher will analyze the responses given to each question.

This technique will have a premade questionnaire which will contain close and multiple choice questions about the researched theme.

Observation: it will be used to see how the teaching-learning process of the receptive skills are developed in English. Also this will help to clarify both the students and teachers' difficulties when they are developing the receptive skills in the English class. In order to complete this I will use an observation guide.

- **INSTRUMENTS**

- Questionnaire
- Observation guide

- **PROCEDURES:**

To perform this research work the following procedures will be carried out:

- **Tabulating:** the answers given will be tabulated using the descriptive statistics. The additional criteria will be classified by categories in order to facilitate their interpretation.
- **Organization:** the empirical data will be organized taking into account the answers with which will be stated the first and second hypotheses respectively.
- **Graphic representation:** the empiric information will be represented graphically. These will facilitate the visualization and interpretation of the data; all these related to the indicators.

- **Interpretation and Analysis:** stating the results in percentages in the analysis of the data; this study will be necessary to prove again the main categories developed in the theoretical frame.
- **Hypotheses verification:** The hypotheses will be verified or denied through a descriptive process supported by a logical analysis of the field work whose final results are exposed in a descriptive way.
- **Conclusions and recommendations:** The conclusions will be based on a specific analysis of the results which will help to give recommendations to the researched institution.
- **Elaboration of the final report:** To elaborate the final report, it will be necessary to integrate all the components of the research process in a logical way; this process will require a new revision of the theme, objectives, hypotheses, theoretical frame, etc.

- **POPULATION**

The researcher will apply a questionnaire to 117 students. They belong to the fourth, fifth, sixth and seventh years of Basic Education at “**Manuel José Aguirre Sanchez**” School located in Zamora Huayco neighborhood in the city of Loja. They were taken at random. With regard to the teacher, there is only one. The researcher will apply the questionnaire to her.

In order to get the sample of the students' population from fourth, fifth, sixth and seventh year of basic education is necessary to apply the following formula:

$$n = \frac{PQ \times N}{(N-1) \frac{E^2}{K_2} + PQ}$$

PQ=First quartile (0, 25)

N=Population

n=Sample

K=Proportionality constant $(2)^2$

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

$$n = \frac{0,25 \times 160}{(159)(0,1)^2 + 0,25}$$

$$\frac{(159)(0,1)^2 + 0,25}{(2)^2}$$

$$n = \frac{1,34}{4}$$

$$n = \frac{40}{0,34} = 117$$

$$n = 117$$

$$n = \frac{40}{0,34} = 117$$

$$0,34$$

The researcher details the sample in next chart:

COURSES	POPULATION	SAMPLE
4 TH	45	13
5 TH	60	55
6 TH	25	25
7 TH	30	24
Teacher's population	1	1
Total	160	118

g. TIME TABLE

Time Activities	2013									2014			
	APRIL	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DECEM	JAN	FEB	APRIL	MAY
Presentation of the Project	x												
Correction of the Project		x											
Approval of the project		x											
Designation of thesis director		x											
Application of the instruments			x										
Review of results			x										
Development of the thesis				x	x	x							
Presentation of the thesis							x	x					
Thesis approval								x	x				
Correction									x	x	x		
Private qualification												x	
Graduation													x

h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

- **Resources**

- **Human**

- The researcher is in charge of an undergraduate student of the Universidad Nacional de Loja: Andrea Abigail Riofrío Guillín.
- The Coordinator of the English Language Career: Dr. Mgs. Elizabeth Sarmiento Bustamante
- The Assessor Coordinator: Dr. Mgs. Eva Margarita Samaniego Idrovo.
- The students of Fourth, Fifth, Sixth, and Seventh Years of Basic Education at “**Manuel José Aguirre Sanchez School**”
- The Principal of the above mentioned educational institution: Lic. Rosa Jiménez.
- The English teacher: Lic. Elaida Burneo

- **Material**

- Language Acquisition books
- Office materials
- English dictionaries
- Questionnaires: Students’ and Teachers’

-Observation guide

➤ **Technical**

-Internet

-Flash memory

-Camera

-Transportation

• **BUDGET**

MATERIALS	PRICE
Office materials	100
Internet	50
Camera	200
English dictionary	35
Flash memory	10
Transportation	50.
Total	445

• **FINANCING**

This research will be financing by the researchers family.

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ANNEXE 2



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN ARTE Y COMUNICACIÓN

English Language Career

Dear Students, The researcher will appreciate your answering this questionnaire which will contribute with valuable information to carry out the thesis project **“THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT MANUEL JOSÉ AGUIRRE SANCHEZ SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA”**. It is very important that you answer the proposed questions individually. Thank you for your time and effort.

Date _____ Grade. _____

Questionnaire:

Hypothesis 1: The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with the students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja.

1. How do you learn English better through Listening and Reading?

Listening or

Reading

Audio-tapes provided by your English book () Texts in your English book ()

English songs () English stories ()

when your teacher talks () Articles in magazines ()

Interactive practice () Readings online ()

2. Do you practice English at home?

YES () NO ()

3. If your answer is yes, how do you do it?

- Listening to English songs.....()
- Reading English magazines..... ()
- Watching English movies paying attention to the dialogues.....()
- Reading the grammatical explanations in your textbook..... ()
- Listening to and repeating common phrases learned in class..... ()

4. Do you like the methodology used for teaching listening and reading skills?

- Yes.....()
- No.....()
- More or less.....()

Hypothesis 2: The use of innovative activities influence the development of receptive skills in the students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja.

5. Would you like to use the computer to improve your receptive skills

Listening and reading?

- Yes() No()

6. What activities do you mostly performed in the English class?

- Listening activities()
- Reading activities ()
- Both of them ()
- Neither of them ()

7. Would you like extra reading activities in your English class?

- YES() NO ()

8. What kind of activities would you suggest to get it.

- 1. Reading by using pictures.....()
- 2. Reading and predicting the final part of the story.....()

3. Reading and filling blanks..... ()

4. Reading and completing cross-words related to the topic.....()

9. Would you like extra listening and reading activities in your English class?

YES () NO ()

10. What kind of activities would you suggest to get it.

1. Listening and ordering pictures.....()

2. Listening and completing ideas.....()

3. Listening and answering questions.....()

4. Listening and repeating words.....()

11. How good are you at listening and reading?

Listening

Bad ()

Good ()

very good ()

excellent ()

reading

Bad ()

Good ()

very good ()

excellent ()

12. How often are sent extra tasks to reinforce your receptive skills?

Twice () never () Once a week () sometime ()

Thanks for your collaboration

ANNEXE 3



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN ARTE Y COMUNICACIÓN

English Language Career

Dear teacher, the results of this questionnaire will provide the researcher with valuable information to carry out the following thesis **“THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT MANUEL JOSÉ AGUIRRE SANCHEZ SCHOOL, ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA”**

Date _____ **Grade.** _____

Hypothesis 1: The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with the students of fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja.

1. How do you develop the receptive skills with your students through Listening and Reading?

Listening to	Reading
audio-tapes provided by the English book()	English texts ()
English songs ()	English stories ()
Teacher explanations ()	Articles in magazines()
Interactive practice ()	Readings online ()

2. Do you ask your students to continue their English practice at home?

YES () NO()

3. What do you recommend them to do?

Listening to English songs.....()

Reading magazines in English.....()

Watching English movies paying attention to the dialogues.....()

Reading the grammatical explanations.....()

Listening to and repeating common phrase learned in class.....()

4. Are your students learning with the methodology used for teaching the receptive skills?

Yes..... ()

No..... ()

More or less.....()

Hypothesis 2: The use of innovative activities influence the develop of receptive skills in the students of fourth, fifth, sixth and seventh year of basic education at "Manuel José Aguirre Sanchez school", academic year 2012-2013 in the city of Loja.

5. Is it possible for your students to practice and improve their receptive skills with the computer?

Yes () No ()

6. What activities do you mostly make the students develop in the English class?

- Listening activities ()
- Reading activities ()
- Both of them ()
- Neither of them ()

7. Would you like to add extra reading activities to your English lesson?

YES () NO()

8. What kind of activities do you suggest?

1. Reading by using pictures..... ()
2. Reading and predicting the final part of the story.....()
3. Reading and filling blanks..... ()
4. Reading and completing cross-words related to the topic..... ()

9. Would you like extra listening activities to your English lesson?

YES () NO ()

10. What kind of activities do you suggest?

1. Listening and ordering pictures ()
2. Listening and completing ideas. ()
3. Listening and answering questions ()
4. Listening and repeating words. ()

11. Click in: how do you grade your students listening and reading skills?

Listening	reading
Bad ()	Bad ()
Good ()	Good ()
very good ()	very good ()
excellent ()	excellent ()

12. How often are extra tasks sent to your students in order to reinforce their receptive skills?

Twice ()	never ()
Once a week ()	sometimes ()

Thanks for your collaboration



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER
OBSERVATION SHEET

INFORMATIVE DATA:

INSTITUTION: _____ **DATE:** _____
TEACHER: _____ **SCHOOL YEAR:** _____
OBSERVER: _____ **TOPIC:** _____
CLASS: _____ **CONTENTS:** _____

Teacher's punctuality	Yes () No ()
Teacher's presentation	Excellent ()
The teacher started lesson with a warm up technique	Yes () No ()
The teacher socialized students the topic and the objectives for the class	Yes () No ()
The teacher made a review of the previous class	Yes () No ()
The teacher used teaching aids or didactic material appropriate to the class topic. Which ones?	Flash cards() wall charts() videos() songs() posters() Words charts() puppets() other () none()
What kind of interaction patterns did the teacher use?	Individually() Pair group() Group work() Teacher-Students()

What kind of assessment did the teacher use in class?	Formal assessment() Informal assessment () other ()
The teacher made a feedback at the end of the class	Yes () No()
Teacher solved students understanding problems during the class.	Yes () No ()
Teacher monitored the class activities during the lesson	Yes () No ()
The language used by the teacher was...	English () Spanish()
The teacher motivated students during the class	Yes () No ()
The relationship between teacher and students was...	Excellent () Good () bad ()
The selected time by the teacher was enough for each task or activity.	Yes () No ()
The teacher send homework	Yes () No ()
What was the purpose?	Supports the topic taught() To introduce a new topic()Other ()
What was the achievement indicator level?	Low () Medium () High()
The teacher controlled the students' discipline/behavior	Yes () No ()



OBSERVER



CONSISTENCY MATRIX

THEME: THE DEVELOPMENT OF RECEPTIVE SKILLS AND ITS INFLUENCE ON THE ENGLISH LEARNING WITH STUDENTS OF FOURTH, FIFTH, SIXTH AND SEVENTH YEAR OF BASIC EDUCATION AT “MANUEL JOSÉ AGUIRRE SANCHEZ SCHOOL”. ACADEMIC YEAR 2012-2013 IN THE CITY OF LOJA

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>General</p> <p>How does the development of receptive skills influence on the English learning with students of fourth, fifth, sixth and seventh years of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja?</p>	<p>General</p> <p>To analyze the influence of the receptive skills on the English language Learning with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja</p>	<p>General</p> <p>The development of receptive skills contribute to the English language learning with students of Fourth, fifth, sixth and seventh year of basic education at “Manuel José Aguirre Sanchez school”, academic year 2012-2013 in the city of Loja.</p>	<p>Independent variable</p> <p>Receptive skills</p>	<ul style="list-style-type: none"> • Receptive skills development • English learning process • English language acquisition
<p>Sub-problems</p> <p>Do teachers use appropriate techniques in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic education at “Manuel José Aguirre Sanchez</p>	<p>Specifics</p> <ul style="list-style-type: none"> • To determine the techniques used in the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012- 2013 in 	<p>Specifics</p> <ul style="list-style-type: none"> • The application of appropriate techniques encourages students in the development of receptive skills within the teaching learning process with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José 	<p>Dependent variable</p> <p>English language learning</p>	<ul style="list-style-type: none"> • Appropriate techniques • Innovative activities • The TIC’S

<p>School”, academic year 2012-2013 in the city of Loja?</p> <ul style="list-style-type: none"> • Do teachers select innovative activities for the development of receptive skills with the students of fourth, fifth, sixth and seventh years of basic education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja? 	<p>the city of Loja.</p> <ul style="list-style-type: none"> • To identify the activities that support students to develop their receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012-2013 in the city of Loja. 	<p>Aguirre Sanchez School”, academic year 2012- 2013 in the city of Loja.</p> <ul style="list-style-type: none"> • The use of innovative activities influence the development of receptive skills with students of fourth, fifth, sixth and seventh years of basic Education at “Manuel José Aguirre Sanchez School”, academic year 2012- 2013 in the city of Loja. 		
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