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# UNIVERSIDAD NACIONAL DE LOJA

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

### ENGLISH LANGUAGE DEPARTMENT

#### **TITLE:**

“ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE  
ON THE DEVELOPMENT OF READING SKILLS AND WRITING  
PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR  
OF HIGH SCHOOL AT “UNIDAD EDUCATIVA GONZANAMÁ”  
NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014”

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

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Edson Isaac Vásquez Rodríguez

#### **THESIS DIRECTOR:**

Dr. M. Sc. Eva Margarita Samaniego

LOJA – ECUADOR

2014

## CERTIFICATION

Dr. M. Sc. Eva Margarita Samaniego

PROFFESOR OF THE ENGLISH LANGUAGE DEPARTMENT,  
UNIVERSIDAD NACIONAL DE LOJA.

### CERTIFIES:

That the present thesis entitled “ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT “UNIDAD EDUCATIVA GONZANAMA NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014”, under the responsibility of the undergraduate student Edson Isaac Vásquez Rodríguez, has been thoroughly revised. Therefore, I authorize its presentation for the corresponding legal purposes

Loja, October 30, 2014



Dr. M. Sc. Eva Margarita Samaniego

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**Fecha:** Octubre 30, 2014

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## **ACKNOWLEDGEMENT**

My sincere thanks to the “Universidad Nacional de Loja”, for giving me the opportunity of being a new professional of English Language Teaching.

At the same time, I want to express gratitude to the English Language Department, authorities and teachers, by the dedication to the students' formation that they have during my career.

Finally, to Dr. M. Sc. Eva Margarita Samaniego, my thesis director, who with her invaluable support, direction and suggestions, guided me correctly to do this research work until it finished successfully.

THE AUTHOR

## DEDICATION

With much love this thesis work is dedicated to my parents for their unconditional support during the development of this research work and to my grandmother Merceditas who blesses me from heaven.

*Edson Isaac*

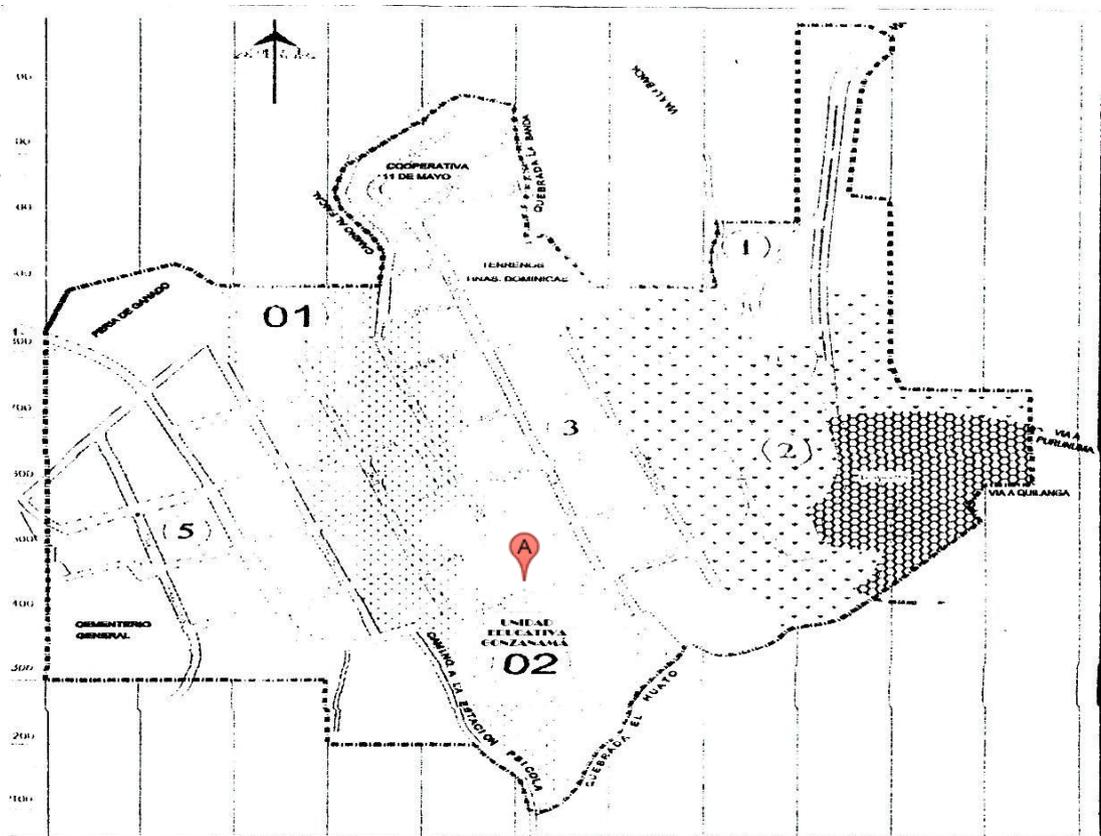
## ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

BIBLIOTECA: Área de la Educación, el Arte y la Comunicación											
TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	FECHA/AÑO	ÁMBITO GEOGRÁFICO						OTRAS DEGRADACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIOS COMUNIDAD		
TESIS	<b>VÁSQUEZ RODRÍGUEZ EDSON ISAAC</b>  “LAS TÉCNICAS DE ENSEÑANZA DEL IDIOMA INGLÉS Y SU INFLUENCIA EN EL DESARROLLO DE LAS HABILIDADES DE LECTURA Y LA PRODUCCIÓN ESCRITA, ENTRE LOS ESTUDIANTES DE 1 <sup>er</sup> , 2 <sup>do</sup> y 3 <sup>er</sup> AÑO DE BACHILLERATO, SECCIÓN NOCTURNA DE LA UNIDAD EDUCATIVA GONZANAMÁ”	UNL	2013	ECUADOR	ZONA 7	LOJA	GONZANAMÁ	GONZANAMÁ	24 DE MAYO	CD	Licenciado en Ciencias de la Educación, mención Inglés

## UBICACIÓN GEOGRÁFICA



## CROQUIS



## THESIS SCHEME

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Thesis Scheme

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- c.** Introduction
- d.** Literature Review
- e.** Materials and Methods
- f.** Results
- g.** Discussion
- h.** Conclusions
- i.** Recommendations
- j.** Bibliography
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**a. TITLE**

“ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT “UNIDAD EDUCATIVA GONZANAMÁ” NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014”

## **b. RESUMEN**

El presente trabajo de investigación titulado “LAS TÉCNICAS DE ENSEÑANZA DEL IDIOMA INGLÉS Y SU INFLUENCIA EN EL DESARROLLO DE LAS HABILIDADES DE LECTURA Y LA PRODUCCIÓN ESCRITA, ENTRE LOS ESTUDIANTES DE 1<sup>ero</sup>, 2<sup>do</sup> y 3<sup>er</sup> AÑO DE BACHILLERATO, SECCIÓN NOCTURNA DE LA UNIDAD EDUCATIVA GONZANAMÁ”, sección nocturna, periodo académico 2013 - 2014, se desarrolló con el propósito de identificar las estrategias de enseñanza para aumentar la lectura de idioma Inglés y el dominio de la escritura, incluido el énfasis en el apoyo didáctico. Las conclusiones y recomendaciones de la investigación se basan en la ciencia del lenguaje, descriptivo, analítico - sintético y métodos explicativos.

Las hipótesis del investigador fueron verificadas utilizando datos obtenidos de encuestas entre maestros y alumnos que se presentan a través del uso de gráficas, tablas y estadísticas descriptivas.

Un resumen de las conclusiones basadas en el análisis de los datos de las encuestas indica que las técnicas de lectura y escritura de enseñanza aplicadas por los profesores no logran aumentar el dominio de las habilidades de escritura y lectura del Idioma Inglés en el contexto de las normas aceptables.

## **ABSTRACT**

The present research work entitled **“ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>d</sup> YEAR OF HIGH SCHOOL AT “UNIDAD EDUCATIVA GONZANAMÁ” NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014”**, was developed for the purpose of identifying teaching strategies to increase English language reading and writing proficiency, including emphasis on didactic support.

The research conclusions and recommendations were based on language science, descriptive, analytical-synthetic and explicative methods.

The researcher’s hypotheses were verified utilizing data collected from teacher-student surveys presented through use of graphs, tables and descriptive statistics.

A summary of the researcher’s conclusions based on the survey data analysis indicate that reading and writing teaching techniques employed by the teachers fail to increase student English writing and reading proficiency within the context of acceptable standards.

### **c. INTRODUCTION**

The present research work about **ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> AND 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA GONZANAMA NIGHT SESSION ACADEMIC PERIOD 2013 – 2014**. It is believe that students from this institution have not been able to develop their writing production and reading skills in a satisfactory way, due to the insufficient application of necessaries techniques and strategies by the teachers.

Reading comprehension and writing production are two important skills within the English language learning which involve the application of different kind of special strategies. However, the application of right techniques by the teachers is not developing the reading comprehension and written production of the English language, so the English level of students has not improved. This was one of the reasons that motivated the researcher to do this work. Similarly, this will serve to suggest to the

teachers some guidelines in order to improve students' reading comprehension and writing production at the research institution.

For these reasons, the main problem of this research work was to determine how do the English teaching techniques influence on the development of reading skills and writing production, the specific problems that were connected with the main problem were what kind of reading techniques teachers are using to develop reading and the techniques that teachers use to develop writing production among students.

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

The specific objectives related to the research were to determine the teaching techniques that teachers use to develop the reading skill and to identify the techniques applied by teachers to develop writing production

among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

Similarly, alongside the main problem, the general hypothesis states that the use teaching techniques applied by the teachers influence on reading skill development of the students of the researched Institution.

Then, it was necessary to work with different methods: the main one the scientific method which served to obtain the appropriate fundamentals to clarify the relationship between the information gathered in the research with the scientific explanation of the variables of the hypothesis and to formulate the conclusions and recommendations. The descriptive method was used to describe the results of the field work, the analytic synthetic method to analyze the empiric information, the explicative method to give an adequate explanation of every question, and the descriptive statistics to represent and put the data in tables and graphs bars so that it will be understandable for analyzing. Additionally, a survey to teachers and students was applied, to obtain information about the topic under research.

The present work contains the following parts:

First, it includes the introduction which presents the thesis work in its entirety; in addition it describes the main problem that inspired the development of this research.

Then, it presents, the revision of literature where the main categories of the variables reading and written techniques mentioned in the hypotheses are synthesized and which helped to analyze and contrast the obtained results of the teachers and students' survey.

Next, it has the summary that gives a brief and clear description of the pertinence of the research and it summarizes the main results and conclusions obtained through the present work.

It also contains the materials and methodology used during the research process, with the description of the specific methods, techniques, procedures and instruments that have been applied; and, it gives a reference concerning the researched population.

It presents the description of the results obtained in the research instruments. They are presented in statistic charts and graphic representation to facilitate their interpretation and analysis of the data.

After that, it describes the discussion of the results, considering the ones that are the most representative and it also presents the verification of the stated hypotheses. In addition, it refers to the conclusions which have been possible to establish after having contrasted the information of the different instruments applied, making a logical relationship among them with the specific objectives stated in the project.

Finally, it includes the recommendations which refer to the possible alternatives as a solution to the different problems found in the researched Institution. This may be used to improve the institutional weaknesses regarding to the English teaching techniques used to work on the development of students' reading skills and writing production of the English language.

To research and give solutions to such issues, it was necessary the construction of a theoretical frame work for the gathering of information about reading and writing strategies for English Teaching Techniques.

One of the studied topics is: reading strategies to develop the reading skill, which in a short summary it is explained what reading means, the reading process and how important the reading skills are. Furthermore it explains the importance of knowing when and how to apply each reading techniques and skills. It is also necessary to explain about writing, its definition, the importance of writing, types of writing, the writing process, techniques to develop the written production and writing skills.

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

## d. LITERATURE REVIEW

### 1. Reading

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Anderson and Allen (1995) *Becoming a Nation of Readers: the Report of the Commission on Reading*, Richard Anderson and the Commission on Reading define reading "as the process of constructing meaning from written texts". Skilled reading is:

- ♣ **Constructive:** learning written material using knowledge from everyday life and from disciplined fields of study;
- ♣ **Fluent:** mastery of basic processes to the point where they are automatic so that attention is freed for the analysis of meaning;
- ♣ **Strategic:** controlling one's reading in relation to one's purpose, the nature of the material and whether one is comprehending;
- ♣ **Motivated:** able to sustain attention and learning that written material can be interesting and informative; and

- ♣ **A lifelong pursuit:** continuous practices, development, and refinement

### **Reading process**

According to Ontario (2004) “Reading is an interactive, problem-solving process of making meaning from texts.”

Dr. Hughes (2007) define the reading process as a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated.

### **Reading strategies**

- ♣ ***Predicting***, according to Beers (2003) predicting is a strategy in which readers think about what they are going to read based on clues from the reading. It is an ongoing process that actively engages the reader in two ways: The reader’s mind is a jump ahead, trying to figure out what

is coming next (making new predictions), while at the same time the reader is revising and refining the old predictions.

♣ **Skimming** is a method of rapidly moving the eyes over the text with the purpose of getting only the main ideas and a general overview of the content.

Skimming is useful in three different situations:

Pre-reading: Skimming is more thorough than simply previewing and can give a more accurate picture of the text to be read later.

Reviewing, skimming is useful for reviewing text already read.

Reading: Skimming is most often used for quickly reading material that, for any number of reasons, does not need more detailed attention.

Skimming can usually be accomplished at about thousand words per minute.

♣ **Scanning** rapidly covers a great deal of material to locate a specific fact or piece of information. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article. And it can be done at one thousand five hundred or more words per minute.”Silburn (2013)

♣ **Reading to learn**, once students reach college, they become responsible for their own learning. Much of this learning comes from the textbooks, print, and digital material assigned by faculty, and much of it is done independently, so students need to get up to speed fairly quickly with how to tackle difficult academic texts, so that after they have read something, they have also understood it! But it does not stop there in college.

K-12 instructors say that from first to third grade, children learn to read. From that point onward, they read to learn. I would add that in college, students read to learn so that they can comprehend, apply, analyze, synthesize, and evaluate what they have read! So it does not get any easier. As teachers, we should realize that it does not happen

automatically! Students need to be able to understand what is in a text before they can approach it critically.” Shaffer (2009)

- ♣ **Identifying the main idea.** “Recognizing the main idea is the most important key to good comprehension. The main idea is a general idea; all the specific supporting material of the passage fits under it.” Oberg (2010)

### **Reading techniques**

- ♣ **Repeat and re-phrase,** according to Seymayesil (2011) repeat and rephrase “is an effective technique in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning. The student benefit by both the repetition, as the source of learning new vocabulary, and the use of old vocabulary to form a re-phrased question in order to acquire a new and better understanding of the English language.”

♣ **Music and jazz chant activities** are effective in the classroom because it is easy for music to get stuck in one's head. Think of the things you learned as a child just through song. Additionally, it gives the class a fun way to remember or recall sometimes tedious information, creating a more engaging and fun environment for learning topics and concepts that are generally hard.

♣ **Visual aids** are effective in that they can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting. It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

♣ **Cooperative groups, peer coaching**, this technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities

and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other.

- ♣ **Pre-instruction activities** are generally effective because they provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back on to relate the new information with the old so that the concept is easier to understand. For instance, a chart may compare new materials with old thus drawing a line between to the two that the student can follow. These activities also draw the student into the new concept to keep them motivated and interested in what is being taught. "Lain (2006).

### **Techniques to develop the reading skill**

Grellet and Hollas (1981) proposed the following hints to develop reading skills:

- ♣ Teach the students to concentrate on the text and not on the sentence. If reading comprehension is to be achieved, the structure of long units such as the paragraph or the whole text must be understood, start with

global understanding and move towards detailed understanding rather than working the other way around.

- ♣ Use authentic text whenever possible. The authentic text does not make learning more difficult. The difficulty depends on the activity which is required on the students rather than on the text itself. In other words, the teacher should grade exercises rather than texts.
  
- ♣ Link the different activities through the different activities chosen. Focus on reading skills and learning strategies and plan comprehension exercises for each of them.
  
- ♣ Do not impose your own interpretation on the learners. Teach them to think by providing enough evidences for them to follow the right way.
  
- ♣ Do not impose an exercise on the text. It is better to allow the text to suggest what exercises are more appropriate to it.
  
- ♣ Do not use so many exercises that you might spoil the pleasure of reading.
  
- ♣ Help the students to time themselves and increase their reading speed, little, by little.

- ♣ Use variety of procedures when controlling the student's reading activities. Self-correcting exercises are extremely useful.

These seven areas can be linked to various strategies to improve the effectiveness of each reader. The "predicting, visualizing and connecting" areas are implemented as before reading strategies. The "question and clarification" areas are implemented as during reading strategies whereas, "summarizing and evaluating" are implemented as after reading strategies. The goal of the teacher is to help students apply reading strategies to become effective readers. Furthermore, strategies help students when they are reading and strategies are used in various tasks. For example, while students are predicting outcomes of a reading passage, strategies assist them. Also it is the same when students are summarizing what they read. Students use strategies as they are looking for clues; for example, context clues and rereading to correct what they read. They also need strategies either in interpreting main idea of texts or in determining the type of the texts.

## **2. Writing**

The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. Widdowson (1978:62) states that writing is the act of making up correct sentences and transmitting them through the visual medium as mark on paper.

Hornby (1974:996) states that writing is in the sense of the verb 'write'. Write is to make letters or other symbols (egideographs) on a surface, especially with a pen or a pencil on a paper.

Troyka (1987:3-4) states that writing is a way of communicating a message to a reader for a purpose. The purposes of writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work.

## Writing techniques

### Pre-writing techniques

- ♣ **Prewriting** Lisa (2001) states that pre-writings are the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing.
  
- ♣ **Generating ideas** standard idea-generation techniques concentrate on combining or adapting existing ideas. This can certainly generate results. But here, our focus is on equipping you with tools that help you leap onto a totally different plane. These approaches push your mind to forge new connections, think differently and consider new perspectives.
  
- ♣ **Graphic organizers** enable the writer to organize material logically and to see relationships between and among ideas. Effective use of graphic organizers can help the writer to present his or her ideas in an effective and persuasive manner, resulting in a focused and coherent text. Bell (2011)

♣ **Free writing** is a strategy designed to “free” ideas from your subconscious mind and get them down on paper. This kind of writing is “free” in another sense; you do not need to worry about punctuation, correct grammar usage, etc. Your main objective is to write for a sustained period of time (ten to fifteen minutes) without stopping. Axelord and Cooper (1993).

♣ **Brainstorming** is the art of thinking critically to discover original, hidden insights about a topic. Assuming you have done a fair amount of research, you should now have a solid base of concepts to play around with for an essay. The task is now to stand on the shoulders of the scholars you have read and find something original to say about the topic. It is not enough to repeat what they have said. You must go beyond them to propose an original idea. Your paper should expose some new idea or insight about the topic, not just be a collage of other scholars' thoughts and research -- although you will definitely rely upon these scholars as you move toward your point. Johnson (2004).

♣ **Organizing ideas** is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate or add sentences, paragraphs or even pages in order to make a piece clearer. A writer is not really writing until she or he is revising. This is a reasonable

statement. The draft is just an attempt, but revision is the effort to make sense of the writing.

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

♣ **Revision:** Is primarily concerned with making the ideas clearer. Revision might call for the writer to eliminate or add sentences, paragraphs or even pages in order to make a piece clearer.

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

to make sure they are specific, relevant, typical, and sufficient in number to accomplish the writer's purpose. Eiben and Sudduth (2010).

♣ **Editing:** The essayist has to check for errors with mechanics. The final essay is to be in Standard English form, so it is important to review it a final time to ensure it does not contain any errors in English usage. Run-on sentences and fragments should be eliminated.

♣ **Final copy:** According to Britton (1975) the final copy should be:

Neat: either type it on a computer or use your best handwriting. Also, it cannot have any wrinkles, holes or tears in the paper.

Clean: no dirty smudge marks or other blotches, or smeared ink.

Visible: the font should be large enough to read, but not so large that it takes up the whole page and it looks silly.

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

Mechanic errors in spelling, punctuation, grammar, vocabulary and capitalization should also be revised. Finally, the corrected story should be reread to see if it looks right and makes sense.

## **e. RESOURCES AND METHODS**

### **Design of the research**

Knowing that a method is a necessary procedure into the science to research, many methods and techniques allowed finding the necessary information about this theme. So that it is a Non-experimental research because it was developed in a descriptive way, that is to say that the researcher did not have the chance to manipulate the variables.

### **Methods**

To develop this research work the following methods were used:

The scientific method was used to obtain and analyze theoretical referents which let to explain from a scientific point of view of the researched phenomena.

The descriptive method was used to describe the current situation of the researched object. It let to know the reality of the researched institution; it also let to explain the types of assessment, techniques, activities that the teachers use to evaluate the productive skills.

The analytic-synthetic method let to analyze the obtained results from the applied instruments and to make the interpretation of the data and establish the conclusions based on the results of major tendency.

This explicative method helped to explain the implicit relation of the variables established in the research object, to give the point of view according to the obtained results and to explain the theoretical referents about teaching techniques and their effect on the productive skills. It is important to mention that the descriptive statistics was used as tools that facilitate the representation of the data in tables and graphs for a good comprehension of the information.

### **Techniques**

The survey was applied to all English teachers and the oriented questionnaire was applied to students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of high

school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014, through different questions about the researched topic. When the questionnaire was applied the researcher explained each question about reading and writing techniques to the students.

Once applied the instruments to collect reliable data in order to get the better results here are the following steps:

For the tabulation of the obtained data, the descriptive statistics was used for the closed questions.

The organization of the empiric information was made according to the specific hypothesis; the information was classified to prove the first and second hypothesis respectively.

Charts were used to show the frequency and the percentages of the obtained indicators in the applied instruments.

Graphics were used to interpret the information and to get the critical analysis of the different questions. The graphs diagram has been used to show the results.

Once presented the information in charts and figures, it was interpreted according to the obtained percentages and it was analyzed taking into account the major tendencies in the results and the variables of the specific hypothesis.

This step let to demonstrate if the hypotheses were true through a logical analytical process supported in the field of the research to prove or disapprove them.

The conclusions were drawn based on a specific analysis of the results and they served to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to promote some alternatives of solutions which will contribute to solve the problems found related with English teaching techniques applied by teachers at the institution before mentioned.

The population from the present research work was constituted by all the English teachers at “Unidad Educativa Gonzanamá” who were five. There are 65 students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of high school, night session; the survey was applied all of them for this reason it was not necessary to take out the sample. They are represented in the following chart:

### POPULATION

<b>YEARS</b>	<b>NUMBERS OF STUDENTS</b>
1 <sup>st</sup> year of high school	20
2 <sup>nd</sup> year of high school	20
3 <sup>rd</sup> year of high school	25
<b>TOTAL</b>	<b>65</b>
<b><i>Teachers' population</i></b>	<b>5</b>

## f. RESULTS

The results of the investigation were established according to the teachers and students survey among 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> years of high school, night session at Unidad Educativa Gonzanamá, in order to answer the corresponding hypotheses.

### Hypothesis 1

Repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

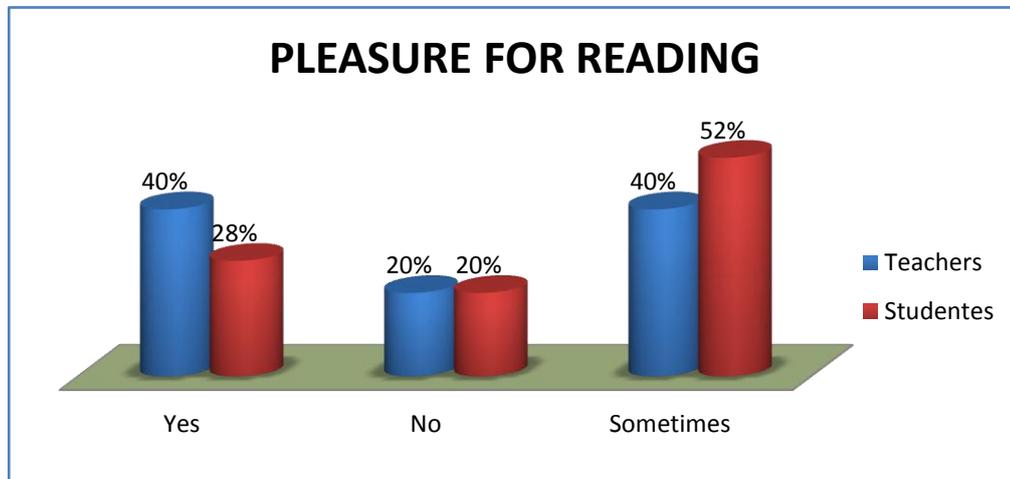
#### 1) Do you like reading in English?

Chart 1

PLEASURE FOR READING	Teachers		Students	
	f	%	f	%
Yes	2	40	18	28
No	1	20	13	20
Sometimes	2	40	34	52
<b>Total</b>	<b>5</b>	<b>100</b>	<b>65</b>	<b>100</b>

**Source:** Teachers and Students' survey.

**Graph 1**



**Source:** Teachers and Students' survey.

### **Logical analysis**

More than the half of the population of students said that sometimes like reading in English, meanwhile slightly less than the half of teachers' population agreed that they like reading in English on the other hand, less than half of teachers read sometimes English.

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

The questionnaires applied to the teachers show satisfactory results when they affirmed enjoyment for reading but most of their students do not like reading.

This aspect is related to the importance of English in the education of students as mentioned by Burton, M (2007) who says that reading for pleasure means any reading that is primarily for enjoyment. It encompasses a wide range of genres and publications, and includes both fiction and non-fiction.

It is essential that teachers and students show enthusiasm to read in English because nowadays has become an important subject in all over the world.

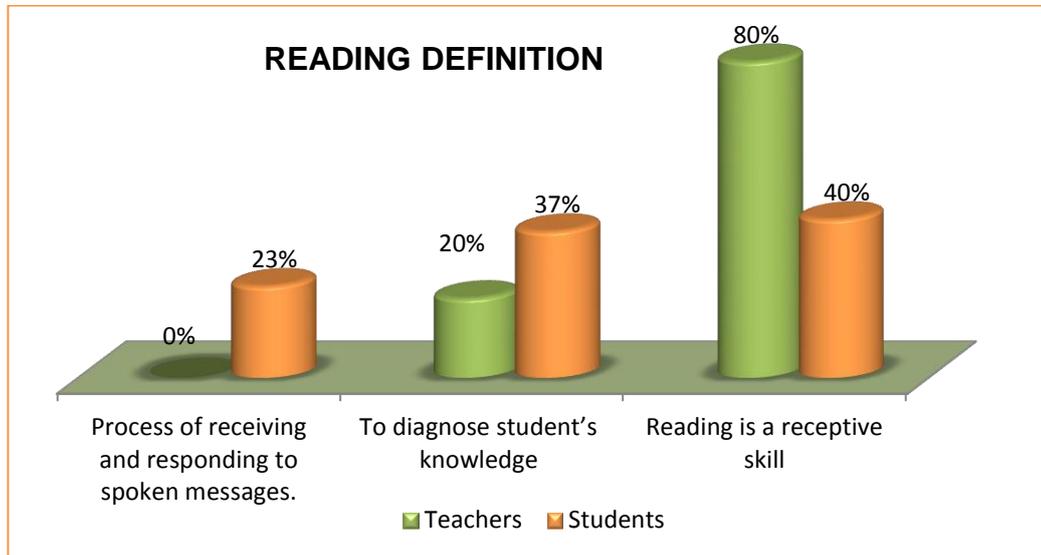
**2) According to your knowledge: which of the following options is appropriate to define reading?**

**Chart 2**

READING DEFINITION	Teachers		Students	
	f	%	f	%
Process of receiving and responding to spoken messages.	0	0	15	23
To diagnose student's knowledge	1	20	24	37
Reading is a receptive skill	4	80	26	40
<b>Total</b>	<b>5</b>	<b>100</b>	<b>65</b>	<b>100</b>

**Source:** Teachers and Students' survey.

**Graph 2**



**Source:** Teachers and Students' survey.

### **Logical analysis**

Most of the teachers' population answered correctly this questions that was related to reading definition, this means that teachers are up to date with the concept of reading while, it is concerning seeing how only less than the half of students' population knew how to answer appropriately this question.

Adams(1997). Shaffer (2009) supported this definition and they define reading as a receptive skill, through it we receive information. Therefore not all the teachers and students really know what reading means. As a

result teachers do not have a clear concept of what reading is; therefore students either understand what reading is.

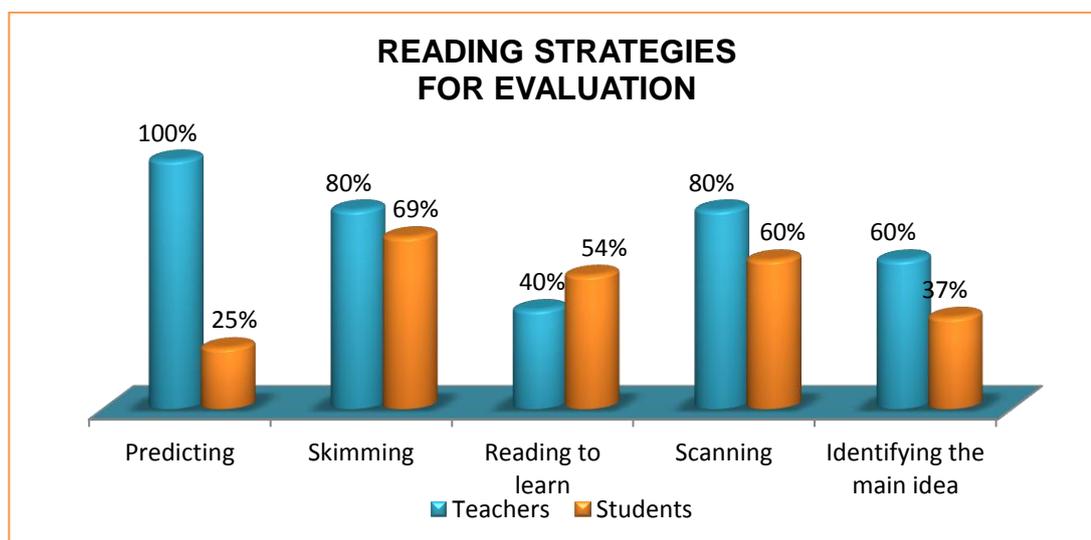
**3) Which of the following strategies does your teacher apply to evaluate your reading skills?**

**Chart 3**

READING STRATEGIES FOR EVALUATION	Teachers		Students	
	f	%	f	%
Predicting	5	100	16	25
Skimming	4	80	45	69
Reading to learn	2	40	35	54
Scanning	4	80	39	60
Identifying the main idea	3	60	24	37

**Source:** Teachers and Students' survey.

**Graph 3**



**Source:** Teachers and Students' survey

## **Logical analysis**

The more relevant strategy shows that all teachers' population apply "predicting" for evaluating their students reading skill; besides, most of them preferred to apply "skimming" and "scanning" strategies to evaluate this skill.

As Pearson (2013) and Beers (2003) mentioned "predicting is a strategy in which readers think about what they are going to read based on clues from the reading.

As can be seen the results show these two techniques skimming and scanning strategies are being frequently applied by teachers to evaluate students' reading skills.

Notably students do not identify the most outstanding strategies because only more than half of them responded that their teacher applied "skimming" as a strategy for evaluating their reading skills.

Oberg (2010). Silburn (2013) and Marks (2013) defined scanning as a very useful strategy for finding a specific name, date, statistic, or fact without reading the entire article. It can be done at one thousand five hundred or more words per minute.” Meanwhile they define skimming as a strategy of rapidly moving the eyes over the text with the purpose of getting only the main ideas and a general overview of the content. Skimming can usually be accomplished at about thousand words per minute. These are the two frequently strategies students answered as the ones applied by their teachers to evaluate their reading skills.

It can be noticed that teachers are applying some of the reading techniques for evaluating this skill, the most notably techniques being applied are skimming and scanning these two are common techniques that are frequently being used.

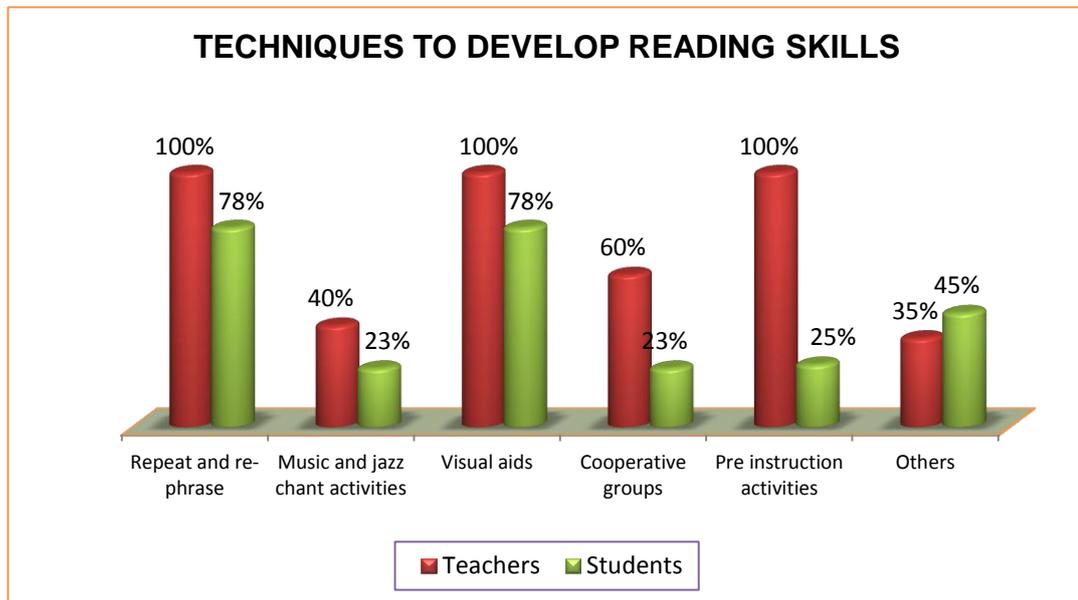
**4) Which of the following techniques does your teacher apply to develop your reading skills?**

**Chart 4**

TECHNIQUES TO DEVELOP READING SKILLS	Teachers		Students	
	f	%	f	%
Repeat and re-phrase	5	100	51	78
Music and jazz chant activities	2	40	15	23
Visual aids	5	100	51	78
Cooperative groups	3	60	15	23
Pre instruction activities	5	100	16	25
Sub-vocalization	1	20	16	25
Getrid of distractions	2	40	12	18

**Source:** Teachers and Students' survey.

**Graph 4**



**Source:** Teachers and Students' survey.

## **Logical analysis**

The results demonstrate that all of teachers population apply the techniques “repeat and re-phrase, visual aids and pre instruction activities” for developing students’ reading skills; and more than the half of them, used “cooperative groups” technique as the most appropriate technique for developing the reading skill.

Seymayesil (2011) stated that repeat and rephrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning. Furthermore Marks (2007) define visual aids as an effective technique in which teachers can provide students with a better grasp of the concept than any other word. "This is the object that matches the word."

Pre-instruction activities are generally effective because they provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back on to relate the new information with

the old so that the concept is easier to understand. This definition is supported by Lain (2006).

“Repeat and re-phrase, visual aids and pre instruction activities” are the most frequently applied by teachers for developing students’ reading skills.

However students’ percentages shown that, more than the half of them selected “repeat and re-phrase and visual aids”, as the techniques used frequently by their teachers for developing their reading skills.

According to the results, all of teachers’ population indicated that they applied most of reading techniques but this is not being corroborated by their students, moreover there is a few percentage of teachers that used “sub-vocalization” and “get rid of distractions” techniques; these two are traditional techniques that nowadays should not be used anymore.

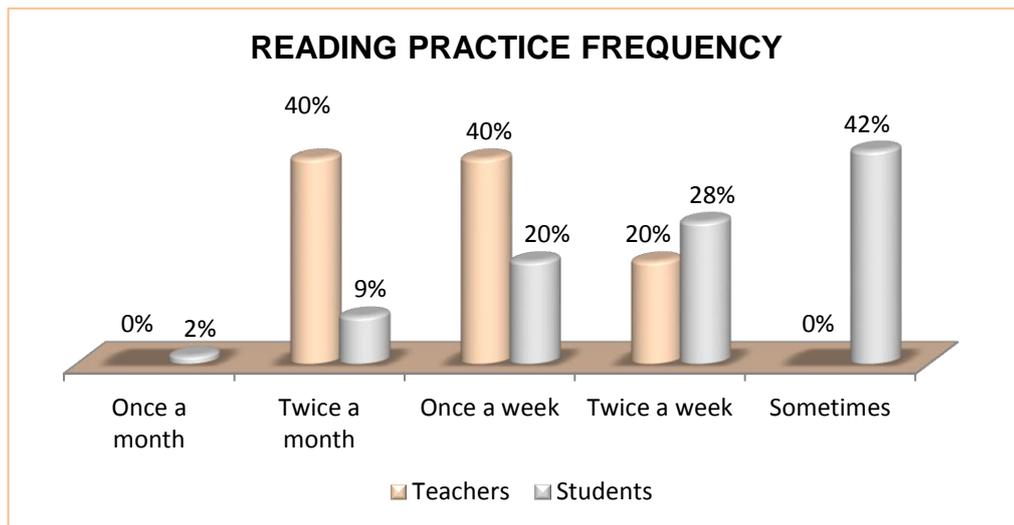
**5) How often does your teacher make you practice reading skills in class?**

**Chart 5**

READING PRACTICE FREQUENCY	Teachers		Students	
	f	%	f	%
Once a month	0	0	1	2
Twice a month	2	40	6	9
Once a week	2	40	13	20
Twice a week	1	20	18	28
Sometimes	0	0	27	42
<b>Total</b>	<b>5</b>	<b>100</b>	<b>65</b>	<b>100</b>

**Source:** Teachers and Students' survey.

**Graph 5**



**Source:** Teachers and Students' survey.

## **Logical analysis**

According to De Certeau (1984) reading skills needs to be practiced as often as possible, but looking at the results this is not happening, less than the half of teachers said that they practice this skill twice a month and once a week.

Moreover, the collected information from the teachers is not supported by their students, since only less than the half said that their teachers make them practice the reading skill twice a week; and slightly less than the half the agreed that they practice this skill once a week.

Looking at the results it can be noticed that the reading practice skills need to be improved, because as Nutall (1996) said that reading skills need to be practiced frequently.

## **Hypothesis 2**

Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to

develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014.

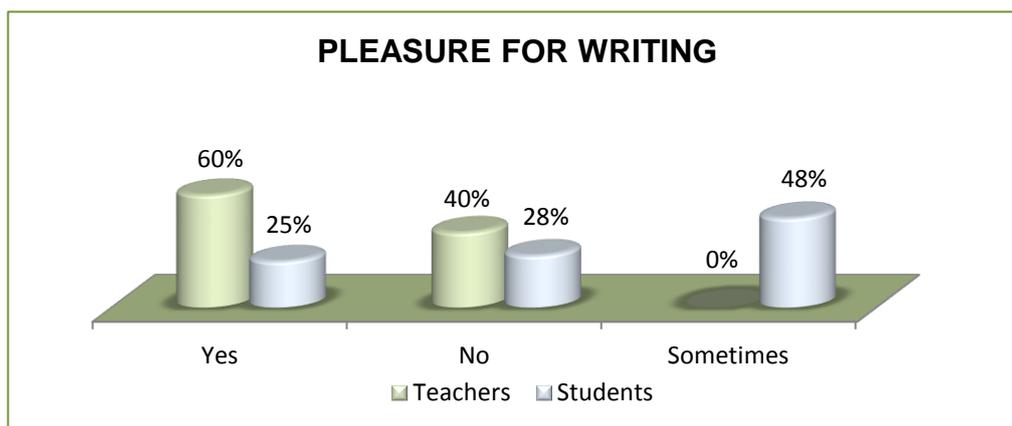
**6) Do you like writing in English?**

**Chart 6**

PLEASURE FOR WRITING	Teachers		Students	
	f	%	f	%
Yes	3	60	16	25
No	2	40	18	28
Sometimes	0	0	31	48
Total	5	100	65	100

**Source:** Teachers and Students’ survey.

**Graph 6**



**Source:** Teachers and Students’ survey.

## **Logical analysis**

The obtained results demonstrated that more than the half of the population of teachers sometimes like writing in English, meanwhile slightly less than the half of teachers' population agreed that they do not like writing in English on the other hand some teachers like to write in English sometimes.

These results are not similar from the perspective of students. More than the half of them said that sometimes like writing in English, more than the quarter of polled students do not show interest for writing in English, and the quarter of students' population like writing in English.

This aspect is related to the importance of English in the education of students as mentioned by Kerstetter (2008) define writing as a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing.”

It seems to be that a low part of the students from Unidad Educativa Gonzanamá have a wide pleasure for writing while and a great number of them avoid writing.

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

Teacher, as a facilitator, should offer guidance in order to encourage students to express their ideas freely, respecting always their concepts and opinions without imposing on them, which is part of the writing process of the English language. Students need someone to encourage them to support them during each phase of their writes up, to read and respond to their writings and provide direct instruction in the mechanic of writing. While students focus on the writing process, the teacher provides appropriate support.

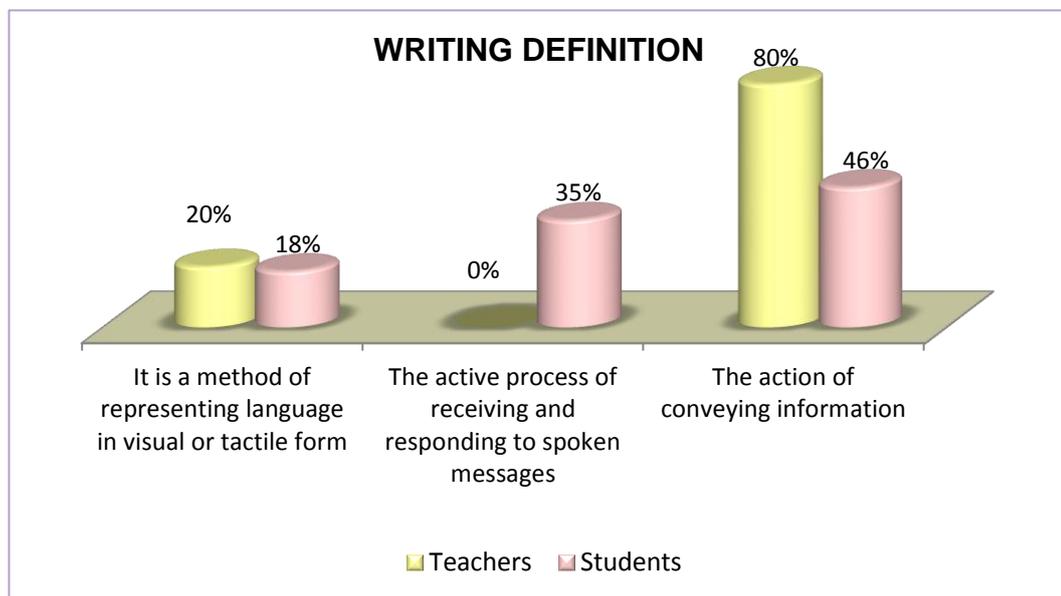
**7) Which of the following concepts are appropriate to define writing?**

**Chart 7**

WRITING DEFINITION	Teachers		Students	
	f	%	f	%
It is a method of representing language in visual or tactile form	0	0	12	18
The active process of receiving and responding to spoken messages	0	0	23	35
The action of conveying information	5	100	30	46
<b>Total</b>	<b>5</b>	<b>100</b>	<b>65</b>	<b>100</b>

**Source:** Teachers and Students' survey.

**Graph 7**



**Source:** Teachers and Students' survey.

## Logical analysis

For this question all teachers' population answered correctly saying that writing is the action of conveying information this definition is supported by Kerstetter (2008) who said that writing is the most popular and prevalent method of creating connections among people. Students though did not have a clear idea of what writing is because only less than the half of them knew certainly what the answer was. These results confirm that teachers have clear the concept of writing but they have not properly transmitted it to their students, because only a part of them knew certainly the appropriate definition.

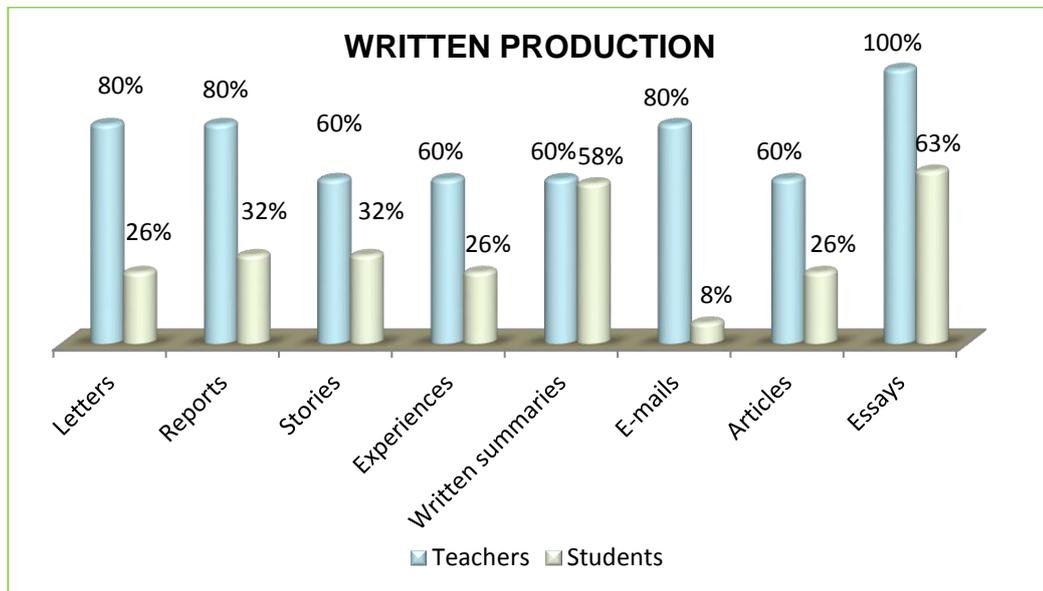
### 8) What kind of written production does your teacher make you develop in class?

Chart 8

WRITTEN PRODUCTION	Teachers		Students	
	f	%	f	%
Letters	4	80	17	26
Reports	4	80	21	32
Stories	3	60	21	32
Experiences	3	60	17	26
Written summaries	3	60	38	58
E-mails	4	80	5	8
Articles	3	60	17	26
Essays	5	100	41	63

**Source:** Teachers and Students' survey.

**Graph 8**



**Source:** Teachers and Students' survey.

### **Logical analysis**

As it can be noticed, all of teachers apply “essays”; most of them like to work with “letters”, “reports” and “e-mails”; while more than half of them, prefer to develop “stories, experiences, written summaries and articles” Few of the students population support this kind of written production, using emails to improve written skills.

Moreover students have a different point of view; more than half of them said that their teacher develops “essays”; and “written summaries”. Therefore it can be confirmed that students have a low written production, due to the low application of some kinds of written production.

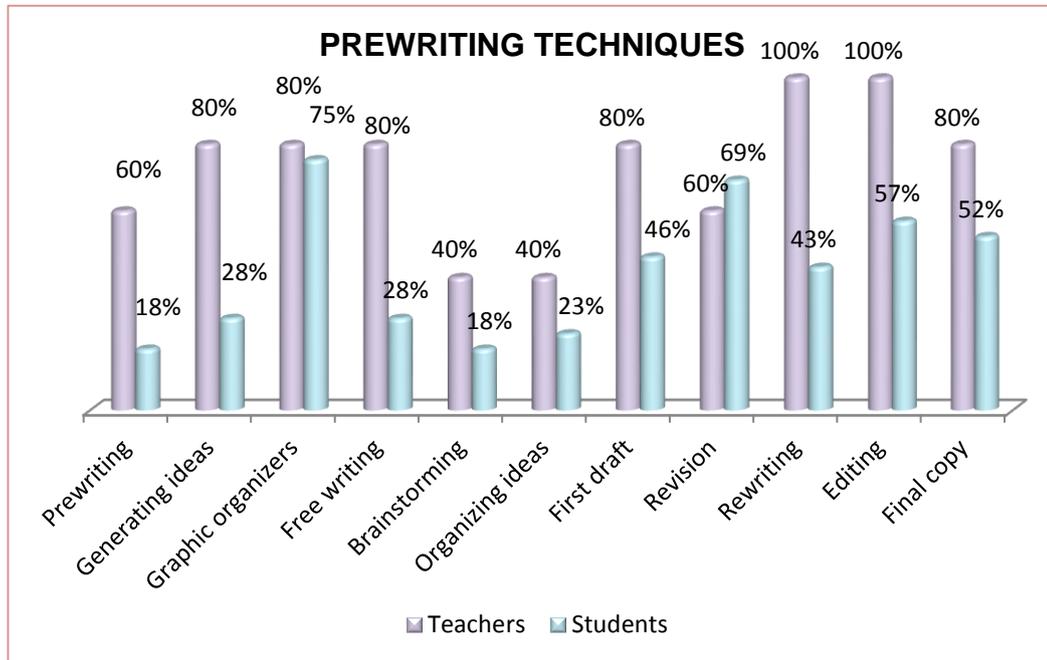
**9) Which of the following technique(s) does your teacher ask you to apply before starting to write?**

**Chart 9**

PREWRITING TECHNIQUES	Teachers		Students	
	f	%	f	%
Prewriting	3	60	12	18
Generating ideas	4	80	18	28
Graphic organizers	4	80	49	75
Free writing	4	80	18	28
Brainstorming	2	40	12	18
Organizing ideas	2	40	15	23
Firstdraft	4	80	30	46
Revision	3	60	45	69
Rewriting	5	100	28	43
Editing	5	100	37	57
Final copy	4	80	34	52

**Source:** Teachers and Students’ survey.

**Graph 9**



**Source:** Teachers and Students' survey.

### Logical analysis

These results give an overview, which all of teachers' population said that they ask their students to apply "rewriting and editing" techniques, most of them use "generating ideas, graphic organizers, free writing, first draft and final copy" techniques.

The statistic chart above gives an overview that most of teachers indicated that prewriting is one of the most applied prewriting techniques, according to Lisa (2001) this step generally begins with a review of the supporting details in the essay. And Eiben and Sudduth (2010) give us a clear definition of how to use editing technique; first the essayist has to check for errors with mechanics. The final essay is to be in Standard English form, so it is important to review it a final time to ensure it does not contain any errors in English usage. Run-on sentences and fragments should be eliminated.

In what to students relate they have different points of view, a more than the half of the polled population said that their teachers make use of “graphic organizers”; as well as “revision” techniques.

These results demonstrate that some of prewriting strategies are applied by the students. They use different sources of information to the development of their papers depending on what they are going to write. Graphic organizers techniques enable the writer to organize material logically and to see relationships between and among ideas. Bell (2011).

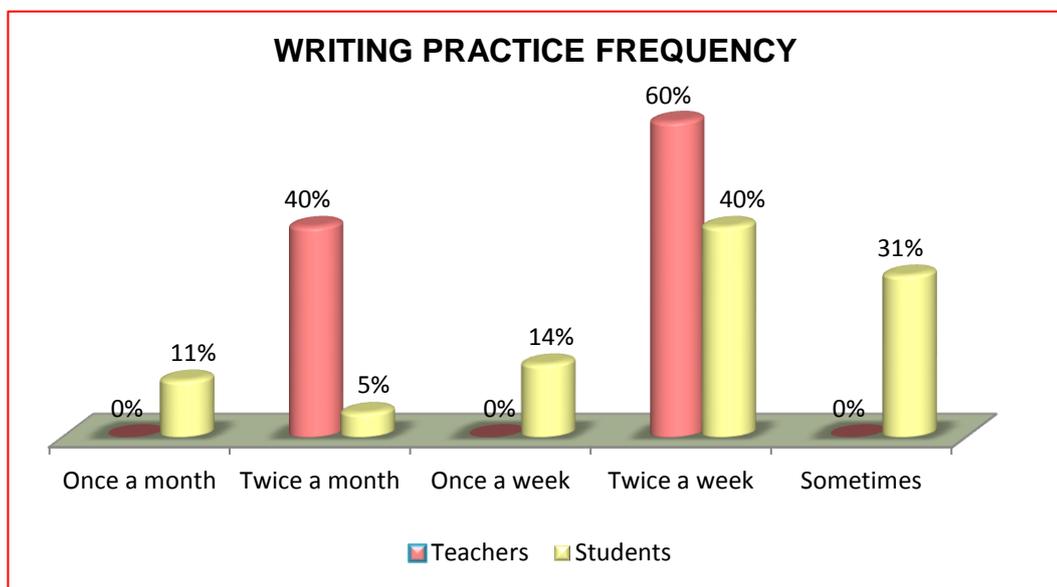
**10) How often does your teacher make you practice writing skills in class?**

**Chart 10**

WRITING PRACTICE FREQUENCY	Teachers		Students	
	f	%	f	%
Once a month	0	0	7	11
Twice a month	2	40	3	5
Once a week	0	0	9	14
Twice a week	3	60	26	40
Sometimes	0	0	20	31

**Source:** Teachers and Students' survey.

**Graph10**



**Source:** Teachers and Students' survey.

## **Logical Analysis**

According to Graves (1997) writing skills needs to be practiced as often as possible, and this was corroborated by more than the half of teachers' population said that they make their students practice the writing skill twice a week, and the slightly less than the half answered that they ask their students to practice this skill twice a month. As Hunter M. Breland and Robert J. Jones (1997) said, writing skills are an important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Slightly less than the half of students' population supports what their teachers said, they answered that their teachers make them practice writing skill twice a week.

Looking at the results we can see that students are practicing the writing skills frequently, although its concerning seeing that there is a low percentage of students who do not practice this skill. Teachers have to motivate them, using techniques or different strategies in order to improve their writing skill.

## **g. DISCUSSION**

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

### **Hypothesis one**

#### **♣ Statement**

Repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

#### **♣ Demonstration**

Independent variable refers to the techniques applied by the teachers and reading skill as dependent variable. The researcher can make an analysis

based on the obtained answers in the survey applied to the teachers as well as to the students from Unidad Educativa Gonzanamá.

**Question number one** is related to get to know the grade of interest the students from Unidad Educativa Gonzanamá have for reading in English. It was determined that 52% of the students said sometimes they like reading and 20% are not interested. It means that students have a wide pleasure for reading in English, but this is not happening.

**Question two** is set to verify whether or not the teachers and students knew the appropriate definition of reading. 40% of the students and 80% of teachers did not know what the appropriate definition was.

**Question number three** allows the researcher to know the strategies teachers apply to evaluate students' reading skills. 100% of the teachers apply predicting and use of dictionary strategy to evaluate students' reading skills. Predicting is a strategy in which readers think about what they are going to read based on clues from the reading. Furthermore learners can use several strategies, such as using a dictionary, receiving

help from the teacher or peer, or parsing the meaning of a word from its context, to facilitate the learning of new words.

Moreover students do not support these answers, 69% agreed that the strategy applied by their teachers to evaluate their reading skills was skimming, 60% selected scanning. Scanning is a very useful strategy for finding a specific name, date, statistic, or fact without reading the entire article. Meanwhile they define skimming as a method of rapidly moving the eyes over the text with the purpose of getting only the main ideas and a general overview of the content.

**Question number four** is related to prove if teachers apply techniques to develop students' reading skills teachers' answers in a 100% showed that the techniques used were: repeat and re-phrase visual aids and pre instruction activities. Repeat and rephrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. Likewise visual aids are effective techniques in which teachers can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." Pre-instruction activities are generally effective because they provide an easy break-in to new information.

These percentages are not similar in students as it can be noticed 23% selected music and jazz chant activities and cooperative groups techniques; 25% selected pre-instruction activities technique. 25% of students said their teachers used sub-vocalization techniques and 18% applied the technique get rid of distractions, these two are traditional techniques that nowadays should not be used anymore.

**Question five** is set to know how often teachers make their students practice reading skills in class.

The results demonstrate that 40% of the polled teachers said that they practice this skill twice a month. Moreover these results are not similar to what students answered since only the 28% said that their teachers make them practice the reading skill twice a week. Looking at the results it can be noticed that teachers are not practicing the reading skill frequently; therefore students are not developing reading habits.

### **♣ Decision**

Based on the obtained results in the applied survey to the teachers and students, the researcher rejected the first hypothesis which states that; repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014.

### **Hypothesis 2**

#### **♣ Statement**

Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

### ♣ **Demonstration**

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

The reason which **question number six** is related to know how much is the grade of students' interest for writing in English. 28% of the students are not interested in writing in English. However, 25% show interest for writing in English.

These results are similar from the perspective of teachers. The 60% agreed that their students like writing in English and the 40% left said that their students do not like writing in English.

According to the results most of the students do not show pleasure for writing, therefore students do not have the opportunity to develop the writing skill.

**Question number seven** is focus on verifying whether or not the teachers and students knew the appropriate definition of writing. It can be noticed that 18% of students and 20% of teachers are not clear about the writing definition. It means that if teachers are not clear with the definition of writing how it is supposed or expected their students know the appropriate definition therefore future difficulties appear.

The purpose of **question eight** is center to the kind of written production develop in class. As it can be noticed, 100% of teachers apply “essays”; and the answers given by students are different from teachers, 63% said that their teacher develops “essays” it means that teachers always are going to say that they are developing all kind of writing production, though students do not support what they say, as results show they contradict their teachers.

The researcher includes **question number nine** to get to know the prewriting techniques that teachers have students perform before starting to write.

These results give an overview, which 100% of teachers apply “rewriting and editing” techniques the statistic chart above gives an overview that most of teachers indicated that rewriting is one of the most applied prewriting techniques.

In what to students relate they have different points of view, a 75% said that their teachers make use of “graphic organizers”; these results demonstrate that some of prewriting strategies are applied by the students. They use different sources of information to the development of their papers depending on what they are going to write.

**Question ten** is related to know how often teachers make their students practice writing skills in class. Writing skills needs to be practiced as often as possible, looking at the results this is happening, because 60% of the polled teachers said that they practice this skill twice a week; the 40% left practiced it twice a month.

### ♣ **Decision**

As it has been observed in the obtained results and based on the analysis stated above, the researcher rejects the second hypothesis which upholds that prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014.

## **CONCLUSIONS AND RECOMMENDATIONS**

The following conclusions and recommendations are raised based on the survey research data based on reading comprehension and writing production in the English teaching techniques among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá” are:

### **h. CONCLUSIONS**

- ♣ Teachers apply only the predicting strategy, to evaluate the reading skill. Moreover skimming and scanning as reading strategies are less used. As a result the students are unmotivated to read information in English according to their level.
  
- ♣ The most used reading techniques are repeat and re-phrase, visual-aids and pre-instruction activities. It is important to notice that these are traditional techniques; teachers do not apply updated techniques to develop this linguistic skill. It is obviously that teachers only apply them with less frequency, considering that is important to improve this receptive skill to learn more grammar and vocabulary.

- ♣ The writing skill does not make feel well students and teachers because they do not have grammatical background and mechanics of writing, so they do not feel confident to expose their ideas, opinions, experiences and feelings by writing; neither students have an appropriate support by their teachers. It is confirmed that students have a low written production.
  
- ♣ The written techniques are not well applied by the teachers. They only use two of them, such as re-writing and editing, in spite of students have enough maturity in their mother tongue to cultivate this skill. The students do not know what are written techniques; it means that the teachers are not focusing on teaching the four linguistic skills, specifically in reading and writing. Teachers do not pay attention the usefulness to communicate with clarity and easy.

## **i. RECOMMENDATIONS**

- ♣ Teachers should provide additional motivation to the students by giving them interesting reading material, in class and outside class time. Moreover, they should apply correct reading strategies and techniques to increase the learners' aptitude to acquire English language.
  
- ♣ English language facilitators should increase the writing skill of their students by applying the following writing techniques: pre-writing, drafting, revision and final draft of the writing process; consequently, they will allow learners to get more confidence and ability to write English compositions containing clearer descriptions and relaying of creative ideas.
  
- ♣ Ongoing training programs for teachers in the writing process of pre-writing, drafting, revising and final draft utilizing effective and current teaching methods and strategies would provide students with additional potential to gain English language writing proficiency.
  
- ♣ The authorities of the researched high school should offer workshops and additional training for teachers in order to handle an effective methodology, strategies and techniques for teaching the linguistic skills specifically reading and writing.

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**k. ANNEXES**



**UNIVERSIDAD NACIONAL DE LOJA**

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

**ENGLISH LANGUAGE DEPARTMENT**

**PROJECT:**

**TITLE:**

ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA GONZANAMA NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014

Thesis project as a previous requirement to obtain the Bachelor's degree in Sciences of Education English Language Specialization

**AUTHOR:**

Edson Isaac Vásquez Rodríguez

LOJA – ECUADOR

2013

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**a. THEME**

ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT UNIDAD EDUCATIVA GONZANAMA. NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014

## **b. PROBLEM STATEMENT**

### **✿ BACKGROUND**

The National Technical High School Gonzanamá, located in the canton Gonzanamá, was founded on November 11, 1966, by Mr. Federico Daniel Loaiza Luzuriaga in addition to being the first school in the county with both male and female students.

Resolution # 93 was authorized In April 15 1966 offering classes with practical applications of Agricultural along with Female Handicrafts for school year 1966-1967.

The Gonzanamá school was nationalized on November 9, 1966 by decree #1518. Prior to being nationalized, the school operated as a municipal school during the school year 1965 – 1966.

Resolution # 1159, decreed on May 10, 1968, authorized additional third year curriculum classes in commerce and management increasing the

first-year curriculum of practical agriculture and handicrafts for female students.

Resolution # 1463 authorized of the first specialized diversified agricultural course on May 5, 1969.

A second morning class in specialized agricultural diversity was authorized on April 21, 1970, by Resolution # 1360, for the 1970-1971 academic year.

Resolution # 774 temporarily authorized a night school on September 15, 1975, as part of the Gonzanamá National College for the 1975 -1976 academic year.

Resolution # 1861 authorized a second basic cycle course, on October 13, 1977, for the 1977-1978 academic year.

On February 14, 1980, Resolution # 343 authorized for the 1980-1981 academic year new coed physics and mathematics classes.

Coed physics and mathematics night classes for sixth grade students were authorized and commenced for the 1981 -1982 academic year.

A year ago this school was known as "Agricultural Technical School Gonzanamá" later this year became "Gonzanamá High School".

In the middle of this year the Education Coordinator Area 7 considers:

**That:**

The directors and parents from 12 de Octubre School of basic education, and Gonzanamá High School, Gonzanamá city. Loja province, requested to this Coordination the legal authorization to become "Unidad Educativa" from school year 2013-2014.

After reviewing the documentation submitted to this coordination, on April 4, 2013 Fausto Moreno Reyes Montoya provincial coordinator of the Scholar Administration District 1 of Loja,

**AGREES:**

The "Unidad Educativa Gonzanamá" was formed on April 4, 2013 by Fausto Moreno Reyes Montoya, provincial coordinator of the Scholar Administration District 1 of Loja thereby combining the School of Basic Education 12 de Octubre and Gonzanamá High School for the 2013-2014 academic year.

For the current academic year night classes of "Unidad Educativa Gonzanamá" have a total of 66 students.

"Unidad Educativa Gonzanamá" has 43 teachers working in different specialties that this institution offers, including: Accounting, Basic Sciences and Agricultural Production in the morning session, for the night session work is presently focused on the unique specialty of Basic Sciences, the unique specialty is Basic Sciences. Leading the "Unidad Educativa Gonzanamá" is an Executive Board consisting of a Principal and Inspector.

**Mission Statement:**

Provide basic and technical education offering baccalaureates in the specialties of Agriculture, Commerce and Administration during the day school classes. Bachelor of General Basic Sciences will be offered during night school classes focusing on holistic approaches to scientific, technical and social ethics combined within the academic curriculum. Consequently, providing graduating students with necessary micro-enterprise competency to manage productive fields and farms with a sound foundation for further studies.

**Vision Statement:**

The "Unidad Educativa Gonzanamá", will be recognized by the National Government of Ecuador as an academic leader of responsible education providing Ecuadorian men and women with scientific and technological skills while retaining high ethical, moral and cultural responsibility entrenched within the strength of traditional social justice systems intrinsically connected by "floriculture" and "pluritecnico". High school graduates will have gained necessary technical, academic and scientific knowledge and skills as a foundation for a productive future while retaining ethical-social-cultural values during evolving social changes, thereby

allowing for an environment of innovative-interactive holistic cognitive perceptions of the combined influence of academic, scientific, technological, social and cultural processes.

### ♣ CURRENT SITUATION OF THE PROBLEM

In today's world, no one can deny the importance of the English language. English the leading language of science, technology, computers, commerce, business, investigation, publishing, international relations and education. Many people agree English is the unofficial language of the world: spoken by more than 300 million native speakers and between 800 million and 1.8 billion foreign users.

For this reason, non-English speakers should make their best effort to learn English in order to develop our potential within an English dominated world culture, economies and competition. Briefly we might say that English language provides “a window to the world”

English language provides a perspective of our worldview. We can learn from experiences of other cultures and compare with our own Spanish

speaking culture. English also allows us promote our own cultural ideas among international audience and readers. At the same time we are learning from English speaking cultures and modalities, we know the value learning from our own experiences within our culture and the importance to maintain our culture and place in the world. We cannot simply accept world's life style. We must decide what is important within our country, what is still relevant within our traditional cultural values.

Today, tourist service in Ecuador is one of the strongest in South America. Additionally, there are many national and international companies are exporting software created in Ecuador with state of the art technology. The dynamics of the Ecuadorian industrial and commercial sector has changed Ecuador's demographic composition, leading to a large increase in the urban population with more people dedicated to manufacturing, services and commerce. To meet the demands and needs of national and international companies a greater pressure has been placed on Ecuadorian people living within urban business environments to be able to converse and correspond in English. People read and write e-mails and letters and use chat rooms to communicate nationally and worldwide, including competing for jobs within the English speaking world. Summing up, there is internal and external pressure on Ecuador to become more

integrated into the predominately English speaking international business, technological and scientific world. Consequently, many public and private educational institutions, among this Unidad Educativa Gonzanamá are joining the effort to make Ecuador a bilingual country.

However, efforts to turn Ecuador into a bilingual country have not been easy. Although students study English through elementary and high school, it is evident even after twelve years of formal classes, student English speaking, writing and comprehension proficiency is limited. Consequently, several institutions are offering various types of scholarships inside and outside Ecuador with the aim of encouraging the Ecuadorians, particularly young people, to learn the most important language of the world. The scholarship programs are managed with the financial help of Ministry of Education and Culture. Despite the foreign government, private institutional and national support we have not achieved satisfactory progress in student English proficiency.

Poor management of teaching techniques and learning tools has resulted in low oral and written communicative competence. For example, the Ministry of Education curricular planning is focused on the development of

certain specific language skills assessed for different grades rather than focus on more holistic language teaching methodology with proven competency results.

The techniques used by teachers at “Unidad Educativa Gonzanamá” are not being taught appropriately, students are not familiar with any of the techniques and strategies to develop the reading skill and written production.

Within the curriculum content, the identification of main ideas and the development of abstracts are emphasized over grammatical and lexical structures for comprehension and purpose of the meaning of the literature: i.e. meaning and comprehension phrases of the essential ideas are extracted verbatim from the text. As a result, the processes of analysis, synthesis, abstraction, generalization and absorption are not taken into account because reading is simply seen as a process of decoding and constructing meanings.

Another obvious problem of English language program curriculum does not allow students to transfer learning skills from one English course to another differently structured English course students attend consecutively. To alleviate this lack of course congruity, it is essential grammar and composition be taught in all courses offered in program curriculum to allow students greater English language speaking and writing proficiency. For example, reading class can help students reach both goals of comprehension and along with speaking and writing proficiency. Texts provide excellent opportunities for discussion, and journal entries can help students to improve their writing skills.

The above discussion surrounding the importance of the English language, student proficiency directly linked to teaching curriculum leads to create to state the following research problem:

#### **♣ RESEARCH PROBLEM**

How do the English teaching techniques influence on the development of reading skills and writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?

## ♣ DELIMITATION OF THE RESEARCH

### a) Temporal:

The present project is developed during the academic period 2013-2014.

### b) Spatial:

The establishment chosen for the research is located in “Unidad Educativa Gonzanamá”, located in Gonzanamá Canton, province of Loja.

### c) Observation Units:

According to the nature and characteristics of the researching work, it is necessary to involve in the process the following social people:

Headmaster of the institution

Teachers of “Unidad Educativa Gonzanamá”.

Students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school of the “Unidad Educativa Gonzanamá”.

**d) Sub problems:**

- ♣ What kind of reading techniques teachers use to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?
  
- ♣ What are the techniques that teachers use to develop writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?

### **c. JUSTIFICATION**

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

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

From the academic point of view, this research is focused on the limitation of reading skills and written production in the different institutions where young people acquire the knowledge of English as a foreign language. As a knower of these difficulties that students of Undead Educative Gonzanamá faced, and after applying previous surveys and interviews to them I realized that when they finished their secondary studies, their

reading skills and written production have not been developed as much as they would expected to be. That is one of the main reasons why I decided to research the causes why this high school does not provide the students a higher level of development of these skills and as of the other two ones (speaking and listening) and why these two skills are more significant with the macro curricular planning that the other two.

Also I would like to know the strategies and techniques to develop the reading skill and written production applied by teachers at Unidad Educativa Gonzanamá.

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

This theme is feasible because of inexpensiveness, the readily available resources, and my own knowledge. In addition the authorities, teachers and students from Unidad Educativa Gonzanamá have volunteered to contribute with their time throughout this research.

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

#### **d. OBJECTIVES**

##### **♣ GENERAL**

- ♣ To determine the influence of English teaching techniques and their influence on the development of reading skills and writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

##### **♣ SPECIFICS**

- ♣ To determine the teaching techniques that teachers use to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014.
- ♣ To identify the techniques applied by teachers apply to develop writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

## **e. THEORETICAL FRAME WORK**

### **1. Reading strategies to develop the reading skill**

#### **1.1. Definition of Reading**

“Reading is the process of looking at a series of written symbols and getting meaning from them.”<sup>1</sup> When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves).

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<sup>1</sup>. "What is reading?" Reading. Retrieved 10/07/2013 2013 from <http://www.englishclub.com/reading/what.htm>.

## 1.2. Reading process

“Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). It is a means of language acquisition, of communication, and of sharing information and ideas.”<sup>2</sup> Like all language, it is a complex interaction between the text and the reader which is shaped by the reader’s prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.

Readers use a variety of reading strategies to assist with decoding (to translate symbols into sounds or visual representations of speech) and comprehension. Readers may use morpheme, semantics, and syntax and context clues to identify the meaning of unknown words. Readers integrate the words they have read into their existing framework of knowledge.

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<sup>2</sup>(2011, September 11, 2013). "Reading skill." Reading process. Retrieved 10/07/, 2013 from [http://en.wikipedia.org/wiki/Reading\\_\(process\)](http://en.wikipedia.org/wiki/Reading_(process)).

### 1.3. Using Reading Strategies

Language instructors are often frustrated by the fact that students do not automatically transfer the strategies they use when reading in their native language to reading in a language they are learning. Instead, they seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary item, until they reach the end. When they do this, students are relying exclusively on their linguistic knowledge, a bottom-up strategy. One of the most important functions of the language instructor, then, is to help students move past this idea and use top-down strategies as they do in their native language.

“Effective language instructors show students how they can adjust their reading behavior to deal with a variety of situations, types of input, and reading purposes. They help students develop a set of reading strategies and match appropriate strategies to each reading situation.”<sup>3</sup>

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<sup>3</sup>Center, T. N. C. L. R. (2003, 2004). "Strategies for Developing Reading Skills." The Essentials of Language Teaching. Retrieved 10/07/2013, 2013, from <http://www.nclrc.org/essentials/reading/stratread.htm>.

Strategies that can help students read more quickly and effectively include:

#### **1.4. Preview Strategy**

When you preview a reading assignment you become familiar with its contents and goals before you start to read. This helps to make the reading an easier, faster, and more effective learning experience.

##### **1.4.1. Basic preview**

- a) Read and think about the title.
- b) Start turning the pages and read and think about each of the bold-face headings.
- c) When you reach the end of the chapter, write down what these headings told you are purposes and goals for this chapter. Then start actively reading it.

Notice that this quick overview of the chapter provides a framework for understanding the purposes and goals of the chapter. This should help you understand the reading better than if you had just started at the first word.

### 1.4.2. Expanded preview

- a) Read the title
- b) Read the introduction.
- c) Read each boldface heading and read and underline or highlight the first sentence under each heading (This first sentence often provides the main idea for the section.)
- d) Look at all of the pictures, including graphs and charts, and read their captions.
- e) Read the conclusion.
- f) Read the comprehension questions at the end of the chapter to find out what the authors consider most important in the chapter.
- g) “Now that you have a good idea of your purposes and learning goals for the chapter, you should write down what you learned about the purposes and goals of this chapter before you start actively reading it.”<sup>4</sup>

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<sup>4</sup>UTEP (2010). PREVIEW STRATEGY. Reading Strategies. U. d. T. e. E. Paso. El Paso, TX. **2**: 250.

## **1.5. Predicting**

### **1.5.1. What is it?**

Effective readers use pictures, titles, headings, and text -as well as personal experiences- to make predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information and events in the text. After making predictions, students can read through the text and refine, revise, and verify their predictions.

The strategy of making predictions actively engages students and connects them to the text by asking them what they think might occur in the story. Using the text, students refine, revise, and verify their thinking and predictions.

### **1.5.2. Why is it important?**

Making predictions activates students' prior knowledge about the text and helps them make connections between new information and what they already know. By making predictions about the text before, during, and after reading, students use what they already know -as well as what they suppose might happen- to make connections to the text.

Snow (1998) has found that throughout the early grades, reading curricula should include explicit instruction on strategies used to comprehend text either read to the students or that students read themselves. These strategies include summarizing the main idea, predicting events or information to which the text is leading, drawing inferences, and monitoring for misunderstandings.

### 1.5.3. How can you make it happen?

Teachers should begin modeling the strategy of making predictions regularly with young students, and they should continue using this strategy throughout elementary and middle school -until students have integrated the strategy into their independent reading model how to make predictions for emergent readers. The "think-aloud" strategy is particularly helpful.

- ♣ Think aloud *before* reading a book to students, modeling the process of predicting before reading. "I found an interesting book at the library and by looking at the cover I am guessing or predicting the story will be about \_\_\_\_\_ and \_\_\_\_\_. When we use what we know to make a guess before we read it is called ***predicting***."

- ♣ Think aloud *while* reading a book to students, modeling the process of predicting while reading. "Hmmm... my prediction that the story would be about \_\_\_\_ was right, but I did not think that \_\_\_\_ would happen. I'll make a new prediction that \_\_\_\_\_ will happen based on what we read."
  
- ♣ Think aloud *after* reading, modeling the process of reflecting on predictions after reading. "My first prediction was \_\_\_\_\_. After reading part of the story I predicted \_\_\_\_\_. Now that I am finished reading I think my predictions were close/not close to what really happened because\_\_\_\_\_."

As students move toward independent integration of the strategy, teachers should provide opportunities for them to make, revise, and verify their own predictions before, during, and after reading. Here are some suggestions:

- ♣ Pre-select and mark stopping points throughout a book. Use sticky notes to mark students' books if they are reading independently.
  
- ♣ As a class or in groups, have students make and discuss predictions. Have them think aloud as they share their predictions.

- ♣ Have students write or draw predictions in journals, learning logs, or on chart paper to refer to throughout the story.
- ♣ At the pre-selected stopping points, have students refine, revise, and verify their predictions. Make changes to the journals or chart as needed.
- ♣ “At the end of the story, have students reflect on their predictions in relation to the entire story and ask them to draw a final sketch or write a learning log response about their predictions. Encourage students to think about why their prediction was correct or incorrect and what information they are using to make that decision.”<sup>5</sup>

## **1.6. Skimming**

### **1.6.1. What is Skimming?**

Skimming is a process of speed reading that involves visually searching the sentences of a page for clues to meaning. For some people, this comes naturally, and usually may be acquired by practice. “Skimming is usually seen more in adults than in children. It is conducted at a higher rate (700 words per minute and above) than normal reading for

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<sup>5</sup>PEARSON, E. (2013). "Predicting." Ibid. Retrieved 10/07/2013 2013 from <http://www.teachervision.fen.com/skill-builder/reading/48711.html?page=1&detoured=1>.

comprehension (around 200-230 wpm), and results in lower comprehension rates, especially with information-rich reading material.”<sup>6</sup>

Another form of skimming is commonly employed by readers on the Internet. This involves skipping over text that is less interesting or less relevant. This form of reading is not new but has become increasingly prevalent due to the ease with which alternative information can be accessed online. Some of the sentences have minor information that might not be required.

“Skimming helps you decide if you like a book, its characters and story, its topics and style of writing. It may or may not be followed by some more intensive reading.”<sup>7</sup>

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<sup>6</sup>ABELA (2011). Skimming. Wikipedia The free Encyclopedia.

<sup>7</sup>DE CERTEAU, M. (1984). "Reading skills and reading strategies." "Reading as Poaching." *The Practice of Everyday Life*. Retrieved 10/07/2013, 2013 from [http://en.wikipedia.org/wiki/Reading\\_\(process\)](http://en.wikipedia.org/wiki/Reading_(process)).

### **1.6.2. When to skim?**

Because skimming is done at a fast speed with less-than-normal comprehension, you should not skim all the time. There are many times, however, when skimming is very useful.

Suppose you are taking a presentation skills class and have to deliver an oral report in a few days about the first computers ever made. You find six books and four newspaper articles about this topic. Because you must be ready soon, you do not have time to read each word, but you need a large quantity of solid information.

Skimming will help you locate the information quickly while making sure you use your time wisely. It will also increase the amount of usable material you obtain for your research.

Suppose you have an exam in a few days. You need to review the material you learned, but you do not want to reread everything. By skimming, you can quickly locate the information you have not mastered yet and study only that material.

While reading, ask yourself the following questions to help you decide whether or not to skim. If you answer yes to any of these, then skimming is a useful tool.

- ♣ Is this material non-fiction?
- ♣ Do I have a lot to read and only a small amount of time?
- ♣ Do I already know something about this?
- ♣ Can any of the material be skipped?

“If you have sufficient background knowledge or believe you do not need the information, and then skip it! That is right –do not read it at all! Believe it or not, skipping material may sometimes be the best use of your time. Just because someone wrote something does not mean you have to read it. If you pick and choose carefully what you skim and skip, you will be pleasantly surprised at the large amount of information you can get through in a short period of time.”<sup>8</sup>

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<sup>8</sup>MARKS, A. B. (2007). Strategies for Study and LifeLong Learning, Thomson/Cengage.

## **1.7. Scanning**

### **1.7.1. What is Scanning?**

Scanning is another useful tool for speeding up your reading. Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. You scan when you look for your favorite show listed in the cable guide, for your friend's phone number in a telephone book, and for the sports scores in the newspaper. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry.

### **1.7.2. How to scan?**

Because you already scan many different types of material in your daily life, learning more details about scanning will be easy. Establishing your purpose, locating the appropriate material, and knowing how the information is structured before you start scanning is essential.

The material you scan is typically arranged in the following ways: alphabetically, chronologically, non-alphabetically, by category, or

textually. Alphabetical information is arranged in order from A to Z, while chronological information is arranged in time or numerical order.

Information can be also be arranged in non - alphabetical order, such as a television listing, or by category, listings of like items such as an auto parts catalog. Sometimes information is located within the written paragraphs of text, also known as a textual sense, as in an encyclopedia entry.

Learning to use your hands while scanning is very helpful in locating specific information. Do you do anything with your hands to locate a word in a dictionary? Do you use your hands to find a meeting time on your calendar? Using your hand or finger is extremely helpful in focusing your attention and keeping your place while scanning a column of material.

Your peripheral vision can also help you scan effectively. When your hand moves down a list of names, you see not only the name your finger is pointing to, but also the names above and below. Let your eyes work for you when searching for information.

Keep the concept of key words in mind while scanning. Your purpose will determine the key words. Suppose you are looking for the time a train leaves from New York City for Washington, D.C. The key words to keep in mind are “from New York City” and “to Washington, D.C.” If you are looking for the cost of a computer printer with the code number PX-710, the key word to locate in a list of many printers is “PX-710.”

### **1.7.3. When to scan?**

You scan when your aim is to find specific pieces of information. If you were doing the research for an oral presentation, you could scan the index of books, web sites, and reference materials. You would discover whether they contain any information you want and the pages where the information can be found.

In the past, you probably scanned without knowing you were doing it. Now with the information provided in this section, you can use scanning more intentionally and frequently. The more you practice, the more effective scanning will become. “Finally, the most important benefit of scanning is its

ability to help you become a more flexible reader. Scanning adds another high gear to your reading.”<sup>9</sup>

## **1.8. Identifying the main idea**

### **1.8.1. What is the main idea?**

It may be helpful to first explain what the main idea is **not**. It is not the information obtained during the introduction to the text when the title, headings, illustrations etc. are briefly considered, and linked to background knowledge, prior to reading. Although these text features are often useful in scaffolding readers towards finding the main idea, on their own, they are not enough. Readers need to explore the text at a deeper level in order to confirm or put aside any tentative thoughts about the main idea that the text introduction may prompt.

It is also important to note that the main idea is not simply what the text is about. To paraphrase Gerald Duffy (2003), "Charlotte's Web" is a story *about* a spider called Charlotte and a pig called Wilbur, but the *main*

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<sup>9</sup>MARKS, A. B. (2013). "Skimming And Scanning: Two Important Strategies For Speeding Up Your Reading." Retrieved 12/07/213, 2013, from <http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>.

*ideals* more to do with the things that give life meaning: friendship, love, birth and death. The main idea then, is what the author wants readers to understand is important and valued in the text, i.e., across the whole text, not just within sections of it.

Finally, because the main idea is hardly ever explicitly stated by the author, and because readers cannot get inside the author's head to find out exactly what they want readers to understand is important and valued in the text, readers can only ever make an informed guess about what the main idea is. "Consequently, readers often disagree about the main idea. Any disagreement is best seen as a valuable opportunity for discussion."<sup>10</sup>

### **1.8.2. How do you find the main idea?**

When determining the main idea the reader uses text details, in conjunction with their prior knowledge, to think about what the main message of the text might be. As they read, they begin to tentatively group related details, constantly asking themselves where the author is placing emphasis or value. At various stages throughout the reading the reader

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<sup>10</sup>Education, M. o. (2011 ). "IDENTIFYING THE MAIN IDEA." Retrieved 12/07/2013, 2013, from <http://arb.nzcer.org.nz/comprehension/ideas.php>.

may decide to reject very small groups of related details as not being particularly valued by the author. However, as they read on, gathering and grouping more details, they may reverse such a decision. Finally, the reader combines all the evidence, including their prior knowledge, and decides what is most important and valued in the text

<b>1. Identify</b> the important information.	<b>2. Group</b> the important information.	<b>3. Combine</b> the groups to get the main idea.
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When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

### **1.9. Reading to Learn**

Reading is an essential part of language instruction at every level because it supports learning in multiple ways.

- ♣ Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar,

sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.

- ♣ Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.
  
- ♣ Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

When reading to learn, students need to follow four basic steps:

- ♣ Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
- ♣ Attend to the parts of the text 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.
- ♣ Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.
- ♣ Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

### **1.10. Ideas and Techniques for Teaching English Language Learners**

“Teaching English language learners can be challenging, problems seem to arise from all directions. However, this challenge does not have to rub

off on onto your students. The following are ideas and techniques to spice up your ESL classroom and make lessons more interesting and effective.”<sup>11</sup>

### **1.11. Repeat and Re-phrase:**

The repeat and re-phrase technique is effective in classrooms because a student may know various vocabulary words and now know the ones that the teacher is using. By using this technique the teacher exposes the student to new vocabulary that can be associated with the old to acquire a meaning. The student benefits by both the repetition; as the source of learning new vocabulary and the use of old vocabulary to form a re-phrased question, in order to acquire a new and better understanding of the English Language.

These techniques can be used during oral instruction given to the class or an individual student. It can also be applied during question and answer time in class, and is optimal for such a use as it provides students with an opportunity to better understand the question and answer it without help.

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<sup>11</sup>LAIN (2006, Aug 11, 2006). "Ideas and Techniques for Teaching English Language Learners." Education. Retrieved 12/07/2013, 2013, from <http://voices.yahoo.com/ideas-techniques-teaching-english-language-61668.html?cat=4>.

This promotes a higher level learning, understanding, and self-confidence in students.

The repeat and re-phrase strategy is used in the classroom to promote, achieve, or ensure, understanding of a given topic, standard, or question. For example: if a student does not understand the question "what is the meaning of an adjective?" Then the teacher can respond by either repeating, and/or if understanding is still not reached, re-phrasing the question to promote the student's application of knowledge. The question could be re-phrased as: "What does an adjective do?" This also helps with future questions as the student will better understand the meaning of the posed question.

Additionally, the repeat and re-phrase can be used to question for understanding by re-phrasing a sentence to check if the student properly understood the meaning of a particular word or concept. For example: "The girl avoided the water." Used to teach the vocabulary term "avoid."

Questioning for understanding could be phrased as: "If she avoided the water, then she is not wet." The teacher can ask whether this is correct or not and the students can better understand what the term means and its uses.

### **1.12. Music and jazz chant activities:**

Music and jazz chant activities are effective in the classroom because it is easy for music to get stuck in one's head. Think of the things you learned as a child just through song. Additionally, it gives the class a fun way to remember or recall sometimes tedious information, creating a more engaging and fun environment for learning topics and concepts that are generally hard.

The music and jazz chant activities can be used during memorization activities. As means of participation to learn new words or short concepts, remembering lists, rules, and the like. This is a fantastic way to memorize the alphabet, periodic table, states, countries, etc.

The expected outcome is that students will more easily remember large amounts of important information. Students will be involved in the introduction of new material in a fun and interesting way. This is especially beneficial for younger students.

### **1.13. Visual aids realia, maps, and pictures, multimedia:**

Visual aids and the like are effective in that they can provide students with a better grasp of the concept than any other word. "This is the object that matches the word." No matter what level the student is, they can understand the relationship between the two and easily grasp the new word or concept. In addition, these sorts of techniques spice up the classroom and keep things interesting. It is easy for a language class to become dull with repetition and writing. But, by implementing the use of various visual and audio aides the class can remain focused, but also entertained.

These strategic examples can be used as an introduction to vocabulary terms, concepts, teaching places (names/locations), and teaching specific behaviors (cultural). Additionally, teaching parts of speech can be done

using these media as visual aids for actions, colors, etc. Multimedia can also be used to show language in practical use, dialog, or visual or audio to materials read. Audio samples can also be used in teaching sounds of letters or words.

The learning outcome of this is that students will gain a better understanding of materials presented, and it can provide a second way of learning (visually). Students also have examples of the materials presented and a visual to put to the word.

#### **1.14. Cooperative Groups, Peer Coaching:**

This technique optimizes personalized student learning time as each student can get personalized attention even if it is not given by the teacher. This is also helpful when the teacher is not supposed to be the focus of activities and instead can move from table to table and help as needed. It creates a community setting and gets students into helping each other and learning from each other. Cooperative groups work because there are many ways to break students into groups that allow them personally catered lessons on their level.

Placing students in cooperative groups or using peer coaching is especially helpful in an ELL classroom where students are or can be at mixed levels of learning English. When this is the case it is best to place them in groups that are chosen by the teacher in a manner that places higher level students with lower level ones. In this way the higher level student is learning, practicing, and perfecting techniques through teaching; and the lower level student is acquiring new knowledge and receiving help from a peer. This can also be used to place higher level students together to work on an assignment while the lower level students stay with the teacher to learn new information. In this way the teacher is able to optimize learning by providing new information to both levels without actually having to make one or the other sit through information that is either below or above their learning level.

The learning outcome of this strategy is that students are able to take in more information at one time while developing relationships and community amongst themselves. Additionally, by using this technique students will learn from each other. Many times, youths are more prone to hear out their peers over adults. Naturally, this caters to those thoughts and allows students to take in the needed knowledge, but in a way that is

more entertaining. Working in groups also provides the teacher with many new lesson options to keep the classroom engaging and motivating.

**1.15. Pre-instruction activities (semantic webbing, graphic organizers, and KWL charts):**

Pre-instruction activities are generally effective because they provide an easy break-in to new information. Additionally, they provide the students with notes, or something to look back on to relate the new information with the old so that the concept is easier to understand. For instance, a chart may compare new materials with old thus drawing a line between the two that the student can follow. These activities also draw the student into the new concept to keep them motivated and interested in what is being taught.

The pre-instruction technique could be applied in the introduction of a new concept or idea; or it can be applied to the planning of a project or paper that will be written by the student. Additionally, the teacher can use this technique to give instructions or notes on a topic that the student will later research and/or develop alone.

From this technique, the learning outcome is that the students will acquire important information that will help during the new unit of study or planning of a project that will require a lot of independent work. This is optimal to create a means of providing information that the students can later apply to other work in that lesson or unit.

A “KWL table”<sup>12</sup>, or KWL chart, is a graphical organizer designed to help in learning. The letters KWL are an acronym, for what students, in the course of a lesson, already: know, want to know, and ultimately learn. A KWL table is typically divided into three columns titled *Know, Want and Learned*. The table comes in various forms as some have modified it to include or exclude information. It may be useful in research projects and to organize information to help study for tests. Here is what the KWL chart can look like:

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<sup>12</sup>Ogle, D. M. (2011). K-W-L: A teaching model that develops active reading of expository text. [Wikipedia The Free Encyclopedia](#).

<b>K</b> What I <i>know</i>	<b>W</b> What I <i>want</i> to know	<b>L</b> What I <i>learned</i>
Write the information about what the students know in this space.	Write the information about what the students want to know in this space.	After the completion of the lesson or unit, write the information that the students learned in this space.

A KWL chart can be used to drive instruction in the classroom. The teacher can create lesson plans based upon the interests and inquiries of the students and their needs. Using this strategy can increase motivation and attention by activating the students' prior knowledge. This allows the teacher to understand the students' prior knowledge and the students' interests in the topic.

## 2. What is writing?

With the exception of speaking, writing is the most popular and prevalent method of creating connections among people. "As a means of building links between individuals and within communities, writing serves as the flexible foundation for almost every type of communications media. Print, video, audio, speech and interactive web media all begin with writing."<sup>13</sup>

Writing connects people across time, space and culture. Because of the influence of writing, individuals can learn from yesterday, gain knowledge about today and design for tomorrow.

Writing (being inanimate, amoral and disinterested) can transmit good or evil. It can destroy or create, cover up or reveal. Writing can prevaricate or be straightforward. It can build up or tear down, poison or heal. Writing can cause conflict or encourage peace.

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<sup>13</sup>KERSTETTER, B. (2008). "What is Writing?" Research and Writing. Retrieved 13/07/2013, 2013, from <http://villagehiker.com/research-writing/what-is-writing-a-definition.html>.

Because writing in itself is neutral and indifferent, its purposes and results depend totally on the intentions and hearts of writers and their audiences.

## **2.1. Why writing is important**

The typical college student will be required to write a variety of essays throughout his/her scholastic career. These essay assignments will cover a variety of goals and purposes. Most of the time, a student will be required to work on an essay assignment as homework. Some of these assignments can be written using only personal experiences or previously gained knowledge, while other essays will require additional research and the use of outside sources. Sometimes, a student will be asked to write an essay in class with a limited amount of time. Regardless of the actual assignment and the format used, understanding what makes for good writing and the proper techniques to use can lead to creating a well-crafted essay in a shorter amount of time.

“Not only is writing an important academic skill, but it is also an important skill that translates into any career field. Nearly all professions require some form of writing on the job. For example, doctors and nurses write

medical reports on patients; accountants and business managers create financial reports; engineers and software technicians write instruction sheets and user manuals; nearly every worker in all business fields composes emails and other forms of written communication for customers, clients, and co-workers.”<sup>14</sup> Ultimately, the number of job tasks that require writing is countless. Since writing is used in all fields and jobs, it is a skill that all students and workers should learn and become better at.

## **2.2. Types of writing**

Have you ever noticed how some stories sound completely different from others? There are many different types of writing out there, all with different aims and meanings. By knowing the different types of writing you will start to recognize them in everything you read. This helps you understand the meanings of the things you read and why they were written.

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<sup>14</sup>(2012). "Why Writing is Important?" Writing. Retrieved 13/07/2013, 2013, from <http://www.aims.edu/student/online-writing-lab/overview/why>.

There are four main types of writing: expository, descriptive, narrative and persuasive. There are many other subtypes that fall under these titles but it is easiest to start here.

### ♣ Expository writing

Expository writing is where the author intends to inform, explain, describe or define their subject to you. This is the most common type of writing you will find in text books and online. As the author is mostly trying to tell you all about the subject, their opinions are left out leaving you with facts and figures instead of trying to defend or support an opinion. "An example of expository writing is "How-to" articles, where the author is explaining how to build or do something yourself."<sup>15</sup>

"Expository writing analyzes and explains information to inform or educate your reader. As we move to expository writing, your knowledge of description and narration will help you provide the vividness and interest essential to effective expository writing. With its emphasis on logic and organization, expository writing is most likely the type of writing you will be

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<sup>15</sup>Resource, T. o. t. (2012). "Teacher Guide to Different Types of Writing." English Language Arts. Retrieved 14/07, 2013, from [http://www.teach-nology.com/themes/lang\\_arts/typesofwriting/](http://www.teach-nology.com/themes/lang_arts/typesofwriting/).

doing in college and throughout your career. When you enter the workforce, you will find that expository writing is necessary in almost any profession and that your ability to write exposition requires the same skills necessary to succeed in many careers: thinking critically, analyzing complex situations, and presenting information clearly to coworkers".<sup>16</sup>

### ♣ **Descriptive writing**

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can actively participate in by using imagination.

Descriptive details aid in developing the overall dominant impression. The dominant impression is a basic idea or theme that the writer wants to express from the complexity of the story's construction. A city, for example, can be described as exciting or scary depending on carefully chosen words, or from a subtly crafted mood. A thesaurus will help to achieve this. It lists a variety of words with similar meanings or

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<sup>16</sup>NAZARIO, L., et al. (2010). Bridges to Better Writing. Wadsworth.

connotations. Use the thesaurus to generate a word bank of comparable words that will help to develop “unity with variety.” This means the writing is focused and interesting because it has a dominant impression.

“Descriptive writing provides literary texture to a story. Texture *shows* rather than *tells*. A writer shows the reader through the senses of sight, hearing, smell, taste, and touch, as well as through emotional feelings.”<sup>17</sup>

Descriptive details enable the reader to visualize elements in the story. Vivid adjectives and active verbs help the writer to develop specific sensory descriptions.

### ♣ Narrative Writing

Narrative writing focuses on telling a story. This may mean telling a fictional story (one that is made up) or it may mean telling a real-life story in such a way that the author follows a plot structure. It can also take the form of an essay, in which the author will use a personal story to prove a point or state an argument. “The forms vary greatly because it is largely a creative endeavor; novels, short stories, poems, blog posts, and essays

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<sup>17</sup>(2012). Descriptive Writing.

can all take the form of a narrative, and while the form of the writing may change, the function of telling a story remains the same.”<sup>18</sup>

Much of narrative writing can be done on a personal level that is; the stories written do not necessarily need to be shared with others. The value of such writing becomes evident as a catharsis of sorts: authors may choose to write about a troubling situation to help them work through it or understand it better, for example. As a tool in the public domain, this form of writing helps the author connect with an audience to prove a point, state an argument, or address an important issue. A narrative can set the stage for a particular issue, and the story does not necessarily have to be about the author himself. He can, for example, write an account of a friend or acquaintance's experiences in a war-torn country without having lived through the experience.

### ♣ **Persuasive writing**

“Known as creative writing or an argument, is a piece of writing in which the writer uses words to convince the reader that the writer's opinion is

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<sup>18</sup>CAVALLARI, D. (2013). "What Is Narrative Writing?" Writing. Retrieved 15/07, 2013, from <http://www.wisegeek.org/what-is-narrative-writing.htm>.

correct with regard to an issue. Persuasive writing sometimes involves convincing the reader to perform an action, or it may simply consist of an argument or several arguments to align the reader with the writer's point of view."<sup>19</sup> Persuasive writing is one of the most commonly used writing types in the world. Persuasive writers employ many techniques to improve their argument and show support for their claim. Simply put, persuasive writing is "an essay that offers and supports an opinion".

Research shows that young children are capable of anticipating their readers' beliefs and expectations when writing for familiar readers to get something they want and when prompted to think about their audience's perspective while writing. Teachers can also guide students to analyze examples of persuasive writing and understand the author's purpose. Before writing a persuasive piece, students should understand how persuasion is used orally in everyday life by practicing making short, convincing speeches about something that's important to them.

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<sup>19</sup>(2012). Persuasive writing. [Wikipedia, the free encyclopedia](#). Wikipedia.

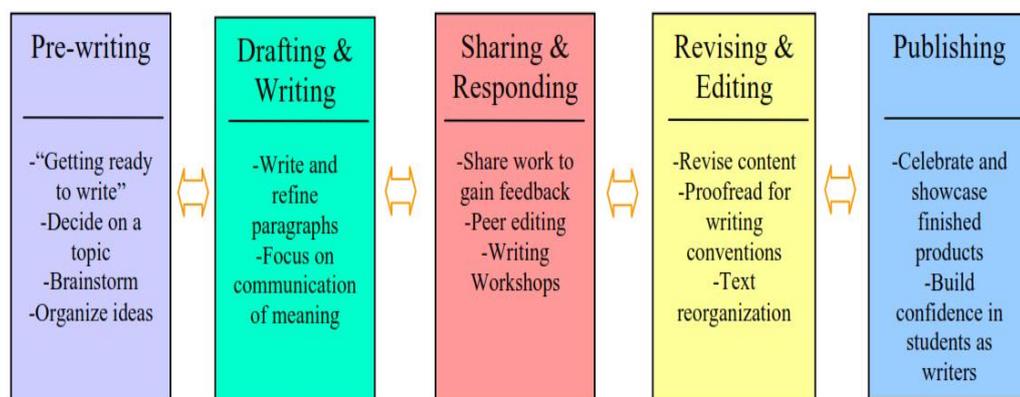
### ♣ The writing process

Writing instruction began to change throughout the United States as teachers found more holistic approaches to teaching writing (McCarthy, Hoffman, Stable, Elliott, Dressman, & Abbott, 1994).

Responding to the need for innovative instruction and pedagogies, the last two decades saw an emergence of new practices that moved beyond rote repetition and technical instruction. Instead, writing was taught as a vehicle for creative expression and critical thought. Rather than focusing on spelling, grammar, and other writing conventions, the holistic process emphasizes the actual process of writing. It concentrates on writing as a recursive process in which writers have the opportunity to plan, draft, edit, and revise their work (Hillocks, 1987; Murray, 1982). The writer is taught to review and revise several drafts, which enables and encourages new ideas. Grammatical changes and conventional editing occur during the revision or editing stage (Ballator, Farnum, & Kaplan, 1999; Flower & Hayes, 1981). Furthermore, since grammar and conventions are not the focus of writing, the writing process may be adapted for use even with young writers in kindergarten (Sealey, Sealey, & Millmore, 1979).

Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. Characteristically, the writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping (Bereiter & Scardamalia, 1983; Flower & Hayes, 1980; Murray, 1982). However, researchers and educators have identified several logical steps that most writers go through, displayed in Figure 1.

**“Figure 1. The writing process”**<sup>20</sup>



### ♣ Pre-writing

Pre-writing or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time

<sup>20</sup>Graves (1997). "The Writing Process." from [http://en.wikipedia.org/wiki/Persuasive\\_writing](http://en.wikipedia.org/wiki/Persuasive_writing).

(Murray, 1982). Research indicates that skilled writers spend significantly more time organizing and planning what they are going to write (Hillocks, 1986). Most students, however, spend on average only about 3 minutes to prepare for their writing (National Center for Educational Statistics, 1996). Students spend little time thinking and planning how to express their thoughts before writing them down and therefore are not accessing information and ideas that could possibly enhance their writing.

Listed below are some of the most common types of prewriting techniques. You should become familiar with all of these and figure out the one that works best for you.

- ♣ **Listing:** This involves making lists of things which are related to the topic.
- ♣ **Free writing:** Just starting writing on topic and do not stopping (or even pause) until a predetermined period of time has passed.
- ♣ **Clustering:** Starting with a central idea and related words, phrases, or ideas to it. This is used to find a direction for thoughts.
- ♣ **Percolating:** Thinking about the topic. Deeply examining, with the mind, what needs to be said.

- ♣ **Reading or Researching:** Finding information about the subject.
- ♣ **Discussing:** Talking to other people, with varying levels of knowledge on the topic, about the piece.

## **Techniques to develop the written production**

### ♣ **Generating Ideas**

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

### ♣ **Free writing**

“Free writing consists of focused but informal writing about the topic at hand.”<sup>21</sup> There are four important rules to follow:

- ♣ Write for a short, specified time (5, 10, 15 minutes).
- ♣ Keep your hands moving; do not stop writing until the time is up. If you are having trouble finding the right word, draw a line and keep

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<sup>21</sup><http://users.humboldt.edu/tduckart/Freewriting.htm>

going, or use a less than perfect word in its stead: you can always go back and fix it later. If you cannot think of anything to say, just keep writing your last word, or your name, or "I'm stuck" over and over again: the words will come.

- ♣ Turn off the internal editor, the one who tells you to go back and dot that "i" and cross that "t," tells you that this or that idea is stupid, or tells you that you've just written a run-on sentence or fragment.
- ♣ When the specified time is up, go back over the text and circle the surprises and draw arrows connecting ideas or themes: identify those passages/ideas/phrases that should carry over into your text.

Follow the writing; find out what you have to say by just saying it (on paper). Feel free to change topics or areas of focus, but try to follow the writing where it wants to go. Trust yourself and your writing.

**Pros:** Free writing is a terrific memory stimulator. This activity reminds you of what we already know and helps you to make connections you might not otherwise make. It helps you to get past the sterile, static, surface responses so that you can burn through to the insightful and fresh "meat" of what you really want to say.

**Cons:** Free writing is a time-consuming activity and does not guarantee brilliant results. It is possible to achieve only a clear idea of what you do not want to write.

### ♣ **Brainstorming**

“Brainstorming is probably the most effective of all the writing techniques because it helps English Second Language students think through their topic without having them judge what they write. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order.”<sup>22</sup>

Madison Avenue advertising executive, Alex Osborn, developed the original approach to brainstorming and published it in his 1953 book, "Applied Imagination." Since then, researchers have made many improvements to his original technique.

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<sup>22</sup>MARC, R. ESL Reading/Writing Suite 101. From [http://esllanguageschools.suite101.com/article.cfm/writing\\_techniques\\_for\\_adult\\_esl\\_students](http://esllanguageschools.suite101.com/article.cfm/writing_techniques_for_adult_esl_students). Jan 5, 2007

The approach described here takes this research into account, so it is subtly different from Osborn's approach.

Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking.

Therefore, during brainstorming sessions, people should avoid criticizing or rewarding ideas. You are trying to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts idea generation and limit creativity.

Evaluate ideas at the end of the brainstorming session – this is the time to explore solutions further, using conventional approaches.

### ♣ Why use brainstorming?

“Conventional group problem solving can often be undermined by unhelpful group behavior. And while it is important to start with a structured, analytical process when solving problems, this can lead a group to develop limited and unimaginative ideas.”<sup>23</sup>

By contrast, brainstorming provides a free and open environment that encourages everyone to participate. Extravagant ideas are welcomed and built upon, and all participants are encouraged to contribute fully, helping them develop a rich array of creative solutions.

When used during problem solving, brainstorming brings team members' diverse experience into play. It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face.

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<sup>23</sup>AXELORD, R. and C. COOPER (1993). "The Concise Guide to Writing." Free writing. Retrieved 16/07, 2013, from <http://users.humboldt.edu/tduckart/Freewriting.htm>.

It can also help you get buy-in from team members for the solution chosen – after all, they are likely to be more committed to an approach if they were involved in developing it. What is more, because brainstorming is fun, it helps team members bond, as they solve problems in a positive, rewarding environment.

While brainstorming can be effective, it is important to approach it with an open mind and a spirit of non-judgment. If you do not do this, people "clam up," the number and quality of ideas plummets, and morale can suffer.

### ♣ **Individual Brainstorming**

While group brainstorming is often more effective at generating ideas than normal group problem solving, several studies have shown that individual brainstorming produces more – and often better – ideas than group brainstorming.

This can occur because groups are not always strict in following the rules of brainstorming, and bad behaviors creep in. Mostly, though, this happens because people pay so much attention to other people that they

do not generate ideas of their own – or they forget these ideas while they wait for their turn to speak. This is called "blocking."

When you brainstorm on your own, you do not have to worry about other people's egos or opinions, and you can be freer and more creative. For example, you might find that an idea you had hesitate to bring up in a group develops into something special when you explore it on your own.

However, you may not develop ideas as fully when you brainstorm on your own, because you do not have the wider experience of other group members to draw on.

Individual brainstorming is most effective when you need to solve a simple problem, generate a list of ideas, or focus on a broad issue. Group brainstorming is often more effective for solving complex problems.

## ♣ **Group Brainstorming**

With group brainstorming, you can take advantage of the full experience and creativity of all team members. When one member gets stuck with an idea, another member's creativity and experience can take the idea to the next stage. You can develop ideas in greater depth with group brainstorming than you can with individual brainstorming.

Another advantage of group brainstorming is that it helps everyone feel that they have contributed to the solution, and it reminds people that others have creative ideas to offer. Brainstorming is also fun, so it can be great for team building!

Group brainstorming can be risky for individuals. Unusual suggestions may appear to lack value at first sight – this is where you need to chair sessions tightly, so that the group does not crush these ideas and stifle creativity.

Where possible, brainstorming participants should come from a wide range of disciplines. This cross-section of experience can make the session more creative. However, do not make the group too big: as with other types of teamwork, groups of five to seven people are usually most effective.

#### ♣ **How to use the tool**

You often get the best results by combining individual and group brainstorming, and by managing the process according to the "rules" below. By doing this, you can get people to focus on the issue without interruption, you maximize the number of ideas that you can generate, and you get that great feeling of team bonding that comes with a well-run brainstorming session!

To run a group brainstorming session effectively, follow these steps.

#### **Step 1: Prepare the group**

First, set up a comfortable meeting environment for the session. Make sure that the room is well-lit and that you have the tools, resources, and refreshments that you need.

How much information or preparation does your team need in order to brainstorm solutions to your problem? Remember that prep is important, but too much can limit – or even destroy – the freewheeling nature of a brainstorming session.

Consider who will attend the meeting. A room full of like-minded people will not generate as many creative ideas as a diverse group, so try to include people from a wide range of disciplines, and include people who have a variety of different thinking styles.

When everyone is gathered, appoint one person to record the ideas that come from the session. This person should not necessarily be the team manager – it is hard to record and contribute at the same time. Post notes where everyone can see them, such as on flip charts or whiteboards; or use a computer with a data projector.

If people are not used to working together, consider using an appropriate warm-up exercise, or an icebreaker.

## **Step 2: Present the problem**

Clearly define the problem that you want to solve, and lay out any criteria that you must meet. Make it clear that the meeting's objective is to generate as many ideas as possible.

Give people plenty of quiet time at the start of the session to write down as many of their own ideas as they can. Then, ask them to share their ideas, while giving everyone a fair opportunity to contribute.

## **Step 3: Guide the Discussion**

Once everyone has shared their ideas, start a group discussion to develop other people's ideas, and use them to create new ideas. Building on others' ideas is one of the most valuable aspects of group brainstorming.

Encourage everyone to contribute and to develop ideas, including the quietest people, and discourage anyone from criticizing ideas.

As the group facilitator, you should share ideas if you have them, but spend your time and energy supporting your team and guiding the discussion. Stick to one conversation at a time, and refocus the group if people become sidetracked.

Although you are guiding the discussion, remember to let everyone have fun while brainstorming. Welcome creativity, and encourage your team to come up with as many ideas as possible, regardless of whether they are practical or impractical. Use thought experiments such as Provocation or Random Input to generate some unexpected ideas.

Do not follow one train of thought for too long. Make sure that you generate a good number of different ideas, and explore individual ideas in detail. If a team member needs to "tune out" to explore an idea alone, allow them the freedom to do this.

Also, if the brainstorming session is lengthy, take plenty of breaks so that people can continue to concentrate.

### ♣ **The next step – taking action**

After your individual or group brainstorming session, you'll have a lot of ideas. Although it might seem hard to sort through these ideas to find the best ones, analyzing these ideas is an important next step, and you can use several tools to do this. Use Affinity Diagrams to organize ideas and find common themes.

Grid Analysis and Paired Comparison Analysis will help you choose between different options. You can also use the Six Thinking Hats technique to look at ideas from different perspectives; and Nominal Group Technique and Multi-Voting can help you choose between options as a team, particularly where the differences between options are quite subjective.

### ♣ **Branching or clustering:**

These two methods of invention are more visual, nonlinear versions of listing and outlining. With both clustering and branching, you can start with an assignment's main topic (or with an idea generated in free writing) and you brainstorm related ideas that flow from that main idea.

*Clustering* involves writing an idea in the middle of a page and circling it. Then draw lines leading from that circle or “bubble” to new bubbles where you write different subtopics of that central idea. Picking the subtopics that interest you most, draw lines leading to more bubbles wherein you note important aspects of the subtopics.

*Branching* follows the same principle, but instead of placing ideas in bubbles, writes them on lines that branch off into other lines, containing the related subtopics of your larger topic.

This technique can be helpful because it allows you to freely explore ideas and can give you visual evidence of your interests and knowledge: the more branches or bubbles you have along one line of ideas, the more competence or interest you likely have in that idea.

This is a great technique for visual learners since this type of prewriting allows you to visually see how ideas can go together under each cluster.

## **To get started**

Place your general subject in a circle in the middle of a blank sheet of paper.

Begin to draw other lines or circles that shoot out from the original topic.

Cluster the ideas that seem to go together.

Try to do this for at least ten minutes.

### **♣ Questioning:**

Writers have been prewriting for a long time. While teachers have been using the writing process to teach writing only for a few decades, writers have been aware of their writing processes for centuries. For example, journalists have been prewriting since the birth of their profession.

The prewriting technique used by many journalists and many other writers is questioning. Sometimes called the "5 Ws," these questions include the following: Who? What? When? Where? Why?

In addition, many writers include a sixth question: how? These questions allow writers to consider several aspects of their topic. In doing so, writers who use questioning as prewriting techniques often identify a focus in their topic that leads to a thesis for their essay.

♣ **Journals:**

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

**Conversation with friends:**

“Recalling recent conversations with friends may be an excellent source of ideas for topics. The topics that are discussed with friends will be topics of interest to the writer and her/his audience. Selecting interesting topics is a

very important aspect of topic selection; it will help to keep the reader involved.”<sup>24</sup>

### ♣ **Graphic Organizers:**

#### **Teaching writing and learning with graphic organizers**

There are dozens of great brainstorming and organizing tools available on the web to help students prepare for writing assignments and develop their skills.

For some reason, writing tends to be the task many students dread the most. As a result, teachers are always on the lookout for ways to make the assignment more enjoyable – or at least less despised! Incorporating graphic organizers into the writing and learning process is a great way to get students to think outside the box and engage more willingly in the process.

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<sup>24</sup>EIBEN, L. and J. SUDDUTH (2010). "Writing an Essay." Project by Students for Students. Retrieved 16/07, 2013, from [http://library.thinkquest.org/J001156/writing%20process/cp\\_brainstorming.htm](http://library.thinkquest.org/J001156/writing%20process/cp_brainstorming.htm).

### ♣ **What are graphic organizers?**

A graphic organizer is a visual aid that helps depict the correlation between ideas, facts, or concepts. The most common visual learning strategies are concept mapping, webbing, and mind mapping.

### ♣ **Concept Mapping**

A concept map creates a visual representation of the relationship between ideas. Usually encompassed in a box or circle, each idea is linked to another by the word or phrase that describes the relationship. This process helps students see how a story or concept can be narrowed down into specific topics.

### ♣ **Webbing**

By creating a web, students will see how their central idea is linked to supporting details. They will realize the varied groups of information encompassed in a single lesson are all tied together.

This brainstorming process is perfect for launching a writing project. It also provides guidance on where to proceed during the research process. Unlike other brainstorming techniques, webbing has some organization and structure to it. Webs help students arrange their ideas by sorting them according to relevance and importance.

### ♣ **Mind Mapping**

A mind map is the visual representation of hierarchical information. Starting in the middle and branching out, the visuals progress from the thesis to the supporting evidence.

Students can replace traditional note-taking techniques with mind mapping for a much more visually stimulating result.

### ♣ **How can graphic organizers help educators teach?**

Proponents of this teaching style claim it is the most effective visual learning strategy. Graphic organizers help students see the little details

amidst the big picture. These are great tools for helping students structure their thinking.

Another great benefit of graphic organizers is their flexibility. They can be used to help facilitate learning in all subject areas.

Additionally, when students use graphic organizers, the teacher has a better understanding of the student's level of understanding. This makes it easy to offer suggestions and point out areas of improvement.

#### **♣ How can graphic organizers help students learn?**

By using graphic organizers, students can learn to:

Visualize the general concept and break it down into manageable, specific ideas.

Analyze the correlation between two ideas or themes.

Structure their writing projects better and make the entire process easier.

Communicate their ideas.

Visually represent their thinking process.

Explore all possible options by brainstorming.

Determine the validity, relevance, and correlation of evidence.

Enhance understanding when reading and writing.

Easily identify the main elements of a composition.

Evaluate cause and effect.

Compare and contrast ideas.

Implement problem solving skills

- ♣ Enhance organizational skills
- ♣ Expand their vocabulary.
- ♣ Recognize sequences, hierarchies, and patterns.

**♣ What are the best graphic organization tools?**

There are various ways you can go about creating concept maps, webs, and mind maps. There are some great software programs you can buy or download. For example, check out Inspiration, draw or create. These programs allow your students to create their own visuals and explore technology.

## ♣ First Draft

### **Write your first draft as rapidly as you can**

In writing the first draft of your essay, try to get as many ideas down on paper as quickly as you can. Do not worry about spelling or punctuation at all at this stage, just ideas. If you change your mind about how to say something, do not stop to cross it out, just write an improved version. You may have a lot of repetition in your first draft.

### **When writing your first draft, do not worry about your introduction**

One of the reasons why many of us have trouble writing a first draft is that we try to write the essay beginning with the introduction. This is a difficult, and sometimes an impossible, task. How can you introduce an essay you have not written yet? Until you see what the body of your essay will say, it is almost impossible to write an effective introduction. You can easily fall into the trap of writing dozens of introductions, rejecting them all, and starting over each time. It is fairly obvious that this is a non-productive waste of time. Save the introduction for your second draft. Start right out with your trial thesis statement and support it. Start writing with the second or third paragraph of the essay and go on from there. You will

make much more progress writing the body of your essay than trying to guess at what will make a good introduction.

**When writing your first draft, bracket those sections you cannot write yet and try to finish a draft of the whole essay**

When you are writing your first draft you will probably find that you do not have all of the material you need for a finished essay. For example, you may know that you need examples of several of your points. If you have them, fine. If you are confused, just put a note in brackets: "[need example of classroom exercise for team building]." Then move on to the next point. Likewise with evidence that you have not found yet. Put a note in brackets to remind yourself what you need, but do not stop to look for it as you write your draft. It is important that you make notes to yourself as to what you need to find and develop before you have a finished essay. Doing so will save you a great deal of time because you will have a "shopping list" to bring to class or to the library that will help define what you need to finish the essay. This will make your further research much easier. But it is equally important that you try to get down on paper what you want the whole essay to say. This is the only way to test and develop your trial thesis statement. The entire should determine the parts, not the

parts the whole. You may find that your thesis needs major revision and that you really want to take a different approach than you had originally planned. That will help to clarify what details are important enough to pursue and what can be omitted.

**Rewrite your thesis statement whenever you can make it a better guide for writing and revising your essay**

Remember that your trial thesis statement is a guide or a yardstick to help you see where your essay is going. It is a mirror that you can hold up to your essay to show what you are really saying. It is not an external standard that somebody is imposing on you; it is your decision about what you want to say. But one of the greatest dangers in trying to write an essay is that you change your mind without realizing it, that you lose track of what you started to say and end up saying something else, without being aware of it. That is why your thesis statement is so important. It is fine it is usually good, when you decide to change direction or emphasis if you know what you are changing and how. But if you do not notice, it almost always leads to problems, as when your essay starts out promising one thing and ends by delivering something else. So keep comparing your thesis with your essay. When you have finished your first draft, re-

read your thesis statement and ask if that is still what you are saying. If it is not, revise the thesis. It is not unusual to rewrite your thesis statement a dozen times in the course of revising your essay.

**Write your first draft in the way that is easiest and most comfortable for you**

If you are an experienced typist, you will probably type your first draft. But if it is easier for you to write in longhand, do that. In writing your first draft, you want to write as quickly and easily as you can, concentrating just on the words but not on the way of producing the words. So go with whatever comes easiest. You will be revising this work. Many writers find that after writing a draft on longhand the process of entering it into the word processor gives them a chance to easily revise and correct the errors in the original. Do whatever you are most comfortable with. Do not try to make the first draft the final draft. Assume you will revise, and you can be much more loose and free in writing your first draft, and you can do it much more quickly.

## ♣ Revision

### Steps for revising your paper

**Summary:** Proofreading is primarily about searching your writing for errors, both grammatical and typographical, before submitting your paper for an audience (a teacher, a publisher, etc.). Use this resource to help you find and fix common errors.

When you have plenty of time to revise, use the time to work on your paper and to take breaks from writing. If you can forget about your draft for a day or two, you may return to it with a fresh outlook. During the revising process, put your writing aside at least twice—once during the first part of the process, when you are reorganizing your work, and once during the second part, when you are polishing and paying attention to details.

Use the following questions to evaluate your drafts. You can use your responses to revise your papers by reorganizing them to make your best points stand out, by adding needed information, by eliminating irrelevant information, and by clarifying sections or sentences.

**Find your main point:** What are you trying to say in the paper? In other words, try to summarize your thesis, or main point, and the evidence you are using to support that point. Try to imagine that this paper belongs to someone else. Does the paper have a clear thesis? Do you know what the paper is going to be about?

**Identify your readers and your purpose:** What are you trying to do in the paper? In other words, are you trying to argue with the reading, to analyze the reading, to evaluate the reading, to apply the reading to another situation, or to accomplish another goal?

**Evaluate your evidence:** Does the body of your paper support your thesis? Do you offer enough evidence to support your claim? If you are using quotations from the text as evidence, did you cite them properly?

**Save only the good pieces:** Do all of the ideas relate back to the thesis? Is there anything that doesn't seem to fit? If so, you either need to change your thesis to reflect the idea or cut the idea.

**Tighten and clean up your language:** Do all of the ideas in the paper make sense? Are there unclear or confusing ideas or sentences? Read your paper out loud and listen for awkward pauses and unclear ideas. Cut out extra words, vagueness, and misused words.

**Eliminate mistakes in grammar and usage:** Do you see any problems with grammar, punctuation, or spelling? If you think something is wrong, you should make a note of it, even if you don't know how to fix it. You can always talk to a Writing Lab tutor about how to correct errors.

**Switch from writer-centered to reader-centered:** Try to detach yourself from what you have written; pretend that you are reviewing someone else's work. What would you say is the most successful part of your paper? Why? How could this part be made even better? What would you say is the least successful part of your paper? Why? How could this part be improved?

#### ♣ **Rewriting**

This step general begins with a review of the supporting details in the essay. First, the reader must revise the essay (sentence that express the main idea of the essay) to make sure it is clear, direct and complete. Next,

you should re-read the topic sentences of the paragraphs in the body to ensure they relate to the main idea contained in the essay. Third it is important that you review the supporting details to make sure they are specific, relevant, typical and sufficient in number to accomplish the writer's purpose. Finally the order of the presentation should be reviewed to ensure it is reasonable.

Next the writer should:

Make sure that paragraphs have beginnings and endings. Transitions (linking expressions such as: first, second, next later, above and below) are commonly used to introduce a paragraph.

Make sure sentences within paragraphs are connected each other.

Introduce examples used to illustrate supporting ideas with transitions (such as: for example, in contrast, also, therefore and consequently).

Review all sentences with each paragraph.

Delete, revise, or combine sentences that they say the same thing.

Replace vague, unclear words with more descriptive ones.

Revise wording, grammar, spelling, and punctuation to ensure they are in Standard English form and are appropriate for the audience and purpose of the essay.

Continue to revise the essay until the writer is satisfied with what he/she has said and how it has been said.

### ♣ **Editing**

Editing is what you begin doing as soon as you finish your first draft. You reread your draft to see, for example, whether the paper is well-organized, the transitions between paragraphs are smooth, and your evidence really backs up your argument. You can edit on several levels:

**Content:** Have you done everything the assignment requires? Are the claims you make accurate? If it is required to do so, does your paper make an argument? Is the argument complete? Are all of your claims consistent? Have you supported each point with adequate evidence? Is all of the information in your paper relevant to the assignment and/or your overall writing goal? (For additional tips, see our handouts on how to read an assignment and argument in academic writing.)

**Overall structure:** Does your paper have an appropriate introduction and conclusion? Is your thesis clearly stated in your introduction? Is it clear how each paragraph in the body of your paper is related to your thesis? Are the paragraphs arranged in a logical sequence? Have you made clear transitions between paragraphs? One way to check the structure of your paper is to make an outline of the paper after you have written the first draft. (See our handouts on introductions, conclusions, constructing thesis statements, and transitions.)

**Structure within paragraphs:** Does each paragraph have a clear topic sentence? Does each paragraph stick to one main idea? Are there any extraneous or missing sentences in any of your paragraphs? (See our handout on paragraph development.)

**Clarity:** Have you defined any important terms that might be unclear to your reader? Is the meaning of each sentence clear? (One way to answer this question is to read your paper one sentence at a time, starting at the end and working backwards so that you will not unconsciously fill in content from previous sentences.) Is it clear what each pronoun (he, she, it, they, which, who, this, etc.) refers to? Have you chosen the proper

words to express your ideas? Avoid using words you find in the thesaurus that aren't part of your normal vocabulary; you may misuse them.

**Style:** Have you used an appropriate tone (formal, informal, persuasive, etc.)? Is your use of gendered language (masculine and feminine pronouns like “he” or “she,” words like “fireman” that contain “man,” and words that some people incorrectly assume apply to only one gender—for example, some people assume “nurse” must refer to a woman) appropriate? Have you varied the length and structure of your sentences? Do you tend to use the passive voice too often? Does your writing contain a lot of unnecessary phrases like “there is,” “there are,” “due to the fact that,” etc.? Do you repeat a strong word (for example, a vivid main verb) unnecessarily? (For tips, see our handouts on style and gender-sensitive language.)

**Citations:** Have you appropriately cited quotes, paraphrases, and ideas you got from sources? Are your citations in the correct format? (See the UNC Libraries citation tutorial for more information.)

As you edit at all of these levels, you will usually make significant revisions to the content and wording of your paper. Keep an eye out for patterns of error; knowing what kinds of problems you tend to have will be helpful, especially if you are editing a large document like a thesis or dissertation. Once you have identified a pattern, you can develop techniques for spotting and correcting future instances of that pattern. For example, if you notice that you often discuss several distinct topics in each paragraph, you can go through your paper and underline the key words in each paragraph, then break the paragraphs up so that each one focuses on just one main idea.

### ♣ **Final Copy**

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

The final copy should be:

Neat: either type it on a computer or use your best handwriting. Also; no wrinkles, holes or tears in the paper.

Clean: no dirty smudge marks or other blotches, or smeared ink.

Visible: the font should be large enough to read, but not so large that it takes up the whole page and it looks silly.

**Format:** what is it that is been written? Is it a letter? A book report or bibliography? The writer should make sure to use the correct format for whatever it is writing. Including the name and putting the person's comments in quotations marks. This all part of the format. A bibliography goes something like this:

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

Example:

Bond, Adam, Encyclopedia of Australia vol 9 'Plastics'.1996. Macmillan, Sydney.

The final copy should also have pictures, charts, tables of anything the author can use to make the piece of his/her writing more interesting, not if

it is a research like this one. Everything should be labeled and an explanation should be included so the reader knows what he is looking at.

### ♣ Writing Tips

**Do some short exercises to stretch your writing muscles** – if you are short of ideas, read the Daily Writing Tips article on “Writing Bursts”. Many new creative writers find that doing the washing up or weeding the garden suddenly looks appealing, compared to the effort of sitting down and putting words onto the page. Force yourself to get through these early doubts, and it really will get easier. Try to get into the habit of writing every day, even if it is just for ten minutes.

**If you are stuck for ideas, carry a notebook everywhere and write down your observations.** You will get some great lines of dialogue by keeping your ears open on the bus or in cafes, and an unusual phrase may be prompted by something you see or smell.

**Work out the time of day when you are at your most creative.** For many writers, this is first thing in the morning – before all the demands of the day jostle for attention. Others write well late at night, after the rest of the family has gone to bed. Do not be afraid to experiment!

**Do not agonize over getting it right.** All writers have to revise and edit their work – it is rare that a story, scene or even a sentence comes out perfectly the first time. Once you have completed the initial draft, leave the piece for a few days – then come back to it fresh, with a red pen in hand. If you know there are problems with your story but cannot pinpoint them, asks a fellow writer to read through it and give feedback.

**HAVE FUN!** Sometimes, we writers can end up feeling that our writing is a chore, something that “must” be done, or something to procrastinate over for as long as possible. If your plot seems wildly far-fetched, your characters bore you to tears and you are convinced that a five-year old with a crayon could write better prose ... take a break. Start a completely new project, something which is purely for fun. Write a poem or a 60-word

“mini saga”. Just completing a small finished piece can help if you’re bogged down in a longer story.

## ♣ **Writing Skills**

### **What are writing skills?**

Writing skills are specific capabilities which help a writer put into words his thoughts, ideas, and knowledge in an effective, clear, comprehensible, and at times in a unique or artistic manner.

These skills like any other skills take time to possess because once learned, they are to be improved and developed appropriately which oftentimes takes years. It is like giving time and effort for an egg to hatch. You do not force or hurry the process; otherwise the output will be anything but good and pleasing.

Writing skills are essential in order to reach the goals in writing which are: effectiveness, clarity, comprehensibility, creativity, and independence.<sup>25</sup>

You should reach and develop certain writing skills to be an effective writer. If your stories, essays, articles, or letters are ineffective, it is not worth writing. There should be specific impact to your readers after they read your pieces. Such impacts could be a motivation for action, an inspiration for change, an enlightenment, persuasion, entertainment, or knowledge. Remember that a good writer aims to elicit only positive impacts or effects from his readers.

The writing skills you have or will have should be enough to bring clarity and comprehensibility to your readers. If they basically do not understand any or most of the things you write, or the way you write, again, it is not worth writing. You will be defying the primary purpose of writing (to be bringing across a message clear and comprehensible enough to be understood).

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<sup>25</sup>(2012). "What are Writing Skills?" Journalism, English and Writing Skills(17/07/2013).

When it comes to creativity in writing, you need to put extra effort in gaining and developing writing skills because the thing that separates one writer from the other is creativity. If you want to have a name of your own as a writer and not just be tagged as a mere “writer,” you need to develop your creativity to a level that stands out from the rest.

Creativity just like beauty is relevant; it is as they say depends upon the “the eyes of the beholder.” To one, your writing may not be creative, but to another, it is.

Independence in writing will require you tons of patience and practice; and it is achieved by gaining well developed and sufficient writing skills.

To be an independent writer, you must be able to produce wonderful written pieces without much assistance. If you rely too much on dictionaries, spell check and grammar check applications, or another writer, you are way far from being an independent writer. To be one, you need to widen your vocabulary so you would not turn to the dictionary too often for word definitions, synonyms, and spelling; you need to strengthen

your foundations in grammar so you would not depend exclusively on Microsoft Word's grammar checker, wherein its skills in spotting and correcting grammar errors are limited and therefore inadequate; and you need to equip yourself with sufficient writing skills so you would not depend too much on another writer's skills like proofreading, editing, composition, construction, or style and creativity.

Writing skills are indeed indispensable in effective, clear, comprehensible, and creative writing; that is why you need to gain and sharpen them.

## **HYPOTHESES**

### **GENERAL**

The teaching techniques applied by the teachers influence on reading skill development among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

### **SPECIFICS**

- ♣ Repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014
  
- ♣ Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

## **f. METHODOLOGY**

### **DESIGN OF THE RESEARCH**

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way, because the researcher will not have the chance to manipulate the variables of the stated hypotheses, but it will describe the facts as happen in the real world. Also it would permit to apply a survey and the description of the facts in the same way that shows the researched reality to discover the data and the obtained results in the work. To carry out the present researching work is necessary to use the following methods, techniques, and procedures.

### **METHODS, TECHNIQUES AND INSTRUMENTS**

#### **Methods**

Methods are the group of planning and structuring procedures that we follow in the researching work, to obtain new knowledge about the social reality.

- ♣ **The scientific method:** Any scientific research follows an ordered and complex process which needs a strict procedure to describe the events during the period of observation, so the scientific method is selected because their characteristics seem to be the most appropriate.

This scientific method will let us, state problem, the general and specific objectives, and based on then, it will formulate the corresponding hypothesis and develop the theoretical frame which will guide all the investigation process.

- ♣ **Descriptive method:** It will be used because it will guide to demonstrate the main purpose of the researching work, to describe the problematic that the researcher found in this educative institution, to describe the variables of the stated hypotheses as cause and effect, and it will describe coherently all the researching work presenting the results and supporting the conclusions.

This method will also serve to describe the strategies and methodological tools that the teachers use in the English language laboratory to develop the listening and speaking skills during the English language teaching-learning process.

- ♣ **Analytic-Synthetic method:** This method also will serve to analyze the main result that It would be gotten through the instruments applied in the field work and which will help to prove the hypotheses based on the results of major tendencies. It also will be helpful to analyze the fundamentals of the theoretical frame which will support the verification of each hypothesis.
  
- ♣ **Explicative method:** It will also use in the explanation of all the result that it would be gotten in the field work contrasting then with the theoretical referents. It will let to identify the strategies and methodological tools that the teachers apply into the English language teaching-learning process.
  
- ♣ **Descriptive statistics:** The descriptive statistics would be served to represent the data in table, squares and graphs to get a better comprehension of the information.

## **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information of the research will be necessary to apply the following techniques and instruments.

A **survey** will be applied to obtain the empiric information about the teaching techniques and to know the use of strategies and technological tools that the influence on reading skill development. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the topic that will be research with indicators that will help to prove the stated hypotheses.

### **PROCEDURES**

After applying the research instruments, the data will be processed through the following steps.

### **TABULATING**

In the tabulation of the data obtained in the field research it will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, and It will contrast the information of the teachers and students which will let to get the right information.

## **ORGANIZATION**

After to organize the empiric information taking into account the questions that will prove the first hypothesis and the ones that will help to prove the second one, so which will describe them orderly.

## **GRAPHIC REPRESENTATION**

After I will **represent** the obtained data in statistic tables will show the data in frequency and percentages, so it will facilitate the interpretation and consequently the critical analysis of every question.

## **INTERPRETATION AND ANALYSIS**

Once presented the information in tables and graphs, it will be interpret according to the obtained percentages and it will be analyzed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

## **HYPOTHESES VERIFICATION**

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

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

## **POPULATION**

The population taken was 65 students from the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school of “Unidad Educativa Gonzanamá”. The population of the all students is represented in the following table:

## POPULATION

<b>YEARS</b>	<b>NUMBERS OF STUDENTS</b>
1 <sup>st</sup> year of high school	20
2 <sup>nd</sup> year of high school	20
3 <sup>rd</sup> year of high school	25
<b>TOTAL</b>	65
<i>Teachers' population</i>	5



## **h. ORGANIZATION AND MANAGEMENT OF THE RESEARCH**

### **RESOURCES**

#### **Human**

- ✓ English Teachers from “Unidad Educativa Gonzanamá”
- ✓ Students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school of “Unidad Educativa Gonzanamá”

#### **Material**

- ♣ Office material, books, copies, computer, printer, paper, folders and paper clips.

#### **Technical**

- ♣ Internet, computer, and printer.

### **BUDGET**

-	Project	500
-	Thesis first draft	300
-	Thesis second draft	400

-	Printing and Publishing	200
-	Unforeseen	100
	<b>TOTAL ESTIMATED BUDGET</b>	<b>1500</b>

### **FINANCING**

All the expenses from the present research work will be assumed by the author.

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♣ Annexes

CONSISTENCY MATRIX

**THEME:** ENGLISH TEACHING TECHNIQUES AND THEIR INFLUENCE ON THE DEVELOPMENT OF READING SKILLS AND WRITING PRODUCTION, AMONG STUDENTS OF 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> YEAR OF HIGH SCHOOL AT “UNIDAD EDUCATIVA GONZANAMÁ” NIGHT SESSION. ACADEMIC PERIOD 2013 – 2014

PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<b>GENERAL:</b>				
How do the English teaching techniques influence on the development of reading skills and writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?	To determine the influence of English teaching techniques and their influence on the development of reading skills and writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 - 2014	The English teaching techniques applied by the teachers influence on the development of reading skills and writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 - 2014	<b>Strategies to develop reading skills</b>	Definition of reading. Reading process Using Reading Strategies Preview Strategy Predicting Skimming Scanning Identifying the main idea Reading to learn
<b>SPECIFICS:</b>				
What kind of reading techniques that teachers use to develop the reading skill among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?	To determine the teaching techniques that teachers use to develop the reading skill among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014	The repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014	<b>Techniques to develop the reading skill</b>	Repeat and Re-phrase Music and jazz chant activities Visual aids, realia, maps, pictures, multimedia Cooperative Groups, Peer Coaching Pre-instruction activities
What are the techniques the teachers use to develop writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014?	To identify the techniques applied by teachers apply to develop writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014	Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to develop the writing production among students of 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014	<b>Techniques to develop writing production</b>	Prewriting Generating ideas Graphic organizers Free writing Brainstorming Organizing ideas First draft Revision Rewriting Editing Final copy



**UNIVERSIDAD NACIONAL DE LOJA**

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

**ENGLISH LANGUAGE DEPARTMENT**

**TEACHER'S SURVEY**

The following survey will serve to provide teacher feedback data in conjunction with writing a thesis titled “English teaching techniques and its influence on the development of reading skills and writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of this institution, night session”. Your answers are essential for the development of the research. I greatly appreciate your time and honesty.

**QUESTIONNAIRE:**

**HYPOTHESIS 1**

Repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high

school at “Unidad Educativa Gonzanamá”, night session, academic period  
2013 – 2014

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

Yes (    )                  No (    )                  Sometimes (    )

Why?

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**2. According to your knowledge: which of the following options is appropriate to define reading?**

- ♣ Process of gathering information                  (    )
- ♣ To diagnose student’s knowledge                  (    )
- ♣ Reading is a receptive skill                  (    )

**3. Which of the following strategies do you apply to evaluate your students’ reading skills?**

- ♣ Predicting                  (    )
- ♣ Preview Strategy                  (    )
- ♣ Skimming                  (    )
- ♣ Reading to learn                  (    )

- ♣ Scanning ( )
- ♣ Identifying the main idea ( )

**4. Which of the following techniques do you apply to develop your students' reading skills?**

- ♣ Repeat and re-phrase ( )
- ♣ Music and chant activities ( )
- ♣ Visual aids ( )
- ♣ Cooperative groups ( )
- ♣ Peer Coaching ( )
- ♣ Pre-instruction activities ( )
- ♣ Others ( )

**5. How often do you make your students practice reading skills in class?**

- |                     |                    |
|---------------------|--------------------|
| ♣ Once a month ( )  | ♣ Twice a week ( ) |
| ♣ Twice a month ( ) | ♣ Sometimes ( )    |
| ♣ Once a week ( )   |                    |

**HYPOTHESIS 2:**

Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to

develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

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

Yes (    )                      No (    )                      Sometimes (    )

Why?

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**7. Which of the following concepts is appropriate to define writing?**

- ♣ Is a method of representing language in visual or tactile form (    )
- ♣ The active process of receiving and responding to spoken messages. (    )
- ♣ The action of conveying information (    )

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

- ♣ Letters (    )
- ♣ Reports (    )
- ♣ Stories (    )
- ♣ Experiences (    )
- ♣ Written summaries (    )

- ♣ E-mails ( )
- ♣ Articles ( )
- ♣ Essays ( )

**9. Which of the following technique(s) do your students apply before starting to write?**

- |                          |                        |
|--------------------------|------------------------|
| ♣ Prewriting ( )         | ♣ Organizing ideas ( ) |
| ♣ Generating ideas ( )   | ♣ First draft ( )      |
| ♣ Graphic organizers ( ) | ♣ Revision ( )         |
| ♣ Free writing ( )       | ♣ Rewriting ( )        |
| ♣ Brainstorming ( )      | ♣ Editing ( )          |

**10. How often do you make your students practice writing skills in class?**

- |                     |                    |
|---------------------|--------------------|
| ♣ Once a month ( )  | ♣ Twice a week ( ) |
| ♣ Twice a month ( ) | ♣ Sometimes ( )    |
| ♣ Once a week ( )   |                    |

**Thanks for your help**



**UNIVERSIDAD NACIONAL DE LOJA**

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

**ENGLISH LANGUAGE CAREER**

**STUDENT'S SURVEY**

The following survey will serve to provide student feedback data for thesis titled “English teaching techniques and its influence on the development of reading skills and writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of this institution, night session”. Your answers are essential for the development of the research. I greatly appreciate your time and honesty.

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**HYPOTHESIS 1**

Repeat and re-phrase, music and jazz chant activities, visual aids, realia, maps, pictures, multimedia are the techniques applied by the teachers to develop the reading skill among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

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

Yes (    )                  No (    )                  Sometimes (    )

Why?

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**2. According to your knowledge: which of the following options is appropriate to define reading?**

- ♣ Process of gathering information (    )
- ♣ To diagnose student's knowledge (    )
- ♣ Reading is a receptive skill (    )

**3. Which of the following strategies does your teacher apply to evaluate your reading skills?**

- ♣ Predicting (    )
- ♣ Preview Strategy (    )
- ♣ Skimming (    )
- ♣ Reading to learn (    )
- ♣ Scanning (    )
- ♣ Identifying the main idea (    )

**4. Which of the following techniques does your teacher apply to develop your reading skills?**

- ♣ Repeat and re-phrase ( )
- ♣ Music and chant activities ( )
- ♣ Visual aids ( )
- ♣ Cooperative groups ( )
- ♣ Peer Coaching ( )
- ♣ Pre-instruction activities ( )
- ♣ Others ( )

**5. How often does your teacher make you practice reading skills in class?**

- ♣ Once a month ( )
- ♣ Twice a month ( )
- ♣ Once a week ( )
- ♣ Twice a week ( )
- ♣ Sometimes ( )

**HYPOTHESIS 2:**

Prewriting, generating ideas, graphic organizers, free writing and brainstorming are some of the techniques applied by the teachers to develop the writing production among students of 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year of

high school at “Unidad Educativa Gonzanamá”, night session, academic period 2013 – 2014

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

Yes (    )                  No (    )                  Sometimes (    )

Why?

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---

---

**7. Which of the following concepts is appropriate to define writing?**

- ♣ Is a method of representing language in visual or tactile form (    )
- ♣ The active process of receiving and responding to spoken messages (    )
- ♣ The action of conveying information (    )

**8. What kind of written production does your teacher make you develop in class?**

- ♣ Letters (    )
- ♣ Reports (    )
- ♣ Stories (    )
- ♣ Experiences (    )

- ♣ Written summaries ( )
- ♣ E-mails ( )
- ♣ Articles ( )
- ♣ Essays ( )

**9. Which of the following technique(s) does your teacher ask you to apply before starting to write?**

- |                          |                        |
|--------------------------|------------------------|
| ♣ Prewriting ( )         | ♣ Organizing ideas ( ) |
| ♣ Generating ideas ( )   | ♣ First draft ( )      |
| ♣ Graphic organizers ( ) | ♣ Revision ( )         |
| ♣ Free writing ( )       | ♣ Rewriting ( )        |
| ♣ Brainstorming ( )      | ♣ Editing ( )          |

**10. How often does your teacher make you practice writing skills in class?**

- |                     |                    |
|---------------------|--------------------|
| ♣ Once a month ( )  | ♣ Twice a week ( ) |
| ♣ Twice a month ( ) | ♣ Sometimes ( )    |
| ♣ Once a week ( )   |                    |

**Thanks for your help**

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