



UNIVERSIDAD NACIONAL DE LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THE READING AND WRITING SKILLS AND THEIR DEVELOPMENT
INTO THE TEACHING LEARNING PROCESS WITH STUDENTS OF 1st,
2nd and 3rd YEARS OF HIGH SCHOOL CURRICULUM AT "PIO
JARAMILLO ALVARADO" HIGH SCHOOL PERIOD 2009-2010

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

AUTHORESSES:

JOHANA MARICELA ESCOBAR PEÑA

ALICIA MARGARITA SUING OCHOA

1859

THESIS DIRECTOR:

Dr. BERTHA LUCÍA RAMÓN RODRÍGUEZ Mg. Sc.

LOJA-ECUADOR

2011

CERTIFICATION

Dr. Bertha Lucía Ramón Rodríguez

**TEACHER OF THE NATIONAL UNIVERSITY OF LOJA,
THESIS DIRECTOR**

CERTIFIES:

To have directed and corrected this thesis, previous to obtain the Licentiate's degree with the title: **THE READING AND WRITING SKILLS AND THEIR DEVELOPMENT INTO THE TEACHING LEARNING PROCESS WITH STUDENTS OF 1st, 2nd and 3rd YEARS OF HIGH SCHOOL CURRICULUM AT "PIO JARAMILLO ALVARADO" HIGH SCHOOL PERIOD 2009-2010**, under the responsibility of the undergraduate students: Alicia Margarita Suing Ochoa and Johana Maricela Escobar Peña. Therefore, I authorize its presentation and defense.

Loja, 15th February 2011

.....
Dra. Bertha Lucía Ramón Rodríguez, Mg. Sc.
THESIS DIRECTOR

AUTORSHIP

The whole criteria, analysis, concepts presented in this research work, are of their authoresses' absolute responsibility. They can be used as a consultant bibliography.

Alicia Margarita Suing Ochoa
Johana Maricela Escobar Peña

ACKNOWLEDGEMENT

We want to express our gratitude to the National University of Loja, The Area of Education, Art and Communication, English Language Career by their work and dedication; because the teachers had developed an excellent teaching learning process with us.

In the same way our thankfulness to the teachers of the English Language Career, especially Dr. Bertha Ramón who has given us all her support as our thesis Director to finish this research work.

To the authorities, teachers and students of the “Pío Jaramillo Alvarado” High School, who provided us all the information needed to carry out it.

THE AUTHORESSES

DEDICATION

I dedicate this work first to God and to my family who had believed on me and gave me the strength to continue and to know that dreams can become true if you give your best. Thanks mom

In memory of my lovely uncle Bebita.

ALICIA MARGARITA

I want to dedicate this work firstly to God because he gave the strength to go on, and then to my dear family, special to my mother, because without her unconditional support it hadn't been possible, and also in memory of my youngest brother.

Thanks and that God bless them forever.

JOHANA MARICELA

INDEX

CONTENTS	PAGES
PRELIMINARES	
Cover Page	i
Certification	ii
Authorship	iii
Acknowledgements	iv
Dedication	v
Index	vi
Theme	viii
Summary	ix
a. Introduction	1
b. Review of literature	3
c. Resources and Methods	9
• Resources (Human, material and institutional).....	9
• Design of research.....	10
• Methods, Techniques and Instruments.....	10

d. Results.	
• Hypothesis one15
• Hypothesis two28
e. Discussion44
f. Conclusions48
g. Recommendations49
h. Bibliography50
i. Annexes51

a) THEME

THE READING AND WRITING SKILLS AND THEIR DEVELOPMENT INTO THE TEACHING LEARNING PROCESS WITH STUDENTS OF 1st, 2nd and 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL PERIOD 2009-2010

b) SUMMARY

The present research work entitled: ***the reading and writing skills and their development into the teaching learning process with students of 1st, 2nd and 3rd years of high school curriculum at “Pío Jaramillo Alvarado” high school period 2009-2010.***, has as a purpose to know the development of the reading and writing skills in the teaching learning process.

We used different methods like ***descriptive, synthetic, analytic, and explicative***, which helped us to prove if the outlined hypothesis were true or false and gave them a logical explanation.

The instrument that helped us to get information was the survey; through it we obtained the necessary data to know which are the weakness and the straightness about the reading and writing skills.

The main results that we found in the present research were that the techniques applied by teachers are not suitable to develop reading and writing skill and also the strategies and techniques applied by the teachers do not facilitate the development of the reading and writing skills in the teaching learning process with students of 1st, 2nd and 3rd years of high school curriculum at “Pío Jaramillo Alvarado” high school.

c) INTRODUCTION

The reading and writing are two important production skills that need to be developed through the use of correct methods techniques and strategies by teachers

The general problem in our research work is; ***how the reading and writing skills are developed in the teaching learning process with students of first, second and third years of high school curriculum at “Pio Jaramillo Alvarado” high school of Loja city period 2009-2010***” and we were really worried about why the students spend eight years studying and learning English and they either writing nor reading, it was the reason that motivated us to develop the present research work and through our investigation gives some suggestions and advice to improve the reading and writing in the English teaching leaning process.

The specific objectives of this investigation were: To determine if the techniques applied by the teachers are helping to develop the reading and writing skills in the teaching learning process and to establish the relation between strategies and techniques applied by the teachers and the development of the writing skill in students of 1st, 2nd,3rd years of the high school curriculum.

Also the general hypothesis is guided to know if the reading and writing skills are little developed in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city.

During this research work we used different kind of methods like: the ***descriptive one*** which helped us to describe the obtained data and organized information according to the hypothesis; the second one, ***synthetic***, to synthesize the most relevant theoretical referents, the

analytic method helped us to analyze the problem, variables and the theoretical referents with the purpose of reviewing them and to establish conclusions; the ***explicative method*** was used, in the explanation of the logical implications of the variables of every hypothesis and in this way we were able to prove the same ones.

The survey was the technique that we applied to teachers with the purpose of knowing what kind of techniques they use to develop the reading and writing skills.

In addition this research work has the following aspects:

“Review of the literature”, which contains the basic theoretical frame that helped us to support each decision during the research work.

“The resources and methods”, which include all the methods, techniques and strategies used for collecting, organizing, processing, analyzing and interpreting the information using the theoretical references.

The results show us the obtained data and these are represented by tables and graphs with the purpose of understanding the results easily.

The conclusions show us the real situation about the reading and writing skills, which are not well developed into the teaching learning process.

Finally, we have the annexes where we can find the project, teachers and students surveys.

d) REVIEW OF THE LITERATURE

DEFINITION OF READING.

According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Learning to read and reading to learn are two of the most important missions of childhood. Parents, community members, and teachers must all maximize their efforts to make certain that each child has the opportunity to experience the great gift of literacy. These efforts will ensure that each individual has the prospect of a life filled with possibilities and a future of literate interaction in the world. By providing children equal access to well-designed, organized, and systematic reading instruction in our schools; we can assure ourselves that Washington students have the greatest possible chance at future academic excellence.

READING TECHNIQUES.

Pre reading strategy.

It consists of a brief pre reading exercises and questions about the controlled nonfiction reading selection on the chapter theme; scan for the subheads and the selection and the main topic. In academic reading it often helps to survey (get an over view of) the material before you begin to read it. Pictures of diagrams provide useful firsts clues to the contents. In addition some selection contains subheads of lines that stand out, which give quick information about the reading.

SKIMMING

It consists in to prepare the students to skim by asking them to recognize the key sentences of a passage; identifying the main point or important information.

Distinguishing the main idea from supporting details; because training the students to recognize the key sentences of text is an essential preparation to skimming.

SCANNING.

The objective is to train the students to run their eyes over a text quickly in order to locate specific information, because we are trying to locate specifically required information; usually we don't need to read the whole text carefully. What we do is try to find in which paragraph the information we are looking for is likely to be, and then read this paragraph with more attention. One of your friends tell you she has found a perfect idea for the coming holidays and gives you the newspaper article where she found it. You read it to learn more about this possibility.

This is what you want to find out.

- *The price of travel.*
- *The frequent buses*
- *The fly to Guayaquil.*

WHAT IS WRITING?

DEFINITION OF WRITING

When we write, we use graphic symbols: that is letters or combination of letters which relate to the sound we make when we speak. On one level; then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although

again we can be said to be writing if we are merely making list of words, as in inventories of items such as shopping lists.

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short-perhaps only two or three sentences- but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a “text”.

THE IMPORTANCE OF WRITING.

Writing is basic a process of communicating. It generate ideas they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process. Prewriting techniques teach students to write down their ideas quickly in raw form. Without undue concern about surface errors and form. This practice helps their fluency, as they are able to thing and write at the same time, rather than thing and then write.

Writing Folders and Portfolios

Students’ writing folders are collections of the students’ in-process writing. During an English language arts course, students will produce a number of compositions. Some will reflect the entire writing process but some will reflect only parts of it. For example, a student might begin five different writing pieces. The student might complete the pre-writing for all five, but terminate three of them after completing a first draft. Two other pieces might reflect the complete revision process. One of these might be selected for presentation and/or grading.

A simple letter-size file folder or a manila folder can be used to store the various compositions as web as checklists, editors’ comments, and student and teacher evaluations. Writing folders can be made from Bristol board or a

similar light cardboard. Separate sections can be kept for ideas, notes, and first drafts; for work in progress; and for final drafts.

WRITING PROCESS

Writing is a messy process. It is not linear; it is recursive, ‘a loop rather than a straight line’, where the writer writes, then plans or revises, and then writes again (Emig, 1971). Teachers can help students write more effectively by getting them to examine their own creative processes. Although the process of writing is essentially idiosyncratic, writers usually work through a few basic phases. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. The “writing process is the thinking processes that go on during writing” (Crowhurst, 1988, p. 7). The writing process can be summarized as follows.

Prewriting

- Using prewriting techniques to gather ideas.
- Choosing a purpose and an audience.
- Ordering ideas.

Drafting

- Putting ideas down on paper.
- Exploring new ideas during writing.

Revising

- Editing: considering ideas and organization.
- Proofreading: correcting errors including sentence structure, usage, spelling, punctuation, and capitalization.

- Polishing.

Presenting

- Sharing writing

TEACHING- LEARNING PROCESS

What is Teaching and learning

¹The Teaching and Learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Over the past century, various perspectives on learning have emerged, among them — behaviorist (response to external stimuli); cognitivist (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors — cognitive style, learning style, the multiple nature of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

Consideration of these factors and the ways in which they interact provide an organic view of the teaching-learning process that is often called a “systems approach”. This approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Using this perspective, we can better examine the process and better design the process itself.

¹www.uwex.edu/ics/design/teach.htm

Technology has long been used as a support for learning, for example, the use of radio, film, film strips, and overheads. During the past several decades, however, the advancement of technology has led to comprehensive meeting and teaching via more advanced technologies like audio conferencing, videoconferencing, web conferencing and online learning management systems (LMS). These new technologies are rapidly changing the face of education. In this changed educational environment it is essential to develop design principles and a process that will lead to effective educational experiences. These effective practices should include — 1) access, 2) learning effectiveness, 3) faculty satisfaction, 4) learner satisfaction, and 5) cost-effectiveness. (Sloan-

e) RESOURCES AND METHODS

- RESOURCES

- ❖ HUMAN

Researchers:

Alicia Suing

Johana Escobar

Informants

English Teachers of “Pío Jaramillo Alvarado” high school.

Students of 1st, 2nd and 3rd years of high school curriculum.

Authorities of the researched institution

- ❖ MATERIAL

Material Resources

Copies.

Dictionary.

Money.

Magazines.

Books.

Office Material.

Computer

Printer

Internet

Flash Memory

Scanner

Transport

- ❖ INSTITUTIONAL

Education Art and Communication Area.

“PIO JARAMILLO ALVARADO” high school.

Libraries

- DESIGN OF THE RESEARCH

This research is not experimental due to the researchers did not manipulate the information.

- METHODS, TECHNIQUES AND INSTRUMENTS

- ❖ METHODS

The present research investigation has been developed as a non-experimental work because it is an educational problem that our group has considered important to research in order to contribute with possible solutions in the “Pio Jaramillo Alvarado” High School.

The methods and techniques were focused to the interaction among teachers and students; the teacher was guide, assessor and coordinator of the activities that they develop into the classroom.

We were aware that the development of the scientific investigation is an ordered and complex process which needed a strict procedure to carry it out in a correct way.

The different methods that we used to develop the research project let us to determine our theme and problem, general and specific objectives and hypothesis..

We used the **descriptive method** to pick up the information, describe the problematic and the obtained results, also this method helped us in the description of the variables as independent and dependent. We could describe coherence in all the researching work presenting the results and supporting the conclusions, besides this method served to describe the techniques that the teachers use to develop reading and writing

skills in the teaching learning process during the period of classes.

Through the **synthetic method** we established the hypothesis and synthesized the most relevant theoretical referents, which helped us to prove the hypothesis.

The **analytic method** served us to analyze the problem, variables, and theoretical referents, on the other hand this method helped us to establish conclusions as of the methodology as all research work.

The **explicative method** was also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we were able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

❖ **TECHNIQUES AND INSTRUMENTS**

To obtain the empiric information we applied a survey which was about the reading and writing skills in the teaching learning process, also it included the main characteristics of the most used techniques to develop the reading and writing skills.

The survey that we applied to teachers allowed us to know what kind of techniques the teachers use to develop the reading and writing tasks with the students of high school curriculum.

Also was applied to students in order to know how the class is developed, also if the teachers are really using the adequate techniques in order to improve the teaching learning process and through this we knew if the students are really learning.

This technique had a pre-made questionnaire which contained closed questions and multiple choices about the theme that we have researched.

❖ PROCEDURES

After we applied the investigation tools we processed the data through the tabulation with the descriptive statistic for the closed questions and unifying criteria for the open questions, and we contrasted the information of the teachers and students which let us to get the right information.

After we organized the empiric information taking into account the theoretical referents, the specific hypothesis of the researching work and then, we analyzed and interpreted the empiric information according to the theoretical referents; the major tendencies in the results and the variables of the specific hypothesis. Also we represented them graphically, so it facilitated the interpretation and consequently the critical analysis of every question. We used the bars diagram to show this information and finally we drew the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the investigative process.

To prove the hypothesis we used the descriptive statistics with tables which helped us to analyze the results and to state some valuable conclusions based on realistic data.

❖ POPULATION

The sample of the population that we took was 99 students from 1st, 2nd and 3rd years of high school curriculum who were taken at random in every parallel. Regard to the teachers we worked with all the population because they are 5 English teachers and we consider that is a small group to our research.

In order to get the sample of the students' population from 1st, 2nd and 3rd years of high school curriculum was necessary to apply the following formula:

$$n = \frac{N}{1+N(e)}$$

n = sample size

N= population

e = maximum error admissible (1%)

$$n = \frac{211}{1 + 211(0.01)}$$
$$n = \frac{211}{2.12}$$

$$n = 100$$

SAMPLE DISTRIBUTION

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

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

F = distribution factor

n = sample size

N = population

$$F = \frac{100}{211} \quad F=0.473$$

This factor was multiplied by student's population of every year of high school curriculum of the "Pío Jaramillo Alvarado" High School, therefore in this way we obtain the sample per course.

We detail the sample in the next chart:

CHART N °1

COURSES	POPULATION	SAMPLE
1 st year of high school curriculum	96	45
2 nd year of high school curriculum	64	30
3 rd year of high school curriculum	51	24
TOTAL	211	99
Teachers' population	5	5

f. RESULTS

TEACHER'S SURVEY

1. Hypothesis One

- The techniques applied by teachers are not suitable to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd, 3rd years of the high school curriculum at "Pio Jaramillo Alvarado" high school of Loja city Period 2009-2010

TEACHERS' SURVEY

1) How well do your students read in English?

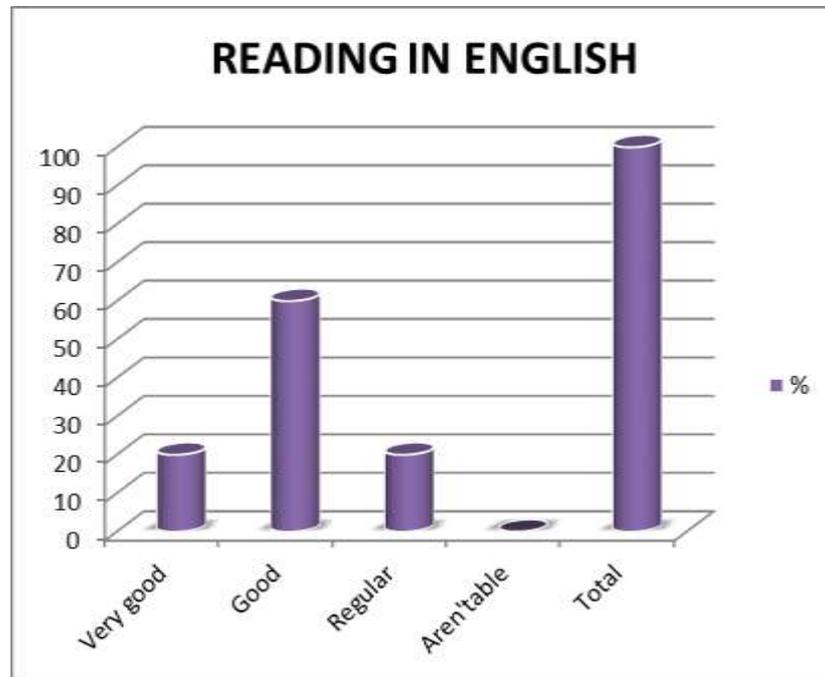
a) Statistics chart

Read in English	F	%
Very good	1	20
Good	3	60
Regular	1	20
Aren't able	0	0
Total	5	100

Source: Teachers' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The table shows that 60% of the surveys applied to the English teachers said that their students are good at reading, 20% said that their students read very good and the another 20% said that they are regular.

Most of the teachers said that their students are good at reading, and a few students are regular. We consider that the reading skill helps students to get meaning from the context. Besides if students read well, they can make sense of the text, identify the purpose for reading, skim the text for main ideas and scan the text for specific information.

2) What techniques do you apply to develop the reading skill? Mark with an x.

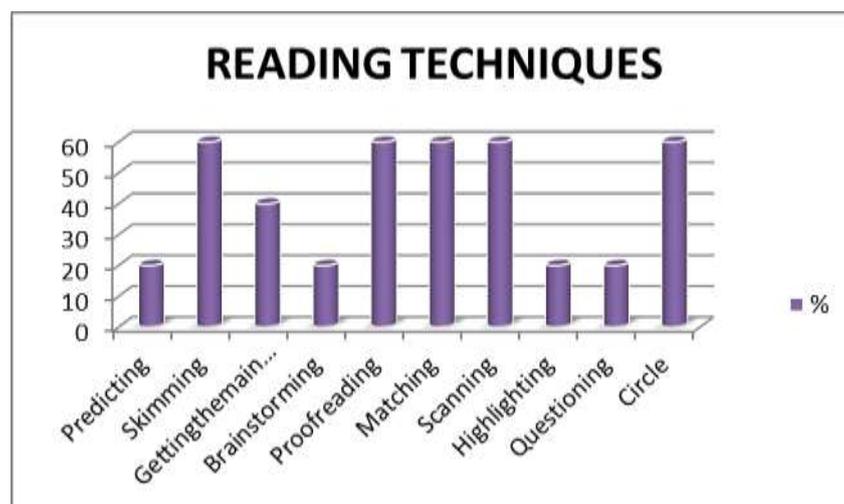
a) Statistics chart

Reading Techniques	F	%
Predicting	1	20
Skimming	3	60
Gettingthemain idea	2	40
Brainstorming	1	20
Proofreading	3	60
Matching	3	60
Scanning	3	60
Highlighting	1	20
Questioning	1	20
Circle	3	60

Source: Teachers' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

According to the teachers' opinion, 60% of them apply **skimming, proofreading, matching, circle** and **scanning**, 40% of them said that they apply **getting the main idea**, and 20% said that they apply **predicting, brainstorming, questioning** and **highlighting** in the development of the reading.

As we can see in the results all techniques are applied by the teachers but not in a big percentage, but they also apply the proofreading technique which is a writing technique, so it means that they are not clear with the techniques that they have to apply. It is necessary to apply specific techniques that help students to get a good level of reading, like **predicting** which helps students to predict the context and situation before reading; **skimming** predicts the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas; **getting the main idea** that could be through skimming or scanning, underlining or highlighting, that helps the students to identify the main ideas; **scanning** lets students to find specific information and **questioning** allows students to comprehend the ideas in a reading. Moreover, reading is a difficult skill which needs to be practiced in every class in order to get an acceptable level of understanding.

3) Are your Student's good at writing about different topics in English? Mark with an x.

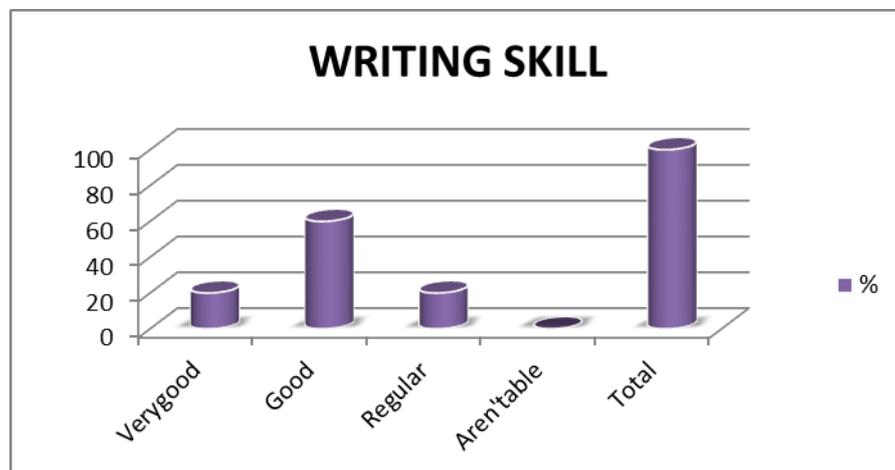
a) Statistics chart

Writing skill	F	%
Very good	1	20
Good	3	60
Regular	1	20
Aren't able	0	0
Total	5	100

Source: Teachers' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

As the graphic shows 60% of the surveyed teachers said that their students are good at writing any topic in English, 20% told that their students are very good and 20% are regular.

With the obtained results we can see that students are good at writing in English in any topics, which means that their students develop

some writing activities in class; the theory shows us that writing is basically a process of communicating something (content) on paper; this activity generates ideas and encourages a free flow thoughts, and helps students to discover both what they want to say and how to say it.

4) What techniques do you use to develop the written production?

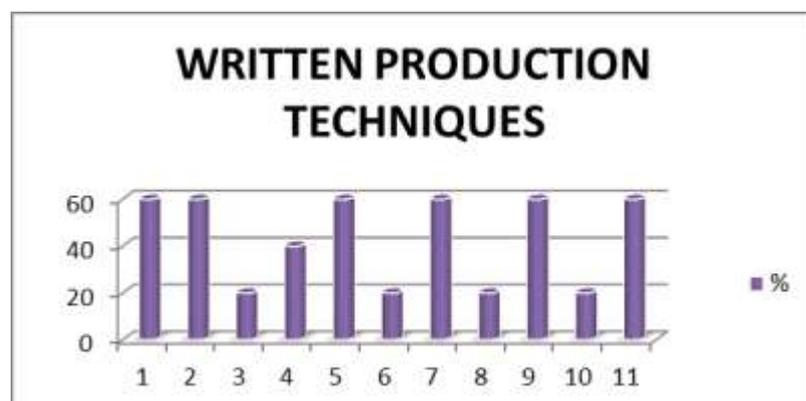
a) Statistics chart

WrittenProductionTechniques	F	%
Prewriting	3	60
Circle	3	60
Editing	1	20
Brainstorming	2	40
Highlighting	3	60
Publishing	1	20
Questioning	3	60
Drafting	1	20
Revising	3	60
Proofreading	1	20
Planning	3	60

Source: Teachers' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

As we can see 60% of the surveyed teachers answered that they use **prewriting, circle, highlighting, questioning, revising** and **planning**, 40% use **brainstorming** and 20% use **Editing, publishing, proofreading** and **drafting**.

The results showed that some teachers are confused with the writing techniques because some of them pointed that they use the circle and highlighting which are not writing techniques. We know that if the teacher uses different steps of the writing process, it will permit that students develop writing easily. So that, the application of these steps involves the use of right techniques in every step; the first **prewriting** step, the writers should think the theme what they are going to write, then **brainstorming** which is a technique to flow ideas about the topic, **planning**, that describes how the student should organize the writing, how many paragraphs, main idea and details and **organizing**, which includes the way that the writer organizes the paragraphs. **Drafting**, includes techniques proofreading and rewriting; **revising and editing** are techniques that are part of the writing process; finally **publishing and reflecting** are also writing techniques that implies rewriting and polishing the text. So that, we think that teaches should be clear and order the application of technique according to the writing process. It would help them to carry out an ordered process and to improve the writing skills on their students.

STUDENTS' SURVEY

5) How well do you read in English?

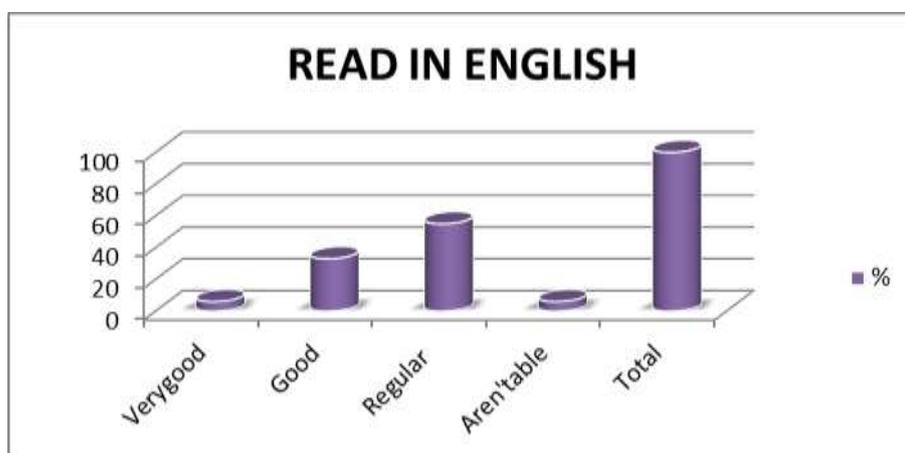
a) Statistics Chart

Read in english	F	%
Very good	6	6
Good	33	33
Regular	54	55
Aren't able	6	6
Total	99	100

Source: Students' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

As we can see, 55% of the surveyed students consider that they are regular when they read in English, 33% are good, 6% of them said that they are very good and 6% are not able to develop reading skill.

According with the obtained information most of the students recognize that they are regular at reading in English and some of them aren't able to do it, while in the teachers' survey they answered

that their students are good in the development of it, practicing reading is so important into the teaching learning process as we know it practice is not only a good way to improve the English language also allows them to reinforce their vocabulary, and the most important thing is that they can understand the foreigner Language, also it helps them to have a better comprehension about the different lectures and to know what the reading is about.

6) What techniques does your English Teacher apply to develop the reading skill? Mark with an x

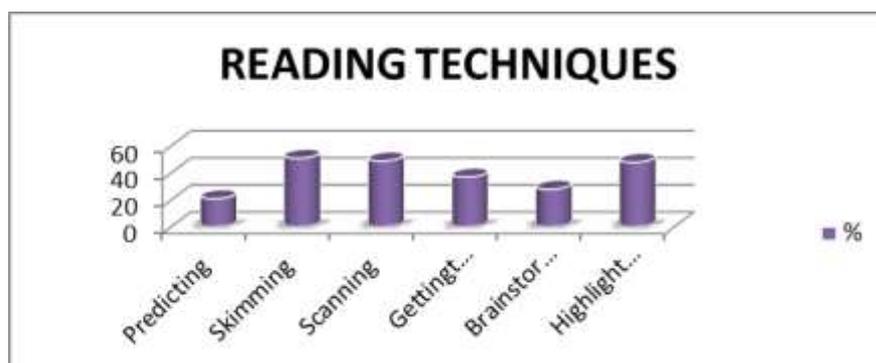
a) Statistics chart

Reading Techniques	F	%
Predicting	21	21
Skimming	50	51
Scanning	49	49
Getting the main idea	37	37
Brainstorming	28	28
Highlighting	48	48

Source: Students' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

The graphic showed that the most applied technique to develop the reading skill is **skimming** with a 51%, 49% **scanning**, 48% **highlighting**, 37% **getting the main idea**, 28% **brainstorming** and 21% **predicting**.

With the obtained results the most applied techniques are skimming and scanning, but there is confusion in the application of the techniques by the teachers because some students said that their teachers apply brainstorming which is not a reading technique. The theory shows us that the reading techniques are: **skim for main ideas**, **scan for detailed information**, **highlighting** lets students underline the main ideas for them in the text, use silent efficient reading, use **semantic mapping** or **clustering**, make sense of the text, **getting the main idea**, distinguish between literal and implied meaning, **guessing meaning from the context** and the last which is not very useful **predicting** this is a little bit difficult because not all the students have the same level of English. So the teachers should improve the reading applying the specific techniques that this process implies.

7) How good are you at writing about different topics in English? Mark with an x.

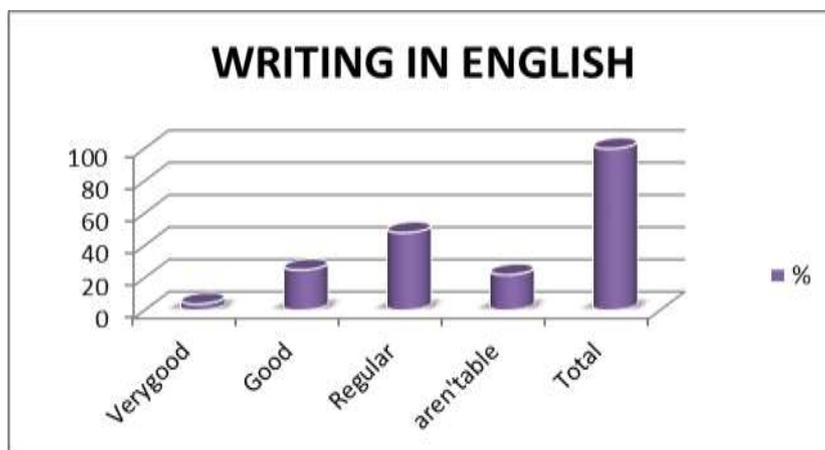
a) Statistics chart

Writing in English	F	%
Very good	4	4
Good	25	25
Regular	48	48
aren't able	22	22
Total	99	100

Source: Students' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

According to the obtained information 48% of the students are regular, 25% are good, 4% are very good and 22% are not able at the development of writing skill.

Most of the students qualify their writing in different topics as regular which means that they have trouble at the development of writing skill because the teachers don't give more importance in this skill as in the rest, and also they don't have enough time to

develop a writing activity inside the classroom so they send as homework some writing activities, but teachers have to do these activities in class in order to check them, because writing is a skill that involves a process that helps them to improve their fluency, as they are able to think and write at the same time rather than think and then write. Besides it

8) What techniques does your English Teacher use to develop the writing skill?

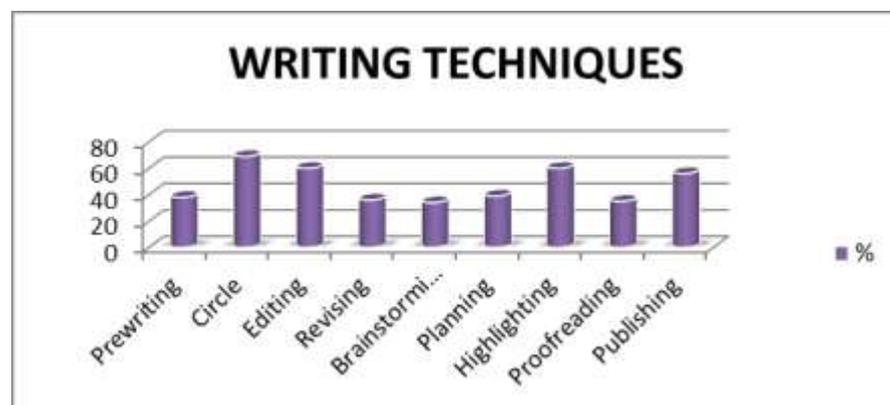
a) Statistics chart

Writing Techniques	F	%
Prewriting	38	38
Circle	68	69
Editing	59	60
Revising	36	36
Brainstorming	34	34
Planning	39	39
Highlighting	59	60
Proofreading	35	35
Publishing	55	56

Source: Students' Survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation

As we can see in the chart 69% of the surveyed students pointed that their teachers apply **circle** technique, 60% apply **editing** and **highlighting**, 56% **publishing**, 39% **planning**, 38% **prewriting**, 36% **revising**, 35% **Proofreading** and 34% **brainstorming** technique.

Effectively writing means the application of all the before mentioned techniques except circle and highlighting because they are not writing techniques but the rest of them should be applied in an ordered process that help students to get certain fluency in producing their ideas coherently. We think that students can start off an overall **plan** in their heads. They think about what they want to say and who they are writing for. Then they **draft out** sections of the writing and as they work on them they are constantly **reviewing**, **revising** and **editing** their work; **pre-writing** activities facilitate the planning for both the product and the process. Pre-writing techniques teach students to write down their ideas quickly in raw for **brainstorming** is therefore a group technique for simulating creative thinking. Individual students can also use this technique to generate material for their writing, once they master it. In fact, good writers use brainstorming to generate ideas, bits of text, etc., before they set out to write and they continue to use it while writing.

Hypothesis Two

- The strategies and techniques applied by teachers do not facilitate the development of writing skill in the students of 1st, 2nd and 3rd years of high school curriculum at “Pío Jaramillo Alvarado” high school period 2009-2010 of Loja city.

9) Do your students like to write in English? Mark with an X.

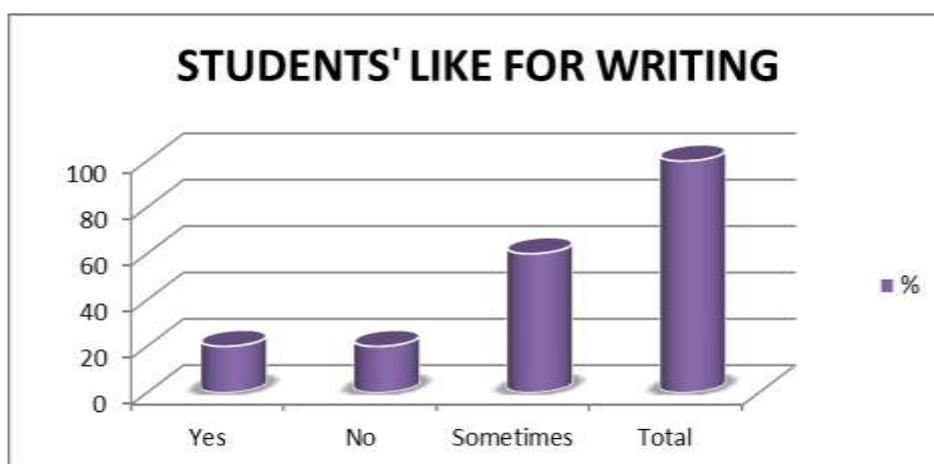
a) Statistic Chart

Students' like for Writing	F	%
Yes	1	20
No	1	20
Sometimes	3	60
Total	5	100

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

The graph indicates that 60% of teachers answered that their students ***sometimes like writing***, 20% students ***don't like writing*** and 20% of their students ***like writing*** in English.

Writing in English involves a process where symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although we can be said to be writing if we are merely making list of words, as in inventories of items such as shopping lists. As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short-perhaps only two or three sentences, because these sentences have been out in order and linked together, they form a coherent whole. They form what we may call a "text". So that teachers must give a lot of exposure their students by reading and they can get some skills to write in English. However, it's necessary that first work motivational techniques because students do not like reading and writing neither.

10) Which of the following steps do you apply to teach students to write in English?

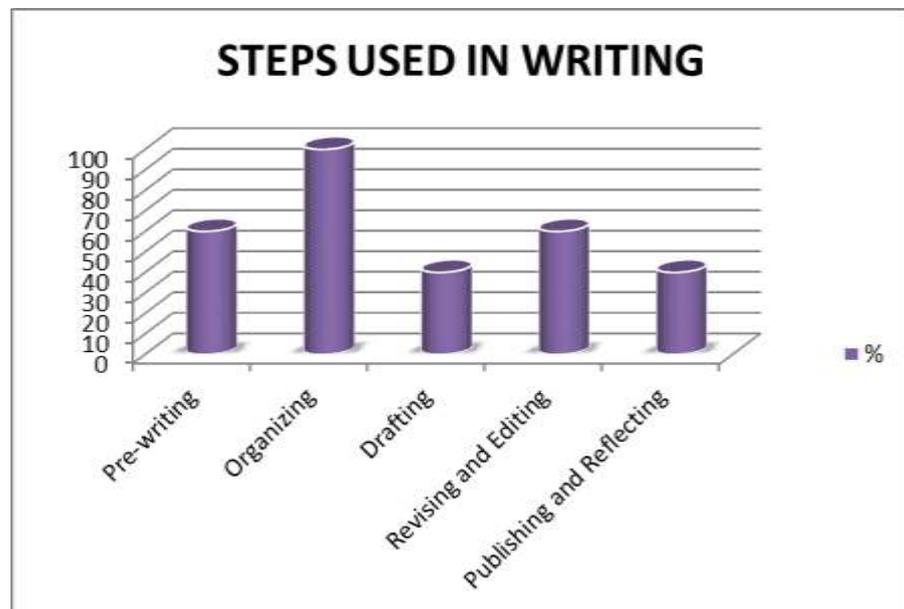
a) Statistic Chart

Steps used in Writing	F	%
Pre-writing	3	60
Organizing	5	100
Drafting	2	40
Revising and Editing	3	60
Publishing and Reflecting	2	40

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

100% of teachers answered that they develop **organizing**, 60% uses the steps of **pre-writing**, **revising** and **editing** and 40% use **drafting**, **publishing** and **reflecting**.

We know that in just one piece of writing the teacher should develop all the writing process; nevertheless if teachers omit one of the steps that means they do not practice the writing process, they should know that every step plays an important role, that is to say: **Pre-writing** centers on engaging students in the writing process and helps them discover what's important or true for them about any subject at a particular time. Writers must not only think about what they are going to say, but also about how they are going to say it. During the pre-drafting stage students need to establish, at least tentatively, their purpose, audience and form. **Drafting** involves producing a first draft. Momentum is the important issue as students focus their attention on the development of meaning and the flow of thought in their writing. **Revising and Editing** first think of your rough draft as an invention in progress. All the parts are there, but you find that your invention will work better if it is put together a little differently. This is called revising; when you proofread, you polish up your spelling and grammar to eliminate mistakes. This is editing. **Publishing and Reflecting**, the first one is the way you present your finished product to others. Whether you publish a three-page science report or send a letter to the editor of your school paper, you can show pride in what you have written. Your final copy can be hand-written or typed. Either way, it should be neat and easy to read. And the second one presenting; you are an author whether you present a poem to one special friend or submit it to a magazine. Something you write can even be turned into a spoken presentation, like a play or a speech.

11) How often do you send extra tasks to develop writing skill?

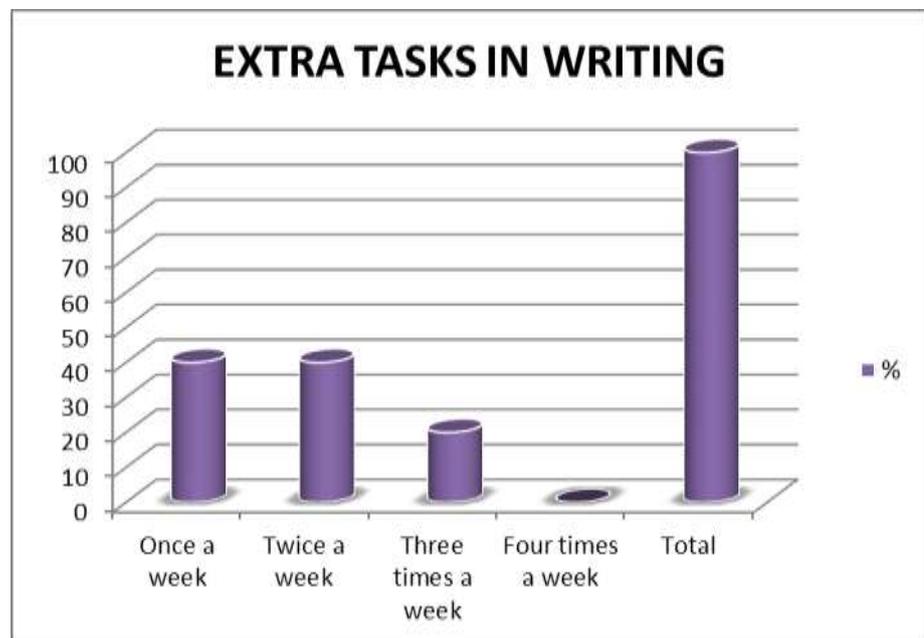
a) Statistic Chart

Extra Tasks in Writing	F	%
Once a week	2	40
Twice a week	2	40
Three times a week	1	20
Four times a week	0	0
Total	5	100

Source: Teachers' survey

Elaboration: Research group

b) Graphic Representation



c) Interpretation and analysis

According to teachers' opinion 40% of them send extra writing activities once a week, other 40% sent twice a week and 20% send three times a week.

The writing skill needs to be developed through extensive writing, that is to say, through extra class activities that help students to form words, sentences, propositions and a paragraph. Most of the time writing in our language properly is difficult but it's much more difficult to write in a foreign language. It implies a process that encourages a lot of practice and persistence students want to produce something worth reading. So that teachers should send specific extra task activities to work in, but they should also give students enough strategies so that they can write efficiently.

12)What kind of written production do you develop with your students?

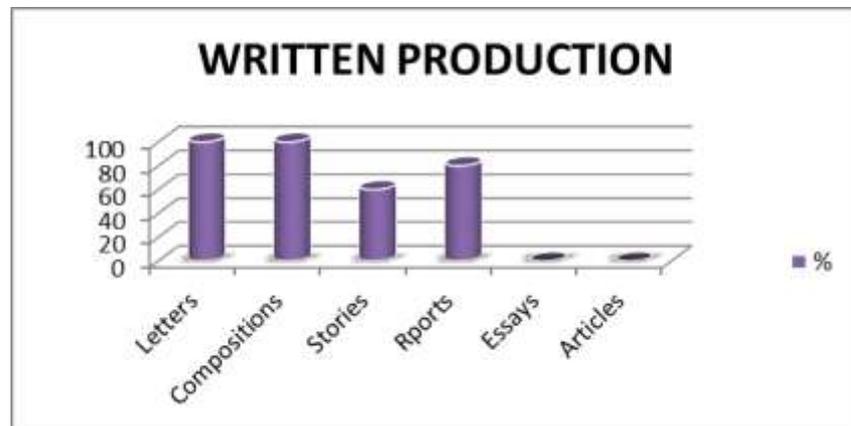
a) Statistics Chart

Written Production	F	%
Letters	5	100
Compositions	5	100
Stories	3	60
Rports	4	80
Essays	0	0
Articles	0	0

Source: Teachers' survey

Elaboration: Research group

b) Graphic Representation



c) Interpretation and analysis

100% of teachers develop **letters** and **compositions**, 80% **reports** and 60% said that they produce **stories** with their students.

The written production is hard with students of the first years in High School. Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of those learners who need to write English in their social, educational, or professional lives. Some of our students know already what they need to be able to write in English. Others may be uncertain about the nature of their future needs. The teachers' role is to build communicative potential. There are some students who have not identifiable needs, present or future, for written English, but who enjoy writing, who are motivated to use their language resources in producing stories, reviews, essays and even poems, simply to practice and improve their English. By encouraging the written production of whole texts in the classroom, we can provide if them different motivations for writing.

13)What's the average of a group of your students in the English Subject in a term? Mark one with an X.

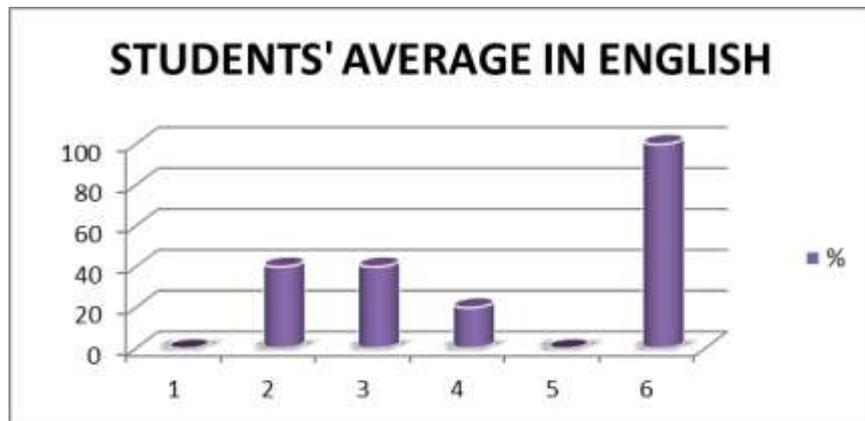
a) Statistics Chart

Students' Average in English	F	%
Excellent (20-19)	0	0
Very Good (18-17)	2	40
Good (16-15)	2	40
Regular (14-13)	1	20
Insufficient (12-0)	0	0
Total	5	100

Source: Teachers' survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

According to teachers' opinion 40% of their students are **very good** in English Language, other 40% are **good** and 20% are **regular** in English Subject.

Some authors point out that the learning of a foreign language focus the integration of four skills, however, with specific learning purposes teachers can emphasize the use of one of the skill more deeply, in this way students will have the chance to get a meaningful learning and know more about every skill. But according to the teachers' opinion most of students are very good in the English Language and only few of them are placed in a regular level.

STUDENTS' SURVEY

14) Do you like to write in English? Mark with an X.

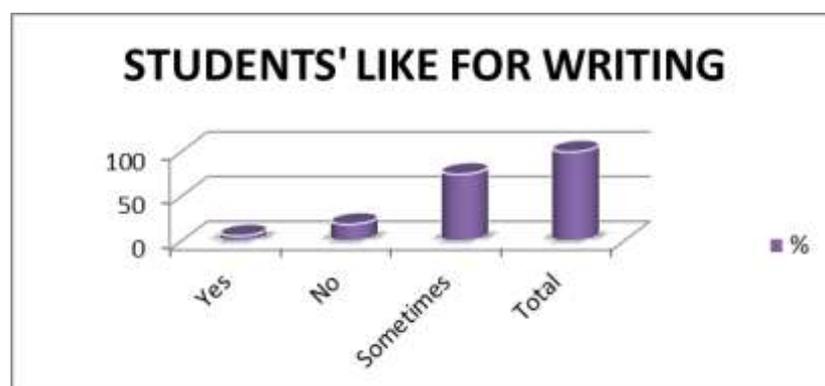
a) Statistics Chart

Students' like for Writing	F	%
Yes	6	6
No	19	19
Sometimes	74	75
Total	99	100

Source: Students survey

Elaboration: Research Group

b) Graphic Representation



c) Interpretation and analysis

75% of students answered that they *sometimes like writing*; 19% *don't like writing* and 6% of them *like to write* in English. There is a widely held belief in order to be a good writer; a student needs to read a lot. This makes sense. It benefits students to be exposed to models of different text types so that they can develop awareness of what constitutes good writing. The students should be encouraged to bring their own schemata to bear on understanding texts, and in writing to develop their own ideas, offer their own critical analysis, and find their own "voice" the role of the teacher must be one of facilitator and coach, not an authoritative director and arbiter. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, so that teachers must not impose his or her own thoughts on student writing and as result students would be more motivated to write in English Language.

15) Which of the following steps does your teacher apply to teach you to write in English?

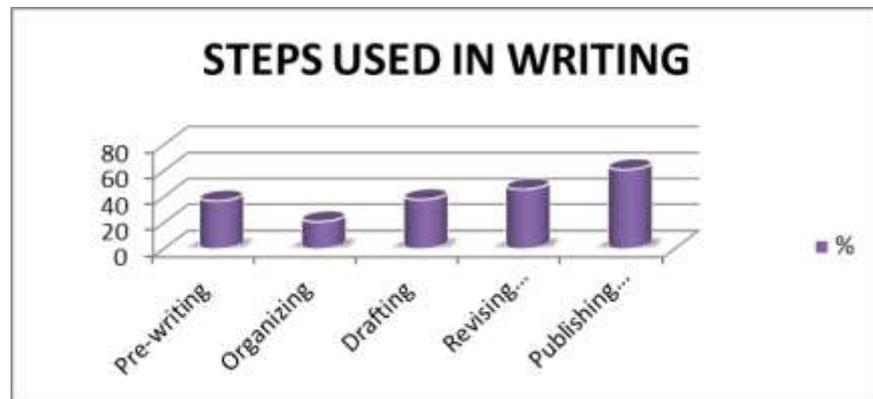
a) Statistics Chart

Steps used in Writing	F	%
Pre-writing	37	37
Organizing	21	21
Drafting	38	38
Revising and Editing	46	46
Publishing and Reflecting	60	61

Source: Students survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

61% of students surveyed said that their teachers use ***publishing and reflecting***, 46% ***revising and editing***, 38% ***drafting*** and 37% pointed ***pre-writing***.

The most important insight that recent research into writing has given us, is that good writers appear to go through certain processes which lead to successful pieces of written work. They start off with an overall plan in their heads. They think about what they want to say and who they are writing for. Then they draft out sections of the writing and as they work on them, they are constantly reviewing, revising and editing their work. In other words, we can characterize good writers as people who have a sense of purpose a sense of audience and sense of direction in their writing. But, all of this implies develop all the steps in the writing process and not just some of them because unskilled writers tend to be much more haphazard and much less confident in their approach.

16)How often does your teacher send extra tasks to develop writing skill?

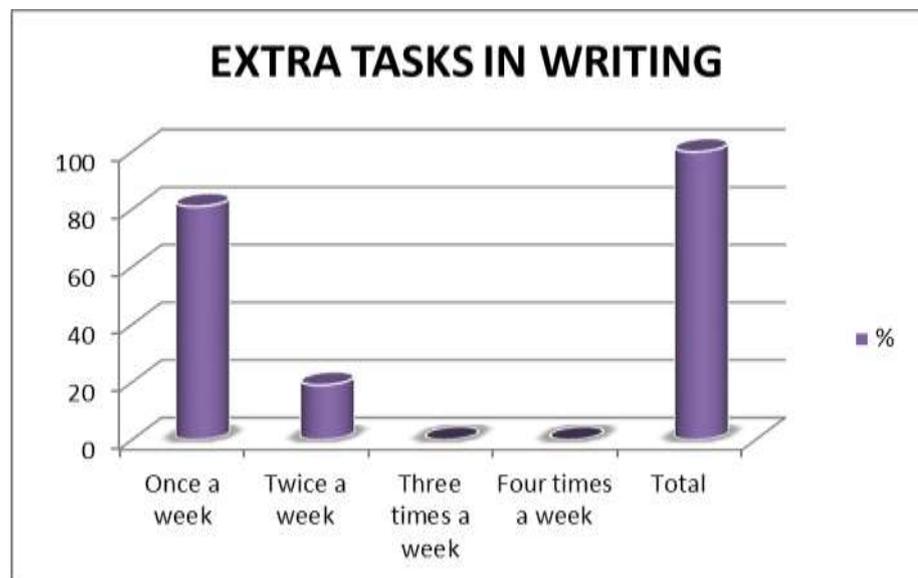
a) Statistics Chart

Extra tasks in Writing	F	%
Once a week	80	81
Twice a week	19	19
Three times a week	0	0
Four times a week	0	0
Total	99	100

Source: Students survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

81% of students said that their teacher send extra class activities **once a week** and 19% **twice a week**.

Basically writing is a process of communicating. It generates ideas they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on a paper. Extensive writing is necessary because it gives students more confidence to write and express their thoughts. But it also requires of the teachers' guide and control because they must be able to produce an acceptable grammatical system, use discursive markers, make sense of every paragraph convey links and connection between events and communicative such relation as main idea, supporting idea, new information, generalization and exemplification.

17)What kind of written production do you develop with your teacher in class?

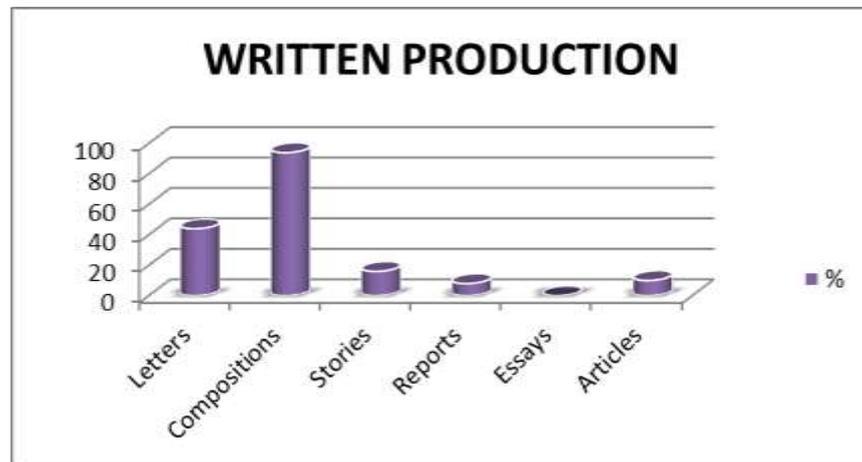
a) Statistics Chart

Written Production	F	%
Letters	44	44
Compositions	93	94
Stories	16	16
Reports	8	8
Essays	0	0
Articles	10	10

Source: Students survey

Elaboration: Research Group

b) Graphic Representation



c) Interpretation and analysis

94% of students matched that their written production is **compositions**, 44% **letters**, 16% **stories**, 10% **articles** and 8% **reports**.

The results according to students' opinion their written production is always compositions, which is not enough to develop writing skill because written products are often the result of thinking, drafting and revising procedures that require specialized skills, which aren't developed by every speaker naturally.

There are many kinds of production in writing that the teachers can use with their students in class in order to help them to write. They must diversify the written production through biographies, lyrics, recipes, stories, reports, articles, letters, invitations, scripts, speeches, memoranda, e-mails, instructions and others.

18)What's your average in the English Subject in a term? Mark one with an X.

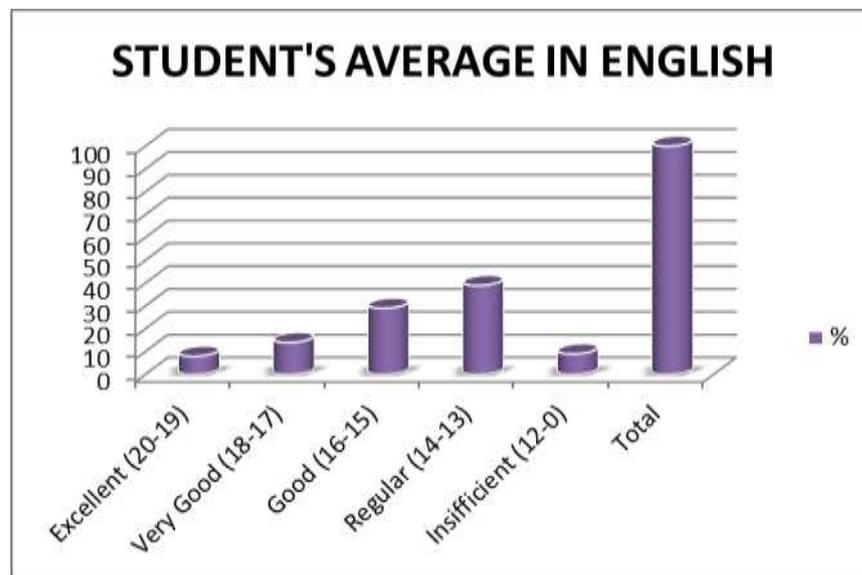
a) Statistics Chart

Students' Average in English	F	%
Excellent (20-19)	8	8
VeryGood (18-17)	14	14
Good (16-15)	29	29
Regular (14-13)	39	39
Insufficient (12-0)	9	9
Total	99	100

Source: Students survey

Elaboration: Research team

b) Graphic Representation



c) Interpretation and analysis

As we can see 39% of students are in a **regular** level, 30% are **good**, 14% are **very good** and 10% are **excellent**.

According to teachers' opinion most of students are good in English language but in the students' survey most of them are in a regular level, what means that there are problems in reading and writing skills. If the teachers do not apply the correct techniques and strategies to develop the reading comprehension and written production, the students will not be able to read and write in English, and the results of it will be showed in the average of English Subject.

g. CONTRASTATION AND VERIFICATION OF THE HYPOTHESIS

Once we have made the exposition, discussion and analysis of the collected data through the surveys applied to the teachers and students of the “Pio Jaramillo Alvarado” High school of the Loja city, we present the questions which helped us to prove the hypothesis stated in the thesis project.

HYPOTHESIS ONE

➤ STATEMENT

The techniques applied by teachers are not suitable to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010

➤ DEMONSTRATION

According to the first hypothesis we have the independent variable which is the ***techniques applied by the teachers and the reading and writing skills*** as dependent variable so we obtained the following data in the questions below:

What refers to the reading skill in the ***question number one***, we have that 60% of teachers said that their students are good in the development of reading skill while 55% of the students answered that they are regular at reading in English, which means that students recognize that they need more practice of reading.

The ***question number two*** refers to the techniques applied by the teachers in the development of reading skill, but the teachers are not clear about which are reading techniques because we have that 60% of the teachers said that they apply proofreading and circling, they

confuse techniques by strategies and students confirm the teachers confusion.

The **question number three** helps to know how well the students write in English, 60% of the teachers said that their students are good for it while 48% of the students answered that they don't consider themselves good enough to write in English they don't have a writing process that permits them to perform simple and complex writing.

The **question number four** which was about the application of the writing techniques applied by the teachers in the teaching learning process, we have that 20% of the teachers don't really use editing, publishing, drafting and proofreading technique to develop writing skill, also 36% of the students' answer said that their teachers don't use revising in the writing process like 38% of prewriting, this means that the teachers don't focus on the suitable process to develop this skill.

➤ **DECISION**

Based on the obtained data in the applied survey to the teachers and students as a group we accept the second hypothesis that says that the techniques applied by teachers are not suitable to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at "Pío Jaramillo Alvarado" high school of Loja city Period 2009-2010

HYPOTHESIS TWO

➤ **STATEMENT**

The strategies and techniques applied by teachers don't facilitate the development of the writing skill in the students of 1st, 2nd and 3rd years of high school curriculum at "Pío Jaramillo Alvarado" High School period 2009-2010 of Loja city.

➤ **DEMONSTRATION**

Regarding to the second hypothesis we have the independent variable the ***strategies and techniques applied by the teachers*** and the dependent variable ***the development of the writing skill*** so we would analyse the obtained results in the questions below:

The ***question number nine*** is about the students' liking to write in English, so 60% of the teachers and 75% of students answered that they sometimes like to write. We know that the writing process needs the motivation of students so that teachers' role is to support this process.

In the ***question number ten*** which was about the application of the writing process, 100% of teachers apply organizing, 60% pre-writing, revising and editing, while 61% of students matched publishing and reflecting and 46% revising and editing; that means that teachers don't develop the writing process steps as an exclusive purpose into the classroom activities. Consequently we can say that the teachers are not supporting the written production with their students because they are not teaching them specific techniques involved in the writing process.

The ***question number eleven*** was about the frequency in the extra tasks sent by teachers to develop writing skill and 40% of teachers and 81% of students answered that their teachers send extra writing tasks once a week. If teachers don't work with supervised extra-writing tasks, which let students practice extensive writing; they won't be able to produce anything in the English written language.

The ***question number twelve*** was about the written production, where 100% of teachers said that they made students to practice writing through letters and compositions; while 94% of students

matched just compositions. So we can say that the teachers are not supporting the written production with their students because they only develop compositions which are just one of the written productions that they can develop such as: stories, essays, reports, poems, acrostics, e-mails, songs and so on.

The **question number thirteen** was about the students' achievement reached in the English subject by the students, so even when 40% of the teachers said that their students have gotten a good level in English, 39% of students placed themselves in a regular level in the English Subject. These results let us to assure that the teachers are not applying the right strategies and techniques to develop the reading comprehension and writing skill within the English Language teaching learning process.

➤ **DECISION**

Based on the analysis of the obtained results the group accepts the second hypothesis which states that the strategies and techniques applied by the teacher do not facilitate the development of the writing skill in the students of 1st, 2nd and 3rd years of high school curriculum at "Pío Jaramillo Alvarado" High School period 2009-2010 of Loja city.

h. CONCLUSIONS

Once we have developed our research work about the reading and writing skill into the teaching learning process with students of 1st, 2nd and 3rd years of high school curriculum at “Pio Jaramillo Alvarado” high school, we have the following conclusions.

- The students have problems at the moment of reading a text because they consider as regular at the development of it, therefore this skill is not practiced enough into the class; so that students cannot develop it successfully, into the teaching learning process.
- We conclude that most of the students do not consider themselves good enough at the development of writing activities because they do not have a good knowledge of the grammatical structures and vocabulary in order to create their own ideas.
- The teachers do not apply the adequate techniques in the development of reading skill because they use proof-reading and circling which are writing techniques, so that they are mixing reading and writing techniques and also they are confusing their students and as consequence the students obtain a low level of understanding.
- The teachers do not develop all the writing process with students, which includes a series of steps such as: prewriting (brainstorming, planning), organizing, drafting, revising, editing and publishing; they just ask the students to write a composition but students do not have enough skill to develop this process.

i) RECOMMENDATIONS

- The teachers should bring extra interesting and update readings to practice the reading skill into the teaching learning process; so that students feel encourage practicing self-reading and they will increase their level of English.
- The teachers should start teaching the steps of writing process such as: pre-writing, drafting, revising and publishing in order to involve students in the written production and they feel more confident for writing since if the student don't know how to write, it will be impossible to get good results.
- The authorities together with English teachers should organize methodology workshops where they establish the difference between techniques and strategies.
- The authorities should look for training for teachers in the steps of writing process: pre-writing, drafting, revising and presenting and what every one of them involves so that they can apply and ordered process with the right strategies that help students to develop this complicated skill.

j. Bibliography

MORENO, Paola. Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006

MORENO, Paola. Module 4. “Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions” National University of Loja. 2006-2007

MORENO, Paola. Module 5. “La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los establecimientos de Educación Media” Octubre 2007- Febrero 2008

BROWN H. DOUGLAS. Teaching by Principles An interactive Approach to Language Pedagogy.

DURUKAN E.

<http://www.academicjournals.org/ERR/PDF/Pdf%202011/Jan/Durukan.pdf> Sottish Further Education Unit (SFEU) is part of the Scotland's Colleges brand

THANASOULAS D.

www.tefl.net/esl_articles/teaching-learning.htm

DAKELMAN, B. 1973. think tank and mind transportation: teaching creative writing.

FLOWER, L. J. 1985. Problem – solving strategies for writing. New York

RAIMES Ann. Teaching writing. Annual review o f applied linguistic.1998

DAVIES, Alan and H.G Widdowson. (1974) Reading and Writing. In J.P.B. Allen and S.

CROWHURST, the Writing Process, 1988,p.7

CRISTINE NUTALL, The reading skill in foreign language, 1985.p18

LOWES, RICKY Y TARGET, FRANCESCA. Helping students to learn.

k. ANNEXES

PROJECT

1 .- THEME

THE READING AND WRITING SKILLS AND THEIR DEVELOPMENT INTO THE TEACHING LEARNING PROCESS OF STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT “PÍO JARAMILLO ALVARADO” HIGH SCHOOL PERIOD 2009 – 2010

2. PROBLEM STATEMENT

2.1. BACKGROUND

The present research work is going to be developed at “PÍO JARAMILLO ALVARADO” High School, which started together with another one called “18 de Noviembre”. The first one was created in order to collaborate with the lojana youth, and the second one was designed to educate the young people from Sozoranga.

The academic activities started in October 1967 with the 1st year of Basic Education of the evening section.

With the help of the Ministry of Education, the institution could get the building, now it has a suitable infrastructure, and a good implementation with teachers’ room, multiple room, typing and audiovisual room, science, chemistry and physic laboratories and a set of sports’ implement.

With the time others specialties were added such us: social science, accounting, chemistry, physical-mathematics and Spanish secretariat.

The mission of “PIO JARAMILLO ALVARADO” High School from Loja city as educative institution of middle level, It is encouraged in developing its activity with good qualities and excellence levels. So that the students of high school curriculum finish in the best formative conditions and in this way they become useful for the society.

From this perspective the high school has proposed its mission which is to generate necessity; the institution pretends to satisfy, with the aim to give good professional.

Taking into reference this definition the “PIO JARAMILLO ALVARADO” High School from Loja city has a historical compromise with the education of the

youth in the South Region of the country who, by its socio-economic conditions of working and civil state, it can beneficiate the educative services that the institutions offer in order to carry out its fundamental objective that is to educate the youth for the life, in coherence with the established in the Educational Cultural Law, it builds up high school curriculum students or technical with knowledge, capacities, abilities, skills, strengths and values which besides insert significant in productive process, contributing to look for alternative solutions to the complex problematic of the region.

The education which is offered by the “PIO JARAMILLO ALVARADO” High School, entailing the teaching with the investigation that the students can develop in the following field of work: Handicrafts, Micro-industry, Touristic-Ecological Business.

The Vision Respectively can be got as the expected and feasible future. Reasons in this definition, the school in its vision points are the following:

An educative institution leader of the middle education in the South Region of Ecuador using technological resources with a new educative orientation, with trained teachers, physical architecture and modern laboratories according to their necessities with a high level of organization and planning, it is managed to grow up excellent human resources to insert a job easily and the university, offering perhaps short technical careers, using the investigation and the extension in relation to the teaching, partially self-negotiation and with a huge prestigious and excellence.

Mentioned the mission and vision of “PÍO JARAMILLO ALVARADO” High School, in these terms, it is constituted as an important and pioneer of the middle education in Loja city and the south region, due to, it has set about a wide diagnostic process, responsible and with an excellent levels of quality,

to give at the society capable high school curriculum students to perform at any moment and circumstance.²

2.2 CURRENT SITUATION OF THE RESERCHER PROJECT

The importance of learning English language in the last years has been a necessity for people, not only for pleasure, it's because the English is the key in the international work of the technology and business.

The English language is an important instrument in communication of the society in modern world; it has influence in the cultural development. The knowledge of this language is the positive factor in the personal realization. Conscious of this reality, the classification of foreign languages of the Ministry of Education, culture and Sports, with the British support advice have wanted to improve the teaching – learning of English language at high school.

Since 1993, the Ministry of Education and Culture, and through the CRADLE project (Curriculum Aimed at Developing the Learning of English in Ecuador) it has as objective to improve the quality in the teaching leaning of English in the high school, changing plans of study and programs based on the perspective that the language is a mean of communication; in another words giving and receiving information. The series OWTE has a functional communicative focus through this, the student can develop the receptive skill of language: listening and reading, the productive skills: speaking and writing.

This program focuses in receiving and sharing information through these skills with the objective of improvement the communication.³

In our environment the English Language teaching has been developed in the traditional way related to a mechanical process where memorization is the most important and no the development of the thinking through the comprehension because of the insufficient teachers' training, preparation and

² “PIO JARAMILLO ALVARADO” Revista Bodas de Plata.

³ www.google.com/The importance of English

professionalization, the lack of the use of appropriate techniques in spite of the book includes its methodological techniques for teaching reading and writing skills but the teachers as we have observed, they have worked in a mechanical way and not in a creative way.

Reading is an important mean of communication. Readers and writers interact through the reading of a text. Reading also offers additional exposure to the language. It can often be stimulating interesting, and up-dating in terms of vocabulary.

It's not usually a good idea to ask students to read the passage aloud. It tends to be boring and most students cannot read aloud and a lively way with a good pronunciation-especially with corrects stress and intonation. Through this practice check the pronunciation, it often reduces comprehension. Most students don't concentrate in meaning when they are reading aloud and don't enjoy it as much.

Also, the use of didactic material is important in the acquisition of the reading and writing skills, learning to read and write another language can be a frustrating experience for the learner, if the reading and writing material is too difficult or unsuitable, because through it teachers can help themselves to develop the class in a better way, so that for the students is easier to practice and learn the new language according to their level.⁴ However, at "Pio Jaramillo Alvarado" high school the didactic material that teachers use isn't enough to develop the class.

On the other hand, writing is basically a process of communicating something (content) on paper; this activity generate ideas and encourage a free flow thoughts, and helps students to discover both what they want to say and how to say it. But it doesn't occur in the researched high school because students are not able to write a short composition because teachers don't explain to

⁴Module 4. "Planning Execution and Evaluation of the Teaching Learning Process in the Elementary Level Institutions" National University of Loja. 2006-2007

students the steps that they need to follow to make a composition, for that reason they cannot develop a good writing.

Moreover teachers don't teach students the way to organize the information because students only do summaries to remember the information or filling gaps. Also some students write as they pronounce, it causes problems in the writing learning process.

In addition, written products are often the result of thinking, drafting and revising procedures that require specialized skills, which not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how use discourse markers and the rhetorical conventions to put them cohesively into a written text.

Most of the students don't know how to write, because they are not familiar with the new language and they don't know some of the characteristic of written language such us: orthography, complexity, vocabulary, formality this are normal problems that sometimes teachers don't really focus and this generate problems that obstruct the development of the skills and as a result of this the students don't care and they cannot express what they want to write.

- To sum up, based on the before mentioned difficulties the group has considered convenient to state the following problem of research: HOW THE READING AND WRITING SKILLS ARE DEVELOPED IN THE TEACHING LEARNING PROCESS WITH STUDENTS OF 1st, 2nd AND 3rd YEARS OF HIGH SCHOOL CURRICULUM AT "PÍO JARAMILLO ALVARADO" HIGH SCHOOL? PERIOD 2008 – 2010 and the sub problems are:
- How the techniques applied by the teachers help in the development of the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at "Pio Jaramillo Alvarado" high school of Loja city? 2009-2010;

- How the strategies and techniques applied by the teachers facilitate the development of the writing skill in the teaching learning process with students of 1st, 2nd and 3rd years of the high school curriculum at “Pío Jaramillo Alvarado” high school of Loja city? 2009-2010

2.4 DELIMITATION OF THE RESEARCH

2.4.1 TEMPORAL

The research work is going to be done between the period 2009 – 2010.

2.4.2 SPATIAL

The physical space of the investigation is constituted by the “Pío Jaramillo Alvarado” High School of the Loja city.

2.4.3 OBSERVATION UNITS

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

- Head master of the institution
- Coordinator of the English Language
- Teachers of English Language
- Students of high school curriculum.

3. JUSTIFICATION

The present research is justified itself if we take into a count that there are difficulties especially in the development of reading and writing skills in the Teaching learning process at secondary level.

As owners of the research project we want to know the reality of the researched high school because through this we can demonstrate if the skills are really developed. Also we can say that this theme hasn't been researched before and it will contribute to improve the teaching-learning language process.

As well as this, reading and writing are important in the teaching learning process because these help students to improve their knowledge about the new language, so if they have more practice they can understand it. So that we consider that it is necessary to research about it.

It is important to recognize that the teachers in the high schools especially at "Pio Jaramillo Alvarado" don't develop the main skill such as reading and writing for that reason this proposal of research will help the teachers to improve their teaching learning process in English language.

Since the scientific point of view we know that learning to write and read is a process that involves certain micro skills, and we are aware that the secondary students aren't able to produce good writing and reading English, *because there is a poor training during the English class periods where the teachers have enough opportunities to develop the writing and reading production. So that it is necessary to determinate the causes of the problem in order to contribute with some alternatives and solution.

The practice and the formation in the English language that we got during English language career at National University of Loja, we have obtained appreciable bibliographic information, the knowledge instruments to get the data and the use of appropriate techniques for their processing, and received

at timely advice all of them make that the present research feasible to carry out in the established time.

Finally this research work is justified if we consider that we need a previous requisite to get the licentiate's degree and if we take into account that the group counts with the necessary resources to get a better results, which can contribute to improve the English process at researched high school

4 OBJECTIVES

4.1 GENERAL OBJECTIVE

- To know the development of the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at "Pío Jaramillo Alvarado" high school of Loja city period 2009-2010.

4.2 SPECIFICS OBJECTIVES

- To Determine if the techniques applied by the teachers are helping to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at "Pío Jaramillo Alvarado" high school of Loja city 2009-2010
- To establish the relation between strategies and techniques applied by the teachers facilitate the development of the writing skill in the teaching learning process with students of 1st, 2nd and 3rd years of the high school curriculum at "Pío Jaramillo Alvarado" high school of Loja city? 2009-2010

5. THEORETICAL FRAME

1 READING SKILL

- 1.1. Definition of reading.
- 1.2. Making sense of the text.
- 1.3. Strategies for reading.
 - 1.3.1. Identify the purpose for reading.
 - 1.3.2. Skim the text for main ideas.
 - 1.3.3. Scan the text for specific information
 - 1.3.4. Scan the text for specific information
 - 1.3.5. Use semantic mapping or clustering.
 - 1.3.6. Guess when you aren't certain.
 - 1.3.7. Analyse vocabulary.
 - 1.3.8. Distinguish between literal and implied meanings.
- 1.4. Reading period.
- 1.5. Class readers.
- 1.6. Good readers.
- 1.7. Types of classroom reading performance.
 - 1.7.1 Silent reading.
 - 1.7.2 Intensive reading.
 - 1.7.3 Extensive reading.
 - 1.7.4 grade readers
- 1.8. Suggestion for teaching reading.
 - 1.8.1. Explanation of text.
 - 1.8.2. Word study
 - 1.8.3. Reading aloud.
- 1.9. Activity reading in the classroom.
- 1.10. Measuring reading skill.

2. READING TECHNIQUES.

- 2.1 Pre reading strategy.
- 2.2 Skimming.
- 2.3 Scanning
- 2.4 Scanning for information.

- 2.5 Previewing.
- 2.6 Use of the Dictionary
- 2.7 Study Strategy
- 2.8 Main Ideas.
- 2.9 Tips for getting the main idea.
- 2.10 Guessing meaning from the context
 - 2.10.1 Definition.
 - 2.10.2 Restatement.
 - 2.10.3 Punctuation marks
 - 2.10.4 Examples.
 - 2.10.5 Contrast.
 - 2.10.6 Similarity.
 - 2.10.7 Surrounding words.
 - 2.10.8 Pictures.
 - 2.10.9 Experience and Background Knowledge.
 - 2.10.10 Imagination.
 - 2.10.11 Tips for Guessing Meaning from the Context.
 - 2.10.12 Making Inferences.
 - 2.10.13 Tips for Reading Inferences.
 - 2.10.14 Using maps and graphics.
 - 2.10.15 Comparison-Contrast Organizers.
 - 2.10.16 Column Compare-Contrast Organizer
 - 2.10.17 Matrix Compare-Contrast Organizer.
 - 2.10.18 Venn Compare-Contrast Organizer.
 - 2.10.19 Hierarchical Organizers.

 - 2.10.20 Understanding relations within the sentences.
 - 2.10.21 Linking sentences and ideas

3. WRITING SKILL

- 3.1 Definition of Writing.
- 3.2 The importance of Writing.
- 3.3 Characteristics of written language
 - 3.3.1 Permanence.

3.3.2 Production time.

3.3.3 Distance.

3.3.4 Orthography.

3.3.5 Complexity.

3.3.6 Vocabulary.

3.3.7 Formality.

3.4 Development of Writing Abilities

3.4.1 Writing Process

3.4.1.1 Pre-writing

3.4.1.2 Drafting

3.4.1.3 Revising, editing and proofreading

3.4.1.4 Presenting and publishing

4. WRITING TECHNIQUES.

4.1 Writing folders and portfolios

4.1.1 Sample guidelines for writing portfolios.

4.1.2 Structure and forms of writing

5. TEACHING LEARNING PROCESS

5.1 What is teaching Learning?

5.2 What is Teaching Process?

5.3 What is Learning Process?

5.4 Teaching Beginning Levels.

5.4.1 Students' Cognitive Learning Processes.

5.4.2 Reading and Writing Goals.

5.5 Teaching Intermediate Levels.

5.5.1 Students' Cognitive Learning Processes.

5.5.2 Reading and Writing Goals.

5.6 Teaching Advanced Levels.

5.6.1 Students' Cognitive Learning Processes.

5.6.2 Reading and Writing Goal

THEORETICAL FRAME.

1. READING SKILL.

1.1 DEFINITION OF READING.

According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it.

Learning to read and reading to learn are two of the most important missions of childhood. Parents, community members, and teachers must all maximize their efforts to make certain that each child has the opportunity to experience the great gift of literacy. These efforts will ensure that each individual has the prospect of a life filled with possibilities and a future of literate interaction in the world. By providing children equal access to well-designed, organized, and systematic reading instruction in our schools; we can assure ourselves that Washington students have the greatest possible chance at future academic excellence.⁵

1.2 MAKING SENSE OF THE TEXT.

⁶The reader has time at his disposal; he can stop and think, go back to check an earlier passage. Reread the difficult parts. Unless the text takes for granted a body of knowledge that he simple does not have, careful reader should be able to reconstruct most of the assumptions on which it is based. To do this the must assess the evidence-choice of words, selection of facts and so on- and draw appropriate inferences, so that he gets the message intended rather than the message he perhaps expected.

⁶ CHRISTINE NUTTALL. 1985. The reading skills in foreign language

The message in the writer's mind is the perfect piece of furniture. The process of separating this into its component parts and packing them in a box with instructions for reassembly is a little like the process of putting thoughts into words and organizing them into coherent text.

On the other hand the reader has to make sense, like the amateur making the table; whether it turns out as planned depends not only in the kit, but on whether he understands the basic principles, follows the instructions properly and does not lose any of the pieces

1.3 STRATEGIES FOR READING.

1.3.1 IDENTIFY THE PURPOSE FOR READING.

⁷Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you know what you're looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something.

1.3.2 SKIM THE TEXT FOR MAIN IDEAS.

Perhaps the two most valuable reading strategies for learners are skimming and scanning. Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head start as they embark on more focused reading. You can train students to skim passages by giving them, thirty seconds to look through a few pages of material, close their books, and then tell you what they learned.

1.3.3 SCAN THE TEXT FOR SPECIFIC INFORMATION.

The second on the most valuable category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask students to look for names or dates, to find a definition of

⁷ H. DOUGLAS BROWN. Teaching by principles. An interactive Approach to Language Pedagogy, Reading Skill pag. 306-308

a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. In vocational or general English, scanning is important in dealing with genres like schedule, manuals, forms, etc.⁸

1.3.4 USE SEMANTIC MAPPING OR CLUSTERING.

⁹Readers can easily be overwhelmed by a long string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful cluster, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order and hierarchy to a passage. Early drafts of these maps can be quite messy-which is perfectly acceptable. For example, shows a first attempt by a small group of students to draw a semantic map of an article by Rick Gore called “between fire and Ice: the planets,” an article about a total solar eclipse as seen through the eyes of villagers in Patuk, java.

1.3.5 GUESS WHEN YOU AREN'T CERTAIN.

This is an extremely category. Learners can use guessing to their advantage to.

- Guess the meaning of a word.
- Guess a grammatical relationship.
- Guess a discourse relationship.
- Infer implied meaning.
- Guess about a cultural reference.
- Guess content message.

⁸H. DOUGLAS BROWN. Teaching by principles. An interactive Approach to Language Pedagogy, Reading pag. 308

⁹Idem.pag. 308

Now, you of course don't want to encourage becoming haphazard readers! They should utilize all their skills and put forth as much effort as possible to be on target with their hypotheses. But the point here is that reading is, after all a guessing game of sorts, and the sooner learners understand this game, the better off they are. The key to successful guessing is to make it reasonably accurate.

You can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

1.3.6 ANALYZE VOCABULARY.

One way for learners to make guessing pay off when they don't immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:

- a. Look for prefixes (co-, inter-, un-, etc) that may give clues.
- b. Look for suffixes (-tion, -tive, -ally, etc) that may indicate what part of speech.
- c. Look for roots that are familiar.
- d. Look for grammatical contexts that may signal information.
- e. Look at the semantic context for clues.¹⁰

1.3.7 DISTINGUISH BETWEEN LITERAL AND IMPLIED MEANINGS. This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information, as in the following examples:

¹⁰ **MORENO. Paola:** Module 4. "Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions" National University of Loja. 2006-2007

- a. Bill walked into the frigid classroom and immediately noticed Bob, sitting by the open window.

“Burr!” he exclaimed, simultaneously eyeing Bob and the open windows, “it’s sure cold in here, Bob.”

Bob glanced up from his book and growled, “oh right, I’ll close the widow.”

- b. The policeman held up his hand and stopped the car.
c. Mary heard the ice cream man coming down the street. She remembered her birthday money and rushed into the house.....

Each of these excerpts has implied information:

- a. The request is obvious only if the reader recognizes the nature of many indirect request in which we ask people to do things without ever forming a questions.
b. We can’t sure if the policeman literally stopped the car with his hand, but the assumption is that this is a traffic policeman whose hand signal was obeyed by driver.
c. The reader, without any other context, to believe Mary is going into the house to get money to buy ice cream until the last few words are supplied “.....and locked the door.”¹¹

1.4 READING PERIOD.

- If you do not already have one, you could introduce a reading period at the end of one of your lessons.
- If you have access to graded readers, students can choose which one they want to read.
- Students can bring in something they would like to read and this may stimulate other students to want to read it too.
- Students can build up their own class library and have a system of lending and borrowing things that they have enjoyed.

¹¹**JO ANN AND FIELD, MARY LEE.** Aebersold, 1997 from Reader to Reading Teacher: Issues and strategies for second Language classroom.

- Get students to bring in texts which they have enjoyed and mount them on card to produce reading cards. They can write comment about the text when they read it and compare their opinions with other students.

1.5 CLASS READERS.

You may decide to have a book that everyone is reading. If possible, let the class choose which one they would like to read. You could read aloud to students while they follow on the book. People usually associate this with younger learners, but lots of older learners (including adults) enjoy being read to and it's a good way for beginners to improve their reading speed. Many readers are accompanied by cassette.

1.6 GOOD READERS.

Once students can read by themselves and enjoy it our job is easy. Good readers:

- Guess unknown words from the context.
- Predict what is going to come next.
- Read whole chunks rather than individual words at a time.
- Interact with the text as they go along.¹²

1.7 TYPES OF CLASSROOM READING PERFORMANCE.

1.7.1 SILENT READING.

Reading aloud can be useful skill to have in the classroom, and one which teachers make good use of, but silent reading is what remains with most people for the rest of their lives. Nobody can guarantee that all your pupils will love books, but a positive attitude to books and reading from the beginning will help, put up jokes on the notice board, give your pupils messages in writing, try to give them their own books, even if it is only a sheet of paper folded over to make four pages, make books available to them, and listen to what they are saying about their reading. Use the text book to concentrate on conscious

¹²LOWES, RICKY Y TARGET, FRANCESCA. Helping students to learn.Pag.56

language development, but let your pupils read books for understanding.

1.7.2 INTENSIVE READING

¹³We read intensively when we are concerned about detail. The text may have particular interest for us because it contains needed information. We may need to know exactly what the writer means. This knowledge helps us answer questions like “Where is this taking place? Who committed the crime? Why?” We may need to know how characters in the text feel about certain actions or events. This knowledge helps us explore our own thoughts and feelings. When we read to gain this kind of detailed, we are doing intensive reading. In language teaching, we often have other reasons for the intensive reading of texts:

- To examine the use of specific grammatical features, like verb tenses or forms (for example, reading a text designed to highlight uses of the past perfect).
- To infer meaning of new vocabulary and gain understanding of new words in context.
- To learn about discourse markers (how phrases are used to introduce other phrases; discourse markers focus the reader’s attention on what the writer considers important; examples include such as, important to note, most of all, especially, a major

¹³ **MORENO. Paola:** Module 5. “La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los establecimientos de Educación Media” Octubre 2007- Febrero 2008

1.7.3 EXTENSIVE READING

1.7.4¹⁴Reading fluently to get the gist or general understanding of a text is reading called extensive reading. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learner's exposure to the language. Extensive reading aims at acquisition rather than conscious learning, at fluency rather than accuracy. In order for this kind of reading to help the development of fluency, the text must be within the learner's competence; it will not be an enjoyable or rewarding experience if the text is too difficult.

Advanced students should be encouraged to read magazines and authentic books extensively. Let advanced students choose what they want to read, but suggest that they start with short stories or novels written in accessible styles and vocabulary. For students at beginning and intermediate levels, it may not be appropriate to use authentic texts. For these learners, there is a wide range of graded readers, outlined in the next section.

1.7.4 GRADE READERS

¹⁵Grade readers are texts that have been simplified for English language learners. They have been on the market for more than 40 years, so there's a wide range to choose from. A good library or resource centre should give students access to graded readers. The readers are usually graded in the following ways.

¹⁴ **MORENO. Paola:** Module 5. "La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los establecimientos de Educación Media" Octubre 2007- Febrero 2008

¹⁵Idem. 2007-2008

- Vocabulary

Readers are graded by the frequency and range of meaning of their vocabulary. Priority is given to common words (such as nouns like man, woman, car, and street and prepositions like to, from, in, and on). Words with a wide range of meaning are used rather than words with a specific meaning. For example, the word fruit would be used instead of blueberry; vegetable instead of broccoli; and book instead of tome. For students of subjects like management, science or technology. Such readers focus on the basic vocabulary of the subject. A reader

1.8 SUGGESTIONS FOR TEACHING READING.

The sum total of the meanings of individual words and phrases does not add up to the meaning of a given piece of writing. If it did, then the learner of a language could simply look up individual words in a dictionary and he would have the meaning of the passage. But if the student does not understand the grammatical structures involved in the reading material before him, he will find that he does not understand what he is reading. Or at most, he will understand it only partially.

The distinction between the sentences *the bird has eating* and *the bird has been eating* is structural. And a student who has no grounding in the present perfect tense or in active and passive voice will not understand these sentences-even though he knows the words *bird* and *eat*.

In a well-graded language course, the reading lesson follows the grammar lessons in such a way that the student does not encounter structural difficulties when he turns to the reading lesson. He has already learned all the structures used in the lesson. One main purpose of the reading lesson, in fact, is to use the structures learned in the grammar lesson, repeating and varying them in such a way as to reinforce a grasp of the structure. In such cases, the teacher can begin at once with the second part of the teaching scheme suggested here.

There are four steps for the classroom presentation. The fifth step is to be done outside class.¹⁶

1.8.1 EXPLANATION OF TEXT.

After a short introduction (such as “today we are going to read about Marco Polo, the famous traveler,” and so on), the teacher reads and explains the text. She/he explains unfamiliar words and phrases as they come but without much the deviation, in order to keep uppermost the main line of thought in the passage.

The practice of isolating words for explanation before the reading of the passage is without merit. For the student does not remember all the words thus treated, and by the time the reader begins it is necessary to explain the words over again.

1.8.2 WORD STUDY.

After the teacher has read the passage and explained the lesson, the class proceeds to re-examine the new words in the lesson. This is necessary because one of the aims of a reading lesson is to help students expand their vocabularies. Each students ought to have a not book for writing down his own personal list of new words and their meanings and new meanings for familiar words.

The notebook is a not dictionary; but it is extremely useful to the student in that he has listed in alphabetical order the new words ha has himself come across. It is a valuable source for review and a record of personal growth in the language that can inspire new enthusiasm in the student.¹⁷

¹⁶ **H. DOUGLAS BROWN:** Teaching by Principles An interactive Approach to Language Pedagogy

¹⁷ **MORENO. Paola:** Module 4. “Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions” National University of Loja. 2006-2007 pag. 36

1.8.3 READING ALOUD.

Let us move on to look at various reading techniques. When we went to school, most of the reading done in class was reading aloud. Reading aloud is not the same as reading silently. It's a separate skill and not one which most people have that much use for outside the classroom. But it can be useful, specially with beginners in a language.

Traditionally, reading aloud is often thought of as reading round the class one by one, and although many children seem to enjoy it, this type of reading aloud is not to be recommended:

- It gives little pleasure and is of little interest to the listeners.
- It encourages stumbling and mistakes in tone, emphasis and expression.
- It may be harmful to the silent reading techniques of the others pupils.
- It's a very inefficient way to use your lesson time.

However, reading aloud is a useful technique when used slightly differently:

- Reading aloud to the teacher should be done individually or in small groups. The reader then has the teacher's full attention. Reading aloud from a book lets the teacher ask about meaning, what the pupil think of the book, how they are getting on with it, as well as smooth out any language difficulties which arise. High priority should be given to this kind of reading aloud, especially at the beginner stage for all ages by the time pupils progress to level two, this kind of reading it's not necessary.
- The teacher can use it as a mean of training and checking rhythm and pronunciation, the teacher can read a sentence or a phrase and the class or part of the class can read in chorus after. This is particularly useful if the text is a dialogue, but only should be done for a very short

time. Choral reading can easily become a chant if there are a lot of children in the class.

- Reading dialogues aloud in pairs or groups is an efficient way of checking work. The pupil can help each others with words they find difficult pronounce, and you should try to get them to be a little critical about what they sound like: “You don’t sound very friendly Diego” or “Are your angry Andres?”.
- Listening to a pupil reading aloud should be a treat for the whole class. If pupils are going to reading aloud for the rest of the class, they must be well prepared and the others should want to hear what is going to be read. “Anita is going to read a story she has written with me. It’s about a princess and a bird. ” “Peter has written about his trip on board his uncle’s boat and he wants to read it to you”

1.9 ACTIVITY READING IN THE CLASSROOM.

The ability to effectively read is critical to the success of student in any subject area. Yet many students experience difficulty in mastering this skill.

Engaging students in active reading practices can help them become more involved in their reading, thus aiding comprehension and retention.¹⁸

1.10 MEASURING READING SKILLS.

District teachers are consistently measuring student reading progress. Teachers listen to students read one-on-one and evaluate their progress several times each year.

“A teacher sitting down and listening to one student read is a meaningful of assessment,” as the student reads, the teacher makes note of skill levels in word recognition, grammar, phrasing, word meaning and comprehension. The teacher even notes when the student is able to self-correct a mistake.

¹⁸ **MORENO. Paola:** Module 4. “Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions” National University of Loja. 2006-2007

“An individual assessment enables a teacher to pinpoint a student’s strengths and weaknesses,” one student may know all the words, but may not understand the meaning. Another may have trouble with punctuation. The teacher observes and records it all.

After the one-on-one assessment is completed. The teacher analyses the record sheet. The recorded data enables teachers to:

- Determine the student’s reading level.
- Plan appropriate reading instruction for individual students
- Group students effectively for reading experiences and instruction.
- Identify students who may need extra help.¹⁹

2. READING TECHNIQUES.

2.1. Pre reading strategy.

It consists of a brief pre reading exercises and questions about the controlled nonfiction reading selection on the chapter theme; scan for the subheads and the selection and the main topic. In academic reading it often helps to survey (get an over view of) the material before you begin to read it. Pictures of diagrams provide useful firsts clues to the contents. In addition some selection contains subheads of lines that stand out, which give quick information about the reading.

2.2 SKIMMING

It consists in to prepare the students to skim by asking them to recognize the key sentences of a passage; identifying the main point or important information.

¹⁹**DURUKAN E.** <http://www.academicjournals.org/ERR/PDF/Pdf%202011/Jan/Durukan.pdf>
Sottish Further Education Unit (SFEU) is part of the Scotland's Colleges brand

Distinguishing the main idea from supporting details; because training the students to recognize the key sentences of text is an essential preparation to skimming since it will show them that sentences usually sums up the gist of each paragraph and (b) this key sentences often appears at the beginning of each paragraph.

Example: read the following article as quickly as you can and decide which title is best suited to each of them.

Sherlock Holmes would be proud of Dorothy Perry of Detroit, even though she tracked down a remarkably dim robber. Losing her handbag in a mugging, Misses Perry remembers that her purse held concert ticked. She turned up at the show a few days lather with a cop on her arm-and sure enough, the mugger was sitting in her seat.

- *A lucky meeting.*
- *Violence in Detroit.*
- *A clever policeman.*
- *A good detective.*

2.3 SCANNING.

²⁰The objective is to train the students to run their eyes over a text quickly in order to locate specific information, because we are trying to locate specifically required information; usually we don't need to read the whole text carefully. What we do is try to find in which paragraph the information we are looking for is likely to be, and then read this paragraph with more attention. One of your friends tell you she has found a perfect idea for the coming holidays and gives you the newspaper article where she found it. You read it to learn more about this possibility.

²⁰ **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006 pag.

This is what you want to find out.

- *The price of travel.*
- *The frequent buses*
- *The fly to Guayaquil.*
- *The railway*
- *main means of transport*

Travelling in Ecuador

There are frequent buses between cities and town. This is the main means of transport in Ecuador. Bus travel is cheap and good. In some places in the highlands, the roads are good. But in other places they are bad. The roads down to the coast and to the Amazon Region are very bad.

Planes are fast but expensive. You can fly from Quito to Guayaquil or from Quito to Cuenca. You can also fly direct to Loja.

You can go by boat on a few rivers; for example there is a boat service along the river Napo from Masahuallí to Coca. The boat is slow. It takes ten hours!

There is a railway from Quito to Guayaquil, but sadly you can only travel to Riobamba. The train is slow too. But tourists love the train. Specially the steam train!

They get on and off the train to take photos.

They don't have steam trains in their countries, except in museums. But they come to Ecuador to see a real steam train in action!²¹

2.1 Scanning for information.

It means go through the text rapidly to search for a specific piece of information (e.g. a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (e.g. whether a book on gardening deals with a particular plan disease).

²¹**MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006. Pag 28 – 83.

There is a great range of texts suitable for scanning indexes, dictionaries, maps, advertisements, labels, reference material, business letters, etc.

2.2 Previewing.

Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely.

Contextualizing. Placing a text in its historical, bibliographical and cultural contexts. When you read a text, you read it through the lens of your own experiences your understanding of the words on the page and their significance is informed by what you have come to know and value for living in a particular time and place. But the text you need were all writing in the past, sometimes in radically different time and place to read critically, you need to contextualize, to recognize the difference between your contemporary values and attitudes and those represented in the text.

Questioning to understand and remember. Asking question about the contend. As student, you are accustomed to teacher asking you questions about your reading. These questions are designed to help to understand a reading and respond to it more fully, and often this technique works. When you need it to understand and use knew information through it is most beneficial if your write the question, as you read the text for the first time. With this strategy you can write any time but in difficult academic readings, you will understand the material better and remember it longer if you write a question for every paragraph of brief section. Each question should focus on a main idea not on illustration for details, and should be expressed in your own words, not just copy parts of the paragraph.²²

²² **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006 pag.

2.3 Use of the Dictionary.

²³A dictionary will tell you the parts of speech a word can be, usually with these abbreviations: n=noun, v= verb, adj= adjective, adv= adverb, prep= preposition, conj= conjunction. The abbreviation appears before the meanings of the word with that part of the speech.

Some words have only one meaning. You can find the meaning in a dictionary entry, which sometimes include an example. Most words, however, have more than one meaning. Often the same word can be more than one part of speech, and each part of speech can have different meaning.

Some dictionaries provide information on usage of words in different situations and on connotations of words with a similar meaning.

Example: This dictionary entry shows that the word reason can be a noun (with four meanings) or a verb (with one meaning). A related adjective is reasonable.

Rea-son/riyzen/n 1 purpose, cause (for a believe or act); the reason for the error was clear. 2 an excuse: I didn't have any reason for been late. 3. The ability to think clearly: she is normally a person of good reason. 4 Good judgment He has lost all reason!.

2.4 Study Strategy.

You know that you don't need to look up every word on a dictionary because you can often guess the meaning from the context. Sometimes, however, you may speech of a word or to learn related words.

2.5 Main Ideas.

²⁴To get the main ideas you can follow the next steps.

- Read the title of the selection carefully. The title may provide clues which will help you identify the main ideas which are covered.

²³ **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006 pag.24

²⁴ **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006 pag.,24

- Check to see if there are headings and subheadings in the text. If there are headings and subheadings, the author may have already told you the main points. These headings and subheadings suggest the outline or structure of the article.
- Check if there are italicized words or phrases in the text. The author puts words which are important or need emphasis in italics.
- Find any list of points that are set off with numbers or paragraphs that begin with first, second, etc. These points may be the most important part of the selection.
- Sometimes the same idea is repeated. If the idea is repeated in a different form, the author may be trying to reinforce the main or important idea.
- Read the first and the last paragraph of the selection. Because the main ideas are generalization, the author may begin and end with a statement which generalizes the ideas.
- Read the first and the last sentences of each paragraph if the main ideas are still unclear. Often the author states the main idea in what is called “topic sentence” at the beginning of the paragraph, although the sentence is sometimes found at the end or in the middle of the paragraph. Sometimes there are paragraphs with no topic sentences, in those cases, you must read the entire paragraph.

2.6 Tips for getting the main idea.

1. ²⁵As soon as possible you can define the topic, ask yourself “What general point does the author want to make about the topic?”
2. Most main ideas are stated or suggested early on in a reading. Pay special attention to the first, third of any passage, article or

²⁵ MORENO. Paola: Module 3. “La Comunicación en el Idioma Inglés. Curso Taller para la adquisición del uso del Idioma Inglés” National University of Loja. Sep-Feb; 2005-2006 pag.,25

chapter, that's where you are likely to get the best statement of clearest expression of the main idea.

3. Pay attention to any idea that is repeated in different ways. If the author returns to the same thought in several different sentences or paragraphs, that idea is the main or central thought under discussion.

4. Once you feel sure you have the main idea. Test it ask yourself the examples, reasons, statistics, studies and facts included in the reading lend themselves as evidence or explanation in support of the main idea you have in mind. If they do your comprehension is right on target. If they don't you may want to revise your first notion about the author's main idea.

5. If you are taking a test that asks you to find the thesis or theme of a reading, don't let the terms confuse you, you are still looking for the main idea.

b. The main idea of a passage can be expressed any number of ways. For example: you and your classmate might come up with the same idea for a reading, but the language in which that idea is expressed would probably be different. When however, you are asked to find the topic sentence, you are being asked to find the statement that expresses the main idea in the author's words. Any number of people can come up with the main idea for a passage, but only the author of the passage can create the topic sentence.

2.7 GUESSING MEANING FROM CONTEXT.

²⁶Its main purpose is to help you to improve your ability to guess the meaning of unfamiliar words by using context clues. To help you expand your passive vocabulary, that is, the number of words you can recognize and understand

²⁶ MORENO. Paola: Module 3. "La Comunicación en el Idioma Inglés. Curso Taller para la adquisición del uso del Idioma Inglés" National University of Loja. Sep-Feb; 2005-2006 pag.,27

in reading and listening without actually being able to use them in your own speech or writing.

Example:

She had often come into conflict with her mother-in-law.

- a) Announcement
- b) Attainment
- c) Argument.

Now you will learn how to guess the meaning of unfamiliar words or new words by looking around the words to find the clues. These clues will help you to find their meanings.

Then you will better understand what you are reading. There are many ways to help you guess the meaning of unfamiliar words from the context.

2.7.1 DEFINITION.

A definition gives the meaning of words. The writer may use words, phrases, or statement to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. Example

Inflation: is a rise in the general level of prices you pay for things you buy.

An unfamiliar word = inflation

Signal word = is

The definition = a rise in the general level of prices you pay

For everything you buy.

2.7.2 RESTATEMENT.

²⁷The writer may use other words, phrases, or statements to provide the meaning of difficult word. We call this restatement; this writer describes it again or in a different way.

²⁷ MORENO. Paola: Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006 pag.,28

Signal words for restatement are: ***or that is to say, in other word, i. e. or that is e.g.***

Example.

The surface of Africa consist mainly plateaus, or large flat areas, although these occur at different levels.

Unfamiliar word = plateaus.

Signal word = or

Meaning = large flat are

2.7.3 PUNCTUATION MARK.

²⁸Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases or sentences, to explain the meaning of the new words. Such punctuation is in the key words.

Key words:

, commas

“ Appositive

() parentheses

_ Dashes

; Semicolon

: Colon

Example:

Full color pictures are printed using only black a three colors: yellow, cyan (a light blue) and magenta (light purple)

Unfamiliar word = cyan and magenta

Signal punctuation = ()

Meaning: cyan: a light blue and magenta: a light purple.

²⁸ Idem.2005-2006 pag.,26

2.7.4 EXAMPLES.

They help us to understand the meaning of new words. See key words of signal words used for showing examples in the key words box.

Key words: *such as, like, for example... for instance, is / are.*

Exercises.

Use navigation buttons, such as, the “next” button, the “previous” button, the “menu” button, and the “exit” button, to go back and forth or jump to other topics while you are using your English software.

Unfamiliar word = navigation buttons

Signal word = such as

Meaning = buttons on the computer program that are used for turn on pages.

2.7.5 CONTRAST.

²⁹You can guess the meaning of new words by using signal words of contrast. They will show the opposite meaning of the new words. See signal words of contrast in the key words box.

Key words: *but, instead of, even though, in contrast to, yet, in spite of, although, as opposed to, unlike, despite, however, on the other hand, whereas, fond of, provided that.*

Exercises.

Although Juanita and Maria are very close friends but they are very different. Susa spends a lot of money to buy things while María loves to economize.

²⁹ **MORENO. Paola:** Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006 pag.,29

2.7.6 SIMILARITY.

³⁰You can guess the meaning of new words by using signal words of similarity. They will display the same meaning of the new words.

Key words: *like, similarly, in the same way, as the same as, just as.*

Example:

Indonesia is producing **Ford cars and trucks**. Soon, Thailand and Vietnam will be producing in the same products with, no doubt, the same quality.

What do the words “the same products” mean? Ford cards and trucks.

What is your clue? Same products

2.7.7 SURROUNDING WORDS

If you cannot find any signal words or key words as stated before, you may look around new words or unfamiliar words and try to guess them.

The surrounding words may help you to understand the new words

Example:

Children are too young to understand that swallowing gum can cause medical problems and so they shouldn't be allowed to chew it, doctors say.

Unfamiliar words: swallowing and chew.

What do these words mean?

How do you guess the meaning?³¹

³⁰Idem.Loja 2005-2006 pag.,29

2.7.8 PICTURES

³²“A PICTURE IS WORTH MORE THAN A THOUSAND WORDS” so a picture can help you to guess the meaning of the new word

Reading researches confirmed that experience and background knowledge play an important role in reading comprehension

2.7.9 IMAGINATION

You may try to use many strategies as stated previously to understand the new words, but sometimes you still can't understand. You can use your imagination in that case.

2.10.11 TIPS FOR GUESSING MEANING FROM THE CONTEXT

1. Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?
2. Look at the clause or sentence containing the unknown word.
 - If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do what is done to it?
 - If the unknown word is a verb, what noun does it go with? Is it modified by an adverb?
 - If the unknown word is an adjective, what noun does it modify?
 - If the unknown word is an adverb; what verb does it modify?
3. Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraph. Sometimes this relationship will be signaled by a conjunction like but,

³²**MORENO. Paola:** Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006. Pag., 32

because, if or when, by and adverb like however or as a result in English.

4. Use your knowledge gained from steps 1-3 to guess the meaning of the word-
5. Check that your guess is correct
6. Break unknown words into its prefix, root, and suffix if possible.³³

2.10.12 MAKING INFERENCES:

Inferences are evidence based guesses. They are the conclusions a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in every day life. If your best friend comes in from a blind date looks utterly miserable, you would probably infer the date was not a success.

Drawing inferences while you read requires exactly the same willingness to look at the evidence and come to conclusion that has not been expressed in words. Only in reading. The evidence for your inference consist solely of words rather than actual events, expressions or gestures

2.10.13 TIPS FOR READING INFERENCES

1. Make sure your inferences rely mainly on the author's words rather than your own feeling or experience. You read the author's mind, not invent your own message.
2. Check to see if your inference is contradicted by any statements in the paragraph. If it is, it is not an appropriate or useful inference.

³³ **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006. Pag., 39

3. If the passage is tough one, check to see if you can actually identify the statements that let you to your conclusion. This kind of close reading is a good comprehension check. It will also help you remember the material.

2.10.14 USING MAPS AND GRAPHS:

Information obtained from lectures, test books, movies and other sources may be organized one or more of a number of strategies. Information organization aids memory note taking, test preparation, test taking and writing.

You should attempt to use a number of information organizations strategies the type of organizes uses will depend of the nature of the information, the nature of the task at hand, and the student's preferred learning styles.

We want to show you some information organization strategies in maps and graphs.³⁴

2.10.15 COMPARISONS- CONTRAST ORGANIZERS

Comparison contras organizers are used to graphically illustrate or summarize how to or more concepts are similar and different. They are useful for encoding information for essay exams

Compare and contrast organizers are set up in one of three ways: column, matrix and venn diagram.

³⁴ **MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006. Pag. 36

GENERAL TOPIC

First Idea
Second idea
Third idea

ITEM 1

ITEM 2

Detail.....

Detail.....

Detail.....

Detail.....

Detail.....

Detail.....

2.10.16 COLUMN COMPARE-CONTRST ORGANIZER.

This formal allows one to compare and contrast two or more aspects of a general topic. The information is arranged into divided columns for similarities and differences between the items

2.10.17 MATRIX COMPARE-CONTRAST ORGANIZER

The compare-contrast matrix is similar to the column organizer in function but no in format. Which this strategies, simple columns are used to record the similarities and differences of two or more things like people, events, places, ideas.

MATRIX	ITEM 1	ITEM 2	ITEM3
Attribute 1			
Attribute 2			
Attributes 3			

2.10.18 VENN COMPARE-CONTRAST ORGANIZER

The venn diagram graphic organizer allows one to compare and contrast only two aspects of a general topic. Information is arranged in two large intersecting circles, each of which is labeled with the name of the concept. Characteristics unique to each concept are written in those parts of the circles that do not intersect the other characteristics shared by both concepts are written in the intercepting part of circles. Compared to column organizers and matrixes, similarities and differences are more clearly delineated in the vann diagram.

2.10.19 HIERARCHICAL ORGANIZERS

Hierarchical organizers are used for arrange information from an inclusive category to more and more exclusive categories. One advantage or hierarchical maps is they help you understand relationships among related terms and ideas.

Hierarchical maps are often arranged in a top-down manner in, in other words, the main concept is places at the top of the page and the subdivision are places below it

2.10.20 UNDERSTANDING.RELATIONS WITHIN THE SENTENCES.

The specific aim is to help the students to recognize the structure of complex sentences; understanding relations within the sentences. In order to read efficiently and not to stumble on every word it will be essential for the students to grasp the structure of the sentence they read at once. They should therefore be taught to discriminate quickly between what is essential (subject-verb-object, i.e. the core of the sentence) and the padding (i.e. modifiers, relative clauses, oppositions, etc) which, in each sentence, only introduces some further details or qualifies the idea.

Example:

Read the following sentences and underline the subject and the main verb of each of them.

One team that performed more than two hundred operations found that nearly half the patients underwent a change of personality. In one publicized case in England a young salesman with an apparent compulsion to gamble was arrested for larceny.

2.10.20.1 LINKING SENTENCES AND IDEAS.

In this technique the objective is to prepare the students to recognize the relations within sentences or between sentences; understanding relations between parts of a text.

Although this exercise mainly deals with semantic relations within the text it can be useful to prepare the students to look out for some of the relations that can exist between different parts of a text

The following text contains some mistakes. Can you find what they are and what words should appear instead?

American serviceman Andrew Nelson wanted to take his cat Felix home with her to San Francisco so he asked trans world airlines to quote him a price to carry Felix with him as hand luggage.

T.W.A. wanted to know Felix's height from tip of nose to base of tail; width across shoulders while in a standing position, and his length from base of paw to top of head(not ears)whilst standing looking straight ahead.³⁵

³⁵**MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006

3. WHAT IS WRITING?

3.1 DEFINITION OF WRITING

When we write, we use graphic symbols: that is letters or combination of letters which relate to the sound we make when we speak. On one level; then, writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind. But writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences, although again we can be said to be writing if we are merely making list of words, as in inventories of items such as shopping lists.

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short-perhaps only two or three sentences- but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a "text".

3.2 THE IMPORTANCE OF WRITING.

³⁶Writing is basic a process of communicating. It generate ideas they encourage a free flow of thoughts and help students to discover both what they want to say and how to say it on paper. In other words, prewriting activities facilitate the planning for both the product and the process. Prewriting techniques teach students to write down their ideas quickly in raw form. Without undue concern about surface errors and form. This practice helps their fluency, as they are able to think and write at the same time, rather than think and then write.

³⁶Sottish Further Education Unit (SFEU) is part of the Scotland's Colleges brand

3.3 CHARACTERISTIC OF WRITTEN LANGUAGE.

3.3.1 PERMANENCE.

Once you speak a sentence, it vanishes (unless there is a tape recorder around). The hearer, therefore, is called upon to make immediate perceptions and immediate store. Written language is permanent, and therefore the reader has an opportunity to return again and again, if necessary, to word or phrase or sentence or even a whole text.

3.3.2 PRODUCTION TIME.

A corollary to the above is the processing time that the reader gains. Most reading contexts allow readers to read at their own rate. They aren't forced into following the rate of delivery, as in spoken language.

A good deal of emphasis is placed on reading speed in our fast-paced, time-conscious society, which is good news and bad news, the good news is that readers can indeed capitalize on the nature of the printed word and develop very rapid reading rates. The bad news is that many people who are "slow" readers are made to feel inferior. In practice, except for the time factor itself, fast readers do not necessarily have an advantage over slow readers.

3.3.3 DISTANCE.

One of the thorniest problems writers face anticipating their audience. That anticipation ranges from general audience characteristics to how specific words, phrases, sentences, and paragraphs will be interpreted. The distance factor requires what might be termed" cognitive empathy, in that good writers can "read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and very important, how their choice of language will be interpreted.

3.3.4 ORTHOGRAPHY.

In spoken language, we have phonemes that correspond to writing's graphemes. But we also have stress, rhythm, juncture, intonation, pauses volume, voice quality settings, and nonverbal cues, all of which enhance the message. In writing we have graphemes- that's it ; yes, sometimes punctuation, pictures, or charts lend a helping hand.

English orthography itself, in spite of its reputation for being “ irregular “ is highly predictable from its spoken counterpart, especially when one consider morphological information as well. From literate learners of English, our spelling system presents only minor difficulties, even for those native language have quite different system.³⁷

3.3.5 COMPLEXITY.

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

3.3.6 VOCABULARY.

It is true that writing language typically utilizes a greater variety of lexical items than spoken conversational English. In our everyday give and take with family, friends, and colleagues, vocabulary is limited.

Because writing allows the writer more processing time, because of a desire to be precise in writing and simply because of the formal conventions of writing lower- frequency words often appear. Such words can present stumbling blocks to learners.

However, because the meaning of a good many unknown words can be predicted from their context, and because sometimes the overall meaning of

³⁷ **MORENO. Paola:** Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006. Pag., 40

a sentence or paragraph is nevertheless still clear, learners should refrain from the frequent use of a bilingual dictionary.

3.3.7 FORMALITY.

Formality refers to prescribed forms that certain written message must adhere to. The reason that you can both recognize a menu and decide what to eat fairly quickly is that menus conform to certain conventions things are categorized in logical order and subcategorized; exotic or creative names for dishes are usually defined; prices are given for each item; and the menu isn't so long that it overwhelms you.

We have rhetorical, or organizational, formality in essay writing that demands a writer's conformity to conventions like paragraph topics: we have logical order for, say, comparing and contrasting something; we have openings and closings and a preference for no redundancy and, subordination of clauses, etc. until reader is familiar with the formal features of a written text, some difficulty in interpretation may ensue.³⁸

3.4 DEVELOPMENT OF WRITING ABILITIES

Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment. Students are often unaware of the power of the written word, yet the written word:

....enables the writer, perhaps for the first time, to sense the power of language to affect another. Through using, selecting and rejecting, arranging

³⁸**MORENO. Paola:** Module 3. "La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles" National University of Loja. Sep-Feb; 2005-2006. Pag 341, 342.

and rearranging language, the student comes to understand 1mw language is used.

Adolescents' writing abilities develop gradually with incremental and uneven progress. In order to become empowered in writing, students need concentration, instruction, practice, and patience.

The teacher's mandate is to assist adolescents to gain control over the written word. Students should:

- Develop an explicit knowledge of phases of the writing process.
- Write frequently on a variety of topics for a variety of purposes and audiences.
- Develop an understanding of the structures and conventions of language.

3.4.1 WRITING PROCESS

Writing is a messy process. It is not linear; it is recursive, 'a loop rather than a straight line', where the writer writes, then plans or revises, and then writes again (Emig, 1971). Teachers can help students write more effectively by getting them to examine their own creative processes. Although the process of writing is essentially idiosyncratic, writers usually work through a few basic phases. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. The "writing process is the thinking processes that go on during writing" (Crowhurst, 1988, p. 7). The writing process can be summarized as follows.

Prewriting

- Using prewriting techniques to gather ideas.
- Choosing a purpose and an audience.
- Ordering ideas.

Drafting

- Putting ideas down on paper.
- Exploring new ideas during writing.

Revising

- Editing: considering ideas and organization.
- Proofreading: correcting errors including sentence structure, usage, spelling, punctuation, and capitalization.
- Polishing.

Presenting

- Sharing writing

3.4.1.1 PRE-WRITING

“Pre-writing centers on engaging students in the writing process and helps them discover what is important or true for them about any subject at a particular time. Unfortunately, no one has found the perfect system for teaching the writing process. What is certain, however, is that if students are to become capable writers they must develop pre-drafting skills. Experienced writers have their own methods, but inexperienced writers need motivation to write and assistance in uncovering concepts, experiences, and ideas about which to write.”³⁹

³⁹ **MORENO. Paola:** Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006. Pag. 145

During the pre-writing phase, students need direction--a topic or something to discuss in writing. Topics can come from teachers but students also need to develop the skill of using their own insights and experiences (and those of others) as writing material. Most often, the potential of possible topics is revealed *through pre-drafting experiences* such as the following:

- Talking with and interviewing people who know something about a topic.
- Brainstorming.
- Focused free writing (i.e., nonstop writing on an intended subject to crystallize ideas and feelings).
- Mapping and webbing (i.e., drawing thought webs or graphic representations of the topic).
- Writing ‘leads’ (i.e., creating three or more opening sentences as a way of determining the shape and scope of the topic).
- Listing.
- Using reporters’ questions (i.e., Who? What? When? Where? Why? How?).
- Making similes and metaphors (i.e., asking ‘What is it like?’).
- Finding similarities and differences by comparing and contrasting concepts, pictures, and objects.
- Reading and examining written models to gather information about the topic or to notice genre, style, or tone.
- Viewing pictures, paintings, television, films, CD-ROMs, or slides.

- Using visualization and guided imagery.
- Listening to CDs, tapes, and records.
- Debating, role playing, and improvising.
- Exploring ideas in a journal

Writers must not only think about what they are going to say, but also about how they are going to say it. During the pre-drafting stage students need to establish, at least tentatively, their **purpose, audience, and form**. Although experienced writers often say that content dictates form (i.e., that their ideas tell them which form to use), inexperienced writers need to realize that audience and purpose can help determine form. Students need to achieve competency in a variety of forms and consider a range of purposes and audiences such as the following.

Purposes

- To reflect, clarify, and explore ideas.
- To express understanding.
- To explain, inform, instruct, or report.
- To describe.
- To retell and narrate.
- To state an opinion, evaluate, or convince.
- To experiment.

Audiences

- Specific person (e.g., self, teacher, friend, older person, younger person, parent).
- Specific group (e.g., class, team/club, grade, age group, special interest group).
- General audience (e.g., school, community, adults, peers, students, unspecified).

Writing Forms

The ability to shape and organize ideas requires choosing a form that is appropriate to the audience and purpose. Students need experiences with a range of forms. Some examples include:

- Personal experience narratives.
- Autobiographies.
- Biographies.
- Fictional narratives (e.g., short stories and novellas).
- Diary entries.
- Journal entries.
- Learning logs.
- Poetry (e.g., ballads, acrostics, counted-syllable formats, free verse, song lyrics, other formats).
- Parodies.
- Essays.
- Research reports.
- Reviews.
- News stories.
- Editorials and opinions.
- Advertisements.
- Correspondence (e.g., friendly letters; invitations; letters of thanks, complaint, application, sympathy, inquiry, protest, congratulation, apology).
- Scripts (e.g., skits, plays, radio plays, TV commercials).
- Oral histories.
- Eulogies and last will and testaments.
- Speeches.
- Memoranda and messages.
- Instructions and advice.

- Rules and regulations.
- Minutes and forms.
- Pamphlets.
- Summaries and cover letters.

Through an appropriate balance of experiences with the previous purposes, audiences, and forms, students can become competent in a range of writing tasks.

As teachers plan their writing assignments, they should identify and define the appropriate learning objectives, address the elements of effective communication (subject, purpose, audience, and form), and establish guidelines or criteria to evaluate the outcome of the students' work.⁴⁰

Organizing and Developing Ideas

Writers not only need to think about what they are going to say but also about how they are going to say it. Pre-composing plans help students approach the blank page. During the pre-writing phase, students should also give some attention to how they might organize and develop their thoughts (Olson, 1992). Although these plans will be tentative, they are useful for getting started. Students need to organize their ideas in logical sequences. Several ways of developing and organizing ideas are possible depending on purpose and form. Some different ways of development and organization include:

Chronological order

⁴⁰ THANASOULAS D. www.tefl.net/esl_articles/teaching-learning.htm

- A chronological or step-by-step arrangement of ideas by time or order of occurrence.

Spatial order

- Spatial, geometrical, or geographical arrangement of ideas according to their *position in* space--left to right, top to bottom, or circular.

Common logic

- Definitive (e.g., is called, is made up of).
- Classification and division (e.g., parts and relationships).
- Order of importance (e.g., first, second).
- Comparison and contrast (e.g., compared to, differs from).
- Cause-effect (e.g., consequently, the reason for.)
- Problem-solution (e.g., problem, alternatives, decisions).
- Pros and cons (e.g., strongly support, against).
- Inductive and deductive (e.g., specific to general, broad to specific).
- Dialectic (e.g., thesis/antithesis/synthesis).

Students could consider constructing a map, a chart, an outline, a visual organizer, or a ladder diagram to organize their main ideas and supporting details.

3.4.1.2 DRAFTING

During this phase, writers produce a first draft. Momentum is the important issue as students focus their attention on the development of meaning and the flow of thought in their writing. The mechanics are secondary to the flow of ideas.

At this point, students should try to say what they mean quickly. Additional drafts can be written that further shape, organize, and clarify the work. As students mentally step back from their work, they can develop more objectivity and give more consideration to the reader. They should be encouraged to share drafts to confirm or adjust the direction of their writing. During drafting, teachers should encourage students to:

- Say what they mean as directly as they can.
- Be themselves; write from their own point of view or assume a new persona or voice from which to write.
- Write as though they were “telling” the reader about the topic.

Committing their thoughts to paper or computer screen is not an easy task for all students. Strategies such as the following may facilitate the translating of ideas into first and successive drafts.

- **Mapping.** Creating a map of additional ideas and reconceptualizing ways to order them as they write sometimes helps students capture their ideas before they are lost.

- **“Writing-off” leads.** Creating several first lines and then using the key words and direction suggested by one of these leads sometimes gets drafts underway for students.
- **Fast or free writing.** Writing an entire first draft as quickly as possible without rereading or pausing to attend to mechanics sometimes helps students create their first draft.
- **Personal letters.** Writing a first draft as if it were a personal letter to one specific person such as a friend sometimes frees students to create their first draft.
- **Conferencing.** Talking about ideas with a teacher or peer sometimes helps students see how they can start and develop their first draft.
- **Reflecting and questioning.** Pausing to ask themselves what they are saying and if they need to say more or to say it differently sometimes helps students move their drafts forward.

Drafting is rarely completed in one sitting. Students usually need to let the work sit for a bit and then write a series of successive drafts if they wish to produce polished compositions. Discussing drafts with others (including peers and teacher) can help move each of their drafts closer to the final version. The drafting needs of students, however, will vary.⁴¹

3.4.1.3 REVISING, EDITING AND PROOFREADING

Drafts reflect the struggle to get words down on paper and, as such, they are usually rough and incomplete. Revising brings a work to completion. It is a complex process of deciding what

⁴¹ DAKELMAN. B: 1973. think tank and mind transportation: teaching creative writing.

should be changed, deleted, added, or retained. Revising is the general post-writing procedure which involves editing (revising for ideas and form) and proofreading (revising for sentence structure, spelling, punctuation, and capitalization).

Teachers should give students the language to discuss editing and proofreading as well as the strategies to reshape and polish their writing.

Revising strategies require time and practice; therefore, they are best introduced a few at a time. Different strategies may be required for different kinds of writing.

Useful strategies for revising ideas and form include:

- Students can read compositions aloud and possibly tape them.
- Students can examine compositions in relation to specific questions or guidelines. (E.g., Is my composition clear? Is there something that I can do to make it clearer or more appealing? Do my ideas and form address the needs of my audience?).
- Students can use a revision process which involves them in working through various “passes” (Perrin, 1992). The following is an example.

Pass 1: Edit for truth and accuracy . (E.g., did the governor really say his opponent had a face like a ferret? Why correct the spelling at this point if you might change the sentence?)

Pass 2: Edit for organization. (E.g., is each paragraph appropriately placed?)

Pass 3: Edit for paragraph structure. (E.g., does each paragraph have a topic sentence?)

Pass 4: Edit for sentence structure. (E.g., does each sentence have a verb? Is there variation in sentence length?)

Pass 5: Edit for word choice. (E.g., have you used “less” when you mean “fewer”?)

Pass 6: Edit for spelling and punctuation.

Pass 7: Edit for conciseness and clarity. (E.g., is there anything else that should be removed? Added?)

Proofreading involves reading for conventions rather than content. Proofreading and editing are not mutually exclusive. During the editing process, some proofreading may occur and during proofreading, further editing may occur. Proofreading is the process of checking a draft to make sure that the following conventions are correct and appropriate:

- Paragraph structure.
- Sentence structure (syntax).
- Word choice (diction).
- Usage.
- Spelling.
- Capitalization.
- Punctuation.

- Appearance (e.g., spacing, indentation, page numbers).

A checklist for students to refer to when revising follows.

- **Questions for Editing and Proofreading**

Ideas/Content:

1. Do my ideas work together to make my message clear?
2. Do I have enough information?

Organization:

1. Does my paper have an effective introduction and conclusion?
2. Do my words, phrases, and sentences tie my ideas together logically (i.e., transitions)?
3. Are my ideas written in order of importance?

Voice/Tone/Flavour:

1. Is there evidence that I am sincere and concerned about my audience?
2. Is my paper an example of my best effort?

Word Choice:

1. Are my words accurate, concise, and well chosen?

2. Do I feel the need to experiment with any new words?
3. Is my paper enjoyable to read?

Syntax/Sentences:

1. Are my sentences varied?
2. Does my writing flow naturally?

Writing Conventions:

1. Are my paragraphs effective?
2. Does my punctuation enhance the meaning?
3. Have I checked my spelling?
4. Are my capitals where they belong?
5. Do (have subject/verb agreement?

Conferences

Conferences can take numerous forms and the teacher does not always need to be directly involved. In fact, students should be encouraged to discuss their writing with their classmates. Students can meet with one or two classmates to ask for advice, share a piece of writing, or revise a composition.

In **peer conferences**, students need to know how to maintain a helpful and supportive relationship. Alvermann and Phelps (1994) suggest that collaboration among student writers does not occur spontaneously. Teachers need to take time to model good responses and set some ground rules such as the following:

- Be positive. Respond to what the writer is trying to say and what the writer does well. Tearing down another person's work will only result in discouragement and hurt feelings.

- Be helpful. Do your best to make comments that will be useful to the writer.
- Be specific. Talk about specific words, phrases, or paragraphs

Students can be encouraged to use the PQP method of peer response:

P (Praise) what do you like about my paper?

Q (Question) what questions do you have about my paper?

P (Polish) what specific improvements could I make?

(Lyans, 1981, p. 42)

Peer conference guides such as the following can also be used.

Sample Peer Conference Guide

Writer:

Reader:

Date:

Written Work:

Discuss the following:

1. What I liked most:
2. The main idea seems to be:
3. Your organization is:
4. Questions I have are:
5. An idea to try is:
6. Additional comments:

In any **teacher-student conference**, the key to success lies in asking questions that teach--questions that lead students to discover what

they have to say and want to communicate, and that encourage them to *talk* about the work. The teacher can, for example, ask:

How is it going?

Where are you now in your draft?

Can you tell me more about that?

Can you say more about...?

What do you think you will do next?

Where do you want this piece to go?

If you put that idea in, where could it go?

The value of revision is that students learn to ‘re-see’ and rethink their writing. Ideally, students should go beyond concern for just the product of writing and become equally concerned with the process of writing.⁴²

Learning to Write by Writing

The best way to encourage students to become practiced writers is to have them write often and experience firsthand the phases of the writing process. By preparing for composing, actually composing, and revising, students learn the phases of the writing process.

The gains of a process approach to writing can only be realized if teachers have an understanding of the various roles they play in helping students to become more proficient writers. The teacher is no longer simply a setter and corrector of assignments. The teacher is a writer along with the students, as well as an instructor, responder, coach, diagnostician, and supporter.

⁴² **MORENO. Paola:** Module 5. “La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los establecimientos de Educación Media” Octubre 2007- Febrero 2008

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

Stage	Writers' Focus	Teachers' Focus
Pre-writing	Exploring Ideas	Encouraging, probing
Drafting	Developing Ideas	Suggesting
Revising	Clarifying, revising a text	Questioning, coaching
Presenting	Sharing a text	Responding

Although the writing process need not be followed in its entirety with all pieces of writing, students should be given a rationale for using the process and should be shown how a writer can craft a composition. Graves (1983) recommends that teachers begin writing instruction by modeling the writing cycle, and then continue by participating as writers themselves throughout the year. Some steps teachers might take in order to show students how to produce and craft a composition follow. Teachers might:

1. Draw up a list of five topics they really want to write about, choosing topics that will interest their students (for example, a camping trip, a pet's death, an embarrassing school memory).
2. Topics on the board, discuss each briefly, and tell how they came to choose one of them to write about at this time.
3. Begin a very rough draft on a transparency at the overhead projector so that students can see their writing begin to take shape. While teachers write, they should talk about their thoughts, word choices, and changes in focus or direction as they occur.

4. Begin revising on the transparency, using arrows to move or add parts, crossing out some parts and substituting others, making marginal notes, and asking students for suggestions. As in step 3, teachers should think aloud as they work.
5. At this point they can ask students to begin producing their own lists of possible topics, choose one, and begin a rough draft. A few days later, as students get ready for further revisions, teachers can return to their transparency and revise and edit further as in step four.

Mini-lessons

Students need varied writing experiences combined with direct instruction in context. Mini-lessons (5-15 minutes) can be designed to help students learn “how to do” something (e.g., write an effective descriptive paragraph) or they can address a language concept needed for a task (e.g., how to write a concise sentence). These focused lessons can occur during any phase of the writing process. They can be taught to the whole class, to a small group, or to an individual.

Sample Mini-lesson

A mini-lesson on writing an effective introduction might include the following information:

An introduction usually serves two purposes. It catches the reader’s attention and it suggests or states the main idea of a paper. Stating your main idea in your introduction makes it easy for the reader to understand what you are trying to narrate, describe, explain, or prove. (Not every piece of writing, however, needs a formal introduction. Often narration begins in the middle of the action with an introduction designed to capture the reader’s attention.)

Experienced writers often catch their reader's interest using one of the following methods.

- Taking a stand on a controversial issue: *Communication with extraterrestrials is possible.*
- Presenting (retelling) a short anecdote: *The car lurched across the field, alternately chasing and being chased by a huge, brown bull.*
- Beginning with a quotation: *'You can do it', they said. "There's nothing to it. Sküng is as easy as walking."*
- Asking a question: *What do twelve years of .schooling do to your mind?*
- Address the reader directly: *Imagine standing on the prairies 20,000 years ago.*
- Providing a vivid description: *The low sky was like a sheet of metal; the fields faded in the distance, but the presence of the wolves was still felt.*
- Beginning with a startling or interesting fact: *It happened quickly. Sixty million buffalo once roamed the prairies and plains of North America. By 1889, there were estimated to be only a few scattered herds.*

Each opener presents a vivid but incomplete glimpse of what is to follow. The reader wants to read on to see the rest of the picture.⁴³

⁴³ **MORENO. Paola:** Module 4. "Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions" National University of Loja. 2006-2007. Pag., 347

Writer's Workshop

Many teachers use a writer's workshop approach that involves students in three types of activities:

- Mini-lessons (5-15 minutes) on a writing concept or skill that all or certain students can use in their writing.
- Writing time (30-40 minutes) where students start new compositions, research, revise, or work with other students.
 - Sharing time (10 minutes) where, during the last ten minutes of the workshop, students share their writing in small groups and discuss writing problems they are having.

The primary focus during each workshop class period is to provide students with blocks of time to write. The teacher serves as a workshop facilitator who monitors and gives feedback to individual students and ensures that each student's progress is charted. The teacher also ensures that important skills are taught, and that conferencing with individual students and among peers occurs.

3.4.1.4 PRESENTING AND PUBLISHING

The writing process usually culminates in sharing and presenting. Publishing in its broadest sense means "making public" or sharing with others. Students should be given the opportunity to choose pieces of writing they wish to have presented. Any piece that the teacher might select for presentation should be the result of a discussion with the

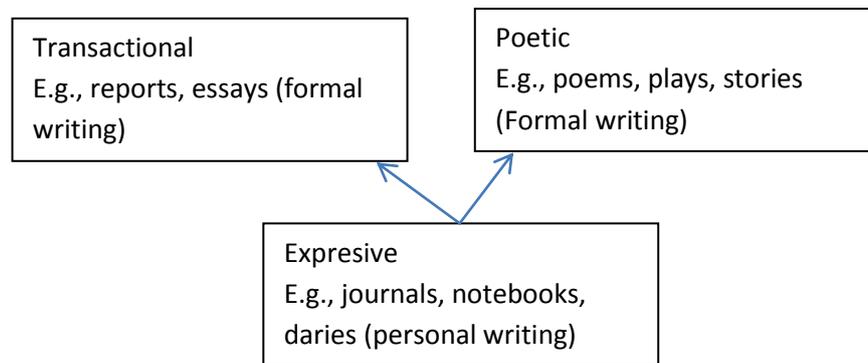
student. The ways of presenting student writing are numerous: shared reading, bulletin board, individual books, class/school/city newspapers, student anthologies, or literary contests. *Having a wider audience often will* lead students to take more care and pride in their writing. However, teachers should keep in mind that some writing is private and some students will be reluctant to make their writing public. Teachers should be sensitive to individual student needs, while at the same time encouraging them to share some of their best work.⁴⁴

A VARIETY OF WRITING EXPERIENCES

Although the writing process is the starting point for developing students' writing abilities, teachers must recognize that students need a range of writing experiences to develop as writers. Moffett and Wagner (1983), Britton, Burgess, Martin, McLeod, and Rosen (1975), and others have noted that writing practice and instruction must occur in at least three modes--the expressive, transactional, and poetic. Students use the expressive mode to explore and explain their own thoughts and feelings informally. They use the transactional mode to report, inform, explain, and persuade. They use the poetic mode to create a literary work. Each has a place in a balanced writing program. Traditionally, high school English courses have focused on the transactional and poetic modes to the exclusion of the expressive. Britton et al. (1975) argue that the expressive mode is the base for the other two and, therefore, deserves a

⁴⁴ **MORENO. Paola:** Module 4. "Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions" National University of Loja. 2006-2007. Pag., 349

higher profile in secondary school classrooms. Young (1982) captures this in the following diagram.



Informal writing can easily be incorporated into language arts courses. Just as silent sustained reading (SSR) is a familiar practice in many classrooms, silent sustained writing (SSW) can be similarly incorporated.

To this end, students can use the following:

- Response journals, which encourage them to reflect and respond to what they are reading, hearing, or viewing.
- Writers' notebooks, which encourage them to explore and record their ideas for subsequent compositions.
- Memorandums, which encourage students to respond personally to an issue. (E.g., "Write one page per week on an issue about which you feel strongly. Choose your format. This will not be graded except for effort. It must be original and will be responded to in one of two ways-- either hand it in for written comments or share it with the class.")

- Fast writes, which encourage students to increase their fluency through timed writing on a given topic. By putting down whatever comes to mind, writing as quickly as they can, students can begin to see their initial ideas and discover others that can be expanded and developed in subsequent writing.
- Dialogue journals, which encourage students to interact with teachers as both make written responses to each other's entries.
- Learning logs, which encourage students to reflect on what they have learned in any subject area. Logs explore questions such as the following: What did you learn today? What confused you? What questions do you still have? What was the point of the lesson?

In many instances, informal writing need not necessarily be assessed. Depending upon purposes, however, informal writing in journals or logs can be assessed and evaluated. For example, the following three-point scale can be used:

0 = no entry attempted

1 = a limited entry attempted; incomplete or unclear

2 = a clear, complete, and thoughtful entry.

Whatever form of assessment or evaluation is used, teachers need to set expectations. Mechanical errors will not be the focus of the teacher's responses but recurrent technical weaknesses will be noted for diagnostic purposes and future teaching. Each journal or log entry should be dated and labeled. The journal or log should be accessible

to the student. The time when students write in their journal or log may vary--at the beginning of a lesson, during a lesson, for closure, once a week, twice a week, three times a week. As students work with the various modes--expressive, transactional, and poetic--they gain experience with the types of writing that are outlined in the learning objectives and that are carried out in daily living.

4 WRITING TECHNIQUES

4.1 Writing Folders and Portfolios

Students' writing folders are collections of the students' in-process writing. During an English language arts course, students will produce a number of compositions. Some will reflect the entire writing process but some will reflect only parts of it. For example, a student might begin five different writing pieces. The student might complete the pre-writing for all five, but terminate three of them after completing a first draft. Two other pieces might reflect the complete revision process. One of these might be selected for presentation and/or grading.

A simple letter-size file folder or a manila folder can be used to store the various compositions as well as checklists, editors' comments, and student and teacher evaluations. Writing folders can be made from Bristol board or a similar light cardboard. Separate sections can be kept for ideas, notes, and first drafts; for work in progress; and for final drafts.

Sample Writing Folder

Folds

Ideas, Notes	Revise, Edit and Proofread	Final Drafts
--------------	-------------------------------	--------------

Writing folders play an important role in the language arts classroom. They are places to sift, sort, and store students' pre-writing notes, drafts, checklists, and feedback. The feedback includes graded compositions.

Writing portfolios are also places where students can store their writing. They are similar to artists' portfolios--collections of drafts and of exemplary and polished work. At term-end or course-end, students can select from their writing folders those compositions that they feel best represent their writing abilities and progress to include in their portfolios.

One of the major values of writing portfolios is the invitation they offer to students to assess themselves.

Self-assessment prompts such as the following can help focus the task:

- I want to show this to..... because....
- I like this because it shows that I can...
- The strongest aspect of this writing is....
- I spent a lot of time.....
- This shows that I am getting better at....
- If I could change something, I would.....
- I would now Like to
- A specific improvement over past writing is.....
- A skill to work on in future assignments is.....

When portfolios are used as a means of evaluation, a guide should be given to the students so they can understand how they are being judged. A sample set of guidelines follows.⁴⁵

4.1.1 Sample Guidelines for Writing Portfolios

1. Select the best public and informal writing you have. (Public writing is intended for an audience beyond self.)
2. Place the public writing, all of the drafts, the pre-writing activity (e.g., taped discussion of small group brainstorming), and your best informal writing in the front of your portfolio.
3. Write a one-page explanation of why you selected those particular pieces and what the selections say about you as a writer. Consider weaknesses, strengths, areas that have improved, and areas that still require improvement. It is important that the teachers make comments which can help students grow and can validate them as writers.

General

- Strong writing voice. I can hear someone behind those words.
- I can picture this.
- I know just what you mean. I have felt this way too.
- You are losing my attention. Make this part a little more specific.

⁴⁵RAIMES Ann. Teaching writing. Annual review of applied linguistics. 1998

Beginnings and Endings

- Strong introduction. It makes me want to read this paper.
- Your ending came so quickly that I felt I missed something.
- Your wrap-up really captured the whole mood of the paper.
- The conclusions seemed a little weak. I felt let down.

Organization

- This was very well organized. I could follow it easily.
- I am confused about how this fits.
- I am not sure what the focus of the paper is.
- How is this connected to the sentence or idea before it?
- This sentence or paragraph seems overloaded. Too much happens too fast and I cannot follow.

Clarity

- Can you add detail here? I cannot see the whole picture.
- Good description. I could make a movie of this.
- Adding some physical description would help me see this more clearly.
- Tell me more about this. I need more information.
- An example here would help us support your case more willingly.
- The use of dialogue here would help me see this person more vividly.
- I am not sure what you mean. Let's talk.

Structure and Language

- Notice that you have a number of short sentences here. Can you combine them to improve the flow?

- This sentence is a whopper! Break it up, please.
- Good word choice. It really captures the essence of what you are saying.
- Your language seems a bit overblown. I do not hear you talking and that distracts me.

Usage and Mechanics

- Cops! you changed tenses and confused me.
- You switched from the third person to the first. I can understand but it does distract.
- You capitalize words randomly. Let me sit down with you in workshop and show you some things.
- Break your work into sentences so I can more clearly see which ideas are related.

4.1.2 STRUCTURE AND FORMS OF WRITING

Good writing requires a host of skills in content, organization, and style (including the conventions of written English). The conventions of writing are the generally accepted mechanics of language. They make communication possible. While writers are always consciously or unconsciously attending to the mechanics, they are most often focusing on them in the revision stage, particularly during proofreading. During this stage, students attend to the following:

- Form (e.g., paragraph, essay).
- Sentence structure (syntax).
- Word choice (diction).
- Usage.
- Spelling.
- Punctuation and capitalization.

- Appearance (e.g., spacing, indentation, page numbers, quality of handwriting).

Students need to understand that readers expect certain conventions in writing. Surface errors distract the reader. A good revision guide, one that includes editing and proofreading criteria, is a start. Students need to understand how the guide can assist them.

Sometimes, students will need to learn about a particular convention. Instruction is most effective when it is provided at this point. Some instruction can be given in mini-lessons to groups of students who have a common need. Some instruction can also be given in individual conferences as teachers help students with their writing.

Form

Form is basic to all writing. During writing, ideas are given shape and structure. Students need to understand the various formats available to them and understand that purpose dictates the format of each composition. Clear, practical instruction and practice with many models help students understand the *range* of writing forms available to them.

Prose Forms

The following list illustrates the range of prose forms:

Description:

paragraph, essay, character portrait, or sketch

Narration:

paragraph, essay, anecdote, short story, diary, journal, biography,

autobiography, fable, parable, myth, legend, personal letter

Exposition:

paragraph, essay, report, article, character study, research paper, news story, newspaper column, business letter, review, memo

Persuasion:

paragraph, essay, brief, editorial, letter to the editor, review, column.

In prose forms, the basic unit of organization is the paragraph. Paragraph structure varies with the type of material. For example, journalistic publications such as newspapers use a particular format with very few sentences in each paragraph. Dialogue in narrative text dictates another format. The beginning and ending paragraphs of an essay call for yet another format. Although there is no absolute standard for paragraphs, prose has one essential quality--all sentences in a paragraph must have some meaningful relationship with one another.

Students should learn the basic elements of a paragraph (i.e., topic sentence/main idea, supporting details, and concluding sentence) and the different methods of development. These include chronological, spatial, and logical order (including listing, comparison-contrast, cause-effect, definition, and problem-solution). Students should be capable of organizing their ideas in each of the various patterns.

Students should also understand that purpose can dictate the organization of paragraphs. For example, the journalistic "inverted pyramid" differs from the usual expository pattern. The next page contains illustrations of several paragraph types.

News Story Paragraph Form

HEADLINE
Summary Lead Details decreasing

Descriptive Paragraph

Topic sentence: Gives the main impression of the scene, object or person.
Supporting Details: Give the sensory details that lead to the main impression. These details are usually arranged in a logical, spatial sequence (e.g., top to bottom, left to right)
Concluding sentence: Summarizes or emphasizes the overall impression.

Narrative Paragraph

Titule

Narration differs from description (although Description may be embedded in narration)
Paragraphs can be used for special purposes

Detailsincreasing in importance
CLIMAX

A paragraph, consisting of only two or three sentences, may be used at the beginning of a longer essay to introduce the topic.

In narration, the direct speech of a character should occupy a paragraph by itself.

Expository Paragraph

Topic sentence: Gives the main idea of what you are explaining.
Supporting Details: Support the main idea and are usually arranged in a chronological order of importance.
Concluding sentence: Restates the main idea, summarizes or emphasizes the important idea.

Persuasive Paragraph

Topic sentence: States what the reader should do or believe.
Supporting Details: Give the reasons for doing or believing the topic sentence. These details are usually arranged in a persuasive order (e.g., leaving the most persuasive reason until last)
Concluding sentence: Restates or summarizes the argument. ⁴⁶

Essays

The essay is a prose form with which all students should become practiced. An essay usually begins with an opening paragraph which states the topic or thesis, a body of one or more paragraphs which provides evidence or proof, and a concluding paragraph which sums up arguments and relates to the thesis. The following describes one essay format: Paragraph 1 (Introductory Paragraph): This contains an introduction to the problem or issue and a statement of the thesis. The first paragraph also makes mention of the key supporting points to be developed in order to prove the thesis.

⁴⁶ **MORENO. Paola:** Module 4. "Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions" National University of Loja. 2006-2007 Pag., 150

Paragraph 2: The second paragraph explores and develops the supporting point mentioned first in the introductory paragraph.

Paragraph 3: This paragraph explores and develops the supporting point mentioned second in the introductory paragraph.

Paragraph 4: This paragraph explores and develops the supporting point mentioned third in the introductory paragraph.

Paragraph 5 (Concluding Paragraph): This is a conclusion that sums up the evidence presented in the body of the essay and reaffirms the thesis. Students may wish to expand the body of the essay to include more than three paragraphs. Each additional paragraph should logically follow and develop the thesis under consideration. Students should use transitional devices to show the correlation between paragraphs.

Poems

Besides prose, students may write poems. The following are examples:

- Lyrical poems including free verse, songs, cinquains, haiku, tankas, odes, elegies, sonnets.
- Narrative poems including limericks, ballads, episodes of epics
- Dramatic poems including monologues, soliloquies, dialogue.

Plays

Students might also wish to try dramatic writing. The following are examples:

- Monologues and dialogues.
- Scenes from a play.
- One-act or full-length plays.

Sentence Structure

The study of language, its elements, and its nature is an important component of a language arts program. Grammar and usage cause endless controversy both inside and outside the classroom. Much of this controversy stems from the misunderstanding of terms and their associated concepts. Grammar is perhaps the least understood term. Grammar is not so-called good English, nor is it the abstract study of parts of speech. Certainly grammar is not the mechanical aspects of composition (i.e., punctuation, capitalization, and spelling). Grammar, in its broadest sense, is the study of the way language works. Two aspects of the grammar of English that students need to understand are sentence structure (syntax) and usage.

“Language continues to develop through the use of language, not through exercises in naming of parts” (Sanborn, 1986, p. 74). Diagramming sentences and learning the names of the parts of speech do not improve students’ writing or reading but do steal instructional time from meaningful language activities. Secondary school students should have a good understanding of English syntax--the principles of sentence formation. If students lack this understanding, it is important to take time to teach the essentials. Discussing and modeling sentence structures can:

- Make students aware of the sentence patterns that exist in the English language.
- Give students a vocabulary for talking about elements of language and for talking about their specific writing problems.
- Help students use word order patterns to make meaning as they read even if they do not understand all of the vocabulary (e.g., ‘Jabberwocky’).

- Expose students to the many possibilities of English syntax beyond the basic structures.

Sentence Concepts

Secondary Level students should understand that English language sentences are based on common “kernel” sentences. There are three basic sentence patterns (common kernels) in English:

- S-V (Subject-Verb): Subject and intransitive verb
Trevor drives. He works.
- S-V-O (Subject-Verb-Object): Subject, transitive verb, and direct object.
The driver delivered the pizza.

This pattern is sometimes complicated by the insertion of an indirect object (e.g., *Trevor told his boss a story.*) and by object complements (e.g., *The pizza made Trevor famous.*)

- S-LV-C (Subject-Linking Verb-Complement): Subject, linking verb, and predicate noun or predicate adjective
Pizzas are Italian. Pizzas are nutritious.

About thirty percent of English sentences can be classified as S-V; 40-45 percent as S-V-O; and about 25 percent as S-LV-C (Hook & Evans, 1982, pp. 251-252).

The basic English sentence patterns can be expanded by adding qualifiers/modifiers (words, phrases, or clauses). For example, Basic sentence: *The pizza cooks.*

Qualifiers:	What kind? large, pepperoni How? quickly, to a crisp Where? in the oven Why? so it can be delivered
-------------	--

Expanded *so it can be delivered, the large pepperoni pizza cooks*
 sentence: *quickly to a crisp in the oven.*

- Basic English sentences can also be transformed. Simple transformations include:
 - Negative (“not” or “n’ t” and an auxiliary verb are inserted)
Pizzas are not junk food.
 - Imperative (“you” becomes the subject)
Eat the pizza.
 - Question
 - Type 1: Yes-No; subject and auxiliary verb are switched
Did the pizza get delivered?
 - Type 2: “Wh” word (who, what, which, when, where, why) or “how” and an auxiliary verb are inserted
Why do people like pepperoni pizza?
 - There (“there” and linking verb are inserted)
There are nutritious pizzas.
 - *Passive (he subject and direct object are switched and the main verb is changed to the past participle)*
Pizzas are delivered daily by drivers.

Complex transformations include:

- Joining (two sentences are joined using conjunctions such as “and”, “but”, “or”) *Anchovy pizzas are popular Pepperoni pizzas are popular Anchovy and pepperoni pizzas are popular.*

- Embedding (Two or more sentences are combined by embedding one into the other)

Pizzas are food. Pizzas are nutritious. Pizzas are a nutritious food.

Sentence Combining

Sentences can be combined for variety. Mellon (1967), O'Hare (1973), and Strong (1986) found that students could increase their syntactic fluency and writing ability when introduced to sentence combining activities. Studies show that sentence combining can "lead to fewer excessively short sentences, to a reduction in the number of 'and' sentences, and, perhaps most importantly, to a clearer indication of how ideas are related" (Hook & Evans, 1982, p. 254). In addition, sentence combining involves a minimal use of terminology. Some examples follow:

Tom found a wallet. The wallet was old and tattered.

Tom found a wallet that was old and tattered.

John is a fireman. John fights fires.

John who is a fireman fights fires.

OR

John, a fireman, fights fires.

However, teachers using sentence combining need to be careful that students do not always equate longer, often extraordinarily complicated, sentences with "better" sentences. Students need to examine their ideas and not just the number of words in a sentence. "A basic aim of intelligent sentence combining is to make good sentences, not merely long ones. It follows that 'recombining' may be at least as important as putting sentences together" (Strong, 1986, p. 18).

Using students' own sentences as much as possible, teachers can explain the rationale behind sentence combining and the appropriate punctuation for combined sentences.⁴⁷

Sentence Errors

Writing requires an understanding of certain sentence conventions. It demands that students consolidate ideas through co-ordination and subordination, and generally state their ideas as clearly and succinctly as possible in an appropriate order. Maxwell and Meiser (1997) identify the major sentence problems of Secondary Level students as:

- Trying to say too much in one structure, thus creating a tangled, confused sentence
- writing a series of short, choppy sentences which are unconnected and often redundant
- including more than one main idea, thus making the relationship between ideas unclear
- Writing non-sentences or fragments.

Other common sentence errors that cause students problems include:

- Vague pronoun reference.
- Wrong or missing preposition.
- Comma splice.
- Tense shift.

⁴⁷ **LOWES, RICKY Y TARGET, FRANCESCA.** Helping students to learn.Pag.65.

- Unnecessary shift in person.
- Wrong tense or verb form.
- Lack of subject-verb agreement.
- Pronoun agreement error.
- Dangling or misplaced modifier (Connors & Lunsford, 1988).

Additional errors are related to punctuation (e.g., no comma after an introductory element; no comma in a compound sentence; no comma in a non-restrictive element; possessive apostrophe error; lack of comma in series; unnecessary comma with restrictive element) or word choice (e.g., wrong word, *its/it's*).

Most errors can be talked about, understood, and corrected with a minimum amount of terminology. For example, a sentence fragment is lacking a key element; to change a sentence fragment into a complete sentence, add whatever is missing--a subject, a verb, or both.

The important thing to remember is that teachers should address the specific errors that each student is making. Teachers can use student samples to explain and clarify common student problems with sentence structures.

Sentence Style

Finally, students should learn to attend to stylistic elements of a sentence (Parker, 1982, 1990; Larock, Tressler, & Lewis, 1980) For example,

Conciseness

- Avoid wordy sentences. Eliminate unnecessary words and expressions.
- Avoid over—using “to be”, “which”, “who”, “whom”, “that”, “it”, “this”, and “there”.
- Always use precise and concrete words.

Forcefulness (Emphasis)

- The strongest positions in a sentence are the beginning and the end.
- Single words and short phrases can also be effective in midsentence; sometimes they are set off by punctuation, and sometimes not.
- An existing single word or phrase can often be repositioned for greater emphasis.

Variety

There are a number of ways of adding variety to sentences, including:

- Length (short, long; avoid too many short, choppy “baby” sentences.)
- Structure (simple, compound, complex, and compound-complex)
- Purpose (declarative, interrogative, exclamatory, or imperative).
- Arrangement (loose, periodic, parallel, balanced, and inverted).

Style is a difficult writing quality to define and is, to a large degree, idiosyncratic. For experienced writers the connection between style and “voice” might dictate that a

certain type of sentence be used--a preponderance of short sentences, for example. However, teachers should help students to develop their individual styles in various ways including working on sentence variety--a critical element in writing style.

Word Choice

Effective writers can communicate clearly with a careful choice of words. Although good word choice is partly a matter of preference, and therefore style, students should understand that certain choices will help them communicate their ideas to their readers.

The tools for this search for words include a good dictionary and a thesaurus. Students should be encouraged to consider context as well as the following:

- Whether they have chosen the precise word to convey their meaning (ambling, striding, walking).
- Whether they want to use concrete descriptions or abstract concepts (a specific example of beauty or the abstract term “beauty”)
- Whether they want to use vivid imagery or plain, straightforward descriptions.
- Whether they want to use words figuratively or symbolically.

In addition, students should learn to recognize clichés and triteness, and to avoid them.⁴⁸

⁴⁸ **MORENO. Paola:** Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006 Pag. 152.

Usage

Language usage is another important aspect of grammar. It refers to a person's form of expression—choices of words and structures in both speaking and writing. In different social situations, a person adjusts usage so that language varies according to purpose, context, and intended audience. Usage is what is acceptable in a particular situation. There are no hard and fast rules of language usage but there are ranges of uses appropriate to varying situations. Students should be sensitive to these situations and be comfortable and confident in determining their audience, purpose, and situation, as well as the appropriate style for these variables.

Some suggestions for student activities follow:

- Give students situations to explore. For example:
 1. *Your family car has coasted across the dock and into the lake. You were in charge of it when the accident happened. Three different audiences are very interested in your short, written account of the incident:*
 - *a parent*
 - *the insurance company*
 - *Your friend who left a new CD player in the car.*

Write an explanation for each interested party. Use appropriate language (Toronto Board of Education, n.d., p.95).

- Describe a possible audience for each of the following sentences.
LA/bat particular words in each sentence suit the audience you chose?

- *“My landlord, Harold P. Jones, demands (bat 1 pay my rent immediately or face eviction.”*

- *“Old Jones told me to cough up or ship out.”*

“Mr. Jones wants his rent mono y now; otherwise he’ll? force me to leave.”

(Toronto Board of Education, d),

- Help students understand the range of “appropriateness” found in the language. Language differs in register according to the writer, the purpose, the audience, and the subject matter. For example:

Casual: a conversation, a diary entry

Informal: a class discussion, a personal diary

Fairly formal: a news report, a formal essay

Very formal: a lecture, a technical report.

- Help students explore the varieties of usage found within a classroom, community, or region. It should be pointed out that speech dialects differ according to region and social group, and that even ‘standard’ English allows for a variety of acceptable speech. Spoken and written language are somewhat like fashion. They are a matter of style

If we spoke as we write, we should find no one to listen, and if we wrote as we speak, WC should find no one to read. The spoken and the written language should not be toe near together as they must not be too far apart (T. S. Eliot).

- Help students learn standard usage. Hook and Evans (1982) summarize the most common usage items on which a teacher might focus:
- Verb agreement in number (chiefly the forms of “be” and “have”). Past tense and past participle forms (about 40 pairs such as “saw-seen” and “took-taken”).
- Compound subjects involving pronouns (e.g., “She and I were”; “He and Judy were”).
- Pronouns as objects of verbs, prepositions, and verbals (e.g., “saw Lais and him”, “for her and me”).
- Adjective wrongly used as a modifier of an action verb (e.g., “The engine runs good.”).
- Double subject and double negatives (e.g., “Bili he doesn’t have none.”) (p. 292).

Other “abusage” for consideration might be: a ‘o lot, anyways, could of, unregard less, off of, real (as an adverb), reason is because, and you use. These problems should be addressed when they occur in real contexts rather than addressed through memorization of rules, drill, or discrete exercises. A school staff might decide those items that need to be stressed. Capture students’ interest in language by discussing such variations as slang, jargon, and speak, mili gab, bureau gab, techno gab, and pdligab. These forms fascinate students because of their deliberate distortions. Teachers do not need to teach these language variations directly, but can show students the uses and limitations of these various *forms*. *Students* can also discover that some people, often teenagers, deliberately choose not to use standard English to distance themselves from main stream society

Spelling

Spelling plays an important role in communicating through the written word. Students need to realize that spelling errors detract from their overall

message and that society, in general, is Less tolerant of poor spelling than of any other problems with language. When students are uncertain about a correct spelling, they need to be aware of the options that they have, including:

- Checking a word visually.
- Using a dictionary
- Using a spell-check program on a computer.
- Asking a good speller.

By far the most effective way of learning to spell is proofreading one's writing. Students can become more effective spellers by:

- Checking their own and others' writing carefully for spelling.
- Analyzing their own spelling problems, grouping them in patterns (e.g., pneumonia, pneumatic), and describing their own spelling rules
- Keeping a list of their own demos and periodically having a peer dictate this list.
- Nothing sound-alikes (e.g., their/there/they're) and look-alikes (e.g., then/than) but learning them within an appropriate context
- Learning at least three basic spelling rules:

Rule1: dropping the final "e"

Rule2: doubling the final consonant

Rule3: learning about "ie" and "ei"

- Carefully pronouncing words (e.g., accept/ except).
- Using mnemonic devices (e.g., "stationery" where the "e" stands for envelope).
- Developing a way of studying new words (e.g., examine, pronounce, make associations, cover, write, check),

5.2.3.Punctuation and Capitalization

The purpose of punctuation is to help the reader understand the writer's meaning. For example, "I left him convinced he was a fool" is not the same as "I left him, convinced he was a fool". A different intent is conveyed by each of "She is there now", "She is there now?" and "She is there now!" Variations in punctuation may result in differences in meaning, lack of meaning, or different emphasis

Most punctuation marks are written substitutes for intonation--visual symbols that have developed as substitutes. Some punctuation marks, such as those found in the business letter, are dictated by custom. Students need to know the basic function of punctuation marks and their "customary" uses in writing.

Mariand (1977) recommends that punctuation be taught by function, including:

- The seven ways of marking off a "sense group": the comma, the semicolon, parentheses, the period followed by a space and uppercase letter, the paragraph indentation, the space or signs for section divisions, the chapter-ending space.
- The three ways of marking interruptions: a pair of commas, a pair of dashes, a set of parentheses
- The different ways of showing that a word has been borrowed or is being used in a special way: underline, quotation marks, italics, or boldface.

Capitalization

Is closely related to punctuation.it is also a signal to the reader. A capital letter, for example, announces to the reader the beginning of a new sentence, a title, a name, a day, a month, a place, a holiday season, a direction, a school subject, or a language.

5. TEACHING- LEARNING PROCESS

5.1 What is Teaching and learning

⁴⁹The Teaching and Learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

Over the past century, various perspectives on learning have emerged, among them — behaviorist (response to external stimuli); cognitivist (learning as a mental operation); and constructivist (knowledge as a constructed element resulting from the learning process). Rather than considering these theories separately, it is best to think of them together as a range of possibilities that can be integrated into the learning experience. During the integration process, it is also important to consider a number of other factors — cognitive style, learning style, the multiple nature of our intelligences, and learning as it relates to those who have special needs and are from diverse cultural backgrounds.

Consideration of these factors and the ways in which they interact provide an organic view of the teaching-learning process that is often called a “systems approach”. This approach also provides a way of looking at ourselves, the environments in which we teach, and the environments around us. Using this perspective, we can better examine the process and better design the process itself.

Technology has long been used as a support for learning, for example, the use of radio, film, film strips, and overheads. During the past several decades, however, the advancement of technology has led to comprehensive meeting and teaching via more advanced technologies like audio conferencing, videoconferencing, web conferencing and online learning management systems (LMS). These new technologies are rapidly changing

⁴⁹[/www.uwex.edu/ics/design/teach.htm](http://www.uwex.edu/ics/design/teach.htm)

the face of education. In this changed educational environment it is essential to develop design principles and a process that will lead to effective educational experiences. These effective practices should include — 1) access, 2) learning effectiveness, 3) faculty satisfaction, 4) learner satisfaction, and 5) cost-effectiveness. (Sloan-C Five Pillars of Quality).

5.2 What is Teaching Process?

⁵⁰Motivating and engaging learners is dependent, to a very large extent, to learners' feelings of being welcome, respected and valued regardless of their age, disability, gender, race, religious faith or belief, sexual orientation, social origins or political opinion. Learner motivation and engagement will reflect also the nature and quality of the planning and resource provision for the programme or course they are undertaking.

Showing respect for and valuing individuals is conveyed through the overall ethos of the college, its policies and practices and through the actions of individual members of staff.

A college climate that overtly welcomes a diversity of learners can help to remove possible feelings of anxiety or exclusion. Feeling valued and respected engenders confidence and increases positive attitudes towards learning. In turn, confidence can prepare the learner better for more independent and challenging learning.

For example, the report, *School Pupils' Attitudes to Further Education*, The Scottish Government Social Research, 2004, describes pupils' perceptions of having '... better relationships with lecturers, based on mutual respect' and that some pupils 'felt they took more responsibility for their work because they were being treated like adults' .

The process of learning is valued and varied. Learners bring a range of preferred learning styles that are recognized and, where appropriate, stretched and challenged. Active participation in learning tasks through group work, discussion, debate, role-play and involvement in authentic problem

⁵⁰http://www.sfeu.ac.uk/edi/quality_element_a5_learning_and_teaching_process
Scottish Further Education Unit (SFEU) is part of the Scotland's Colleges brand

solving help to develop skills for citizenship and employability. Critical skills, reflection on learning and the personal skills necessary to participate in active debate and engagement with others are nurtured in a learning environment that demonstrates commitment to equal opportunities and in which staff are unswerving in challenging prejudice or discrimination.

Being able to fully access what is being taught, is essential for learning to take place. Planning, particularly for and with disabled students, should ensure that any necessary and reasonable adjustments are made and their needs are taken fully into account. There exists a range of resources providing practical details of adjustments helpful to learning for disabled students.

5.3 What is Learning Process?

The teaching process reflects consistently a commitment to promote equality of opportunity and to challenge prejudice and discrimination. Staff contextualizes their subject in ways that reflect social and ethnic diversity both in the local community and the world at large. The absence of such contextualization may leave learners from minority groups feeling virtually invisible and undermine their confidence and capacity to participate.

In contrast, acknowledging the positive importance of the ethnic background and socio-cultural experience of learners and the impact of these factors on their knowledge, skills and values, informs good teaching and promotes learner participation. It also leads to teaching and learning tailored to learners' current and potential future situations.

For example, the Overseas Trade Assessment and Reskilling (OTAR) Project, in which Anniesland College is a partner, has recognized the trades skills held by many refugees. The project offers training and employment route to fast track refugee tradespersons through Scottish tests, up-skill where necessary and find employment with both recognized accreditation of their skills and knowledge about the working practice of the Scottish construction industry. As well as developing innovative teaching provision,

this project represents good partnership working that has recognized the interests and skills as well as the needs of refugees.

The Race Relations Amendment Act places a specific duty on colleges 'to promote good relations between people of different racial groups'. This duty must be pursued even if there is nobody from a black or minority ethnic (BME) group in the college or local community. Further, racist acts (such as handing out racist literature or spreading racist 'jokes') can happen in institutions with no BME staff or students and must be challenged. In the same way, the duty to promote equality of opportunity between non-disabled and disabled people and between men and women should be pursued regardless of the composition of the community or the classroom.

Education plays a vital role in influencing people's views and attitudes and much can be done through formal and the informal curriculum to break down stereotypes and prejudices. For example, at SabhalMòrOstaig, the Gaelic medium college, the curriculum not only examines the context and impact of the historical suppression of Gaelic language and culture, but links it actively to contemporary experience in Britain and in other parts of the world.

The duty to promote good relations will lead, almost inevitably to discussion and exploration of controversial issues. Using and developing further the core skills of exploring and presenting different points of view are features of learning that promotes equality and challenges discrimination.

Course content may be differentiated to take account of individual or group needs. A balance of support and challenge is employed that builds confidence and extends motivation and learning. Teaching and assessments take account of the social and cultural contexts of learners. For example, many Muslim learners fast during the month of Ramadan. In some circumstances, this may affect their capacity to fulfill certain course requirements. Regular dialogue with learners helps staff anticipate needs and ensure they are met in order to achieve positive and practical outcomes.

Resource choice, and ensuring their accessibility, availability and variety to meet individual and group needs, reflects staff knowledge of both the learners and how they learn. Sources of advice and support on the

appropriateness of resources, particularly for disabled students, are noted in Element A1, Programme design and Element A3, Equipment and Resources.

5.4 TEACHING BEGINNIG LEVELS

⁵¹Teaching beginners is considered by many to be the most challenging level of language instruction. Since students at this level have little or no prior knowledge of the target language, the teacher (and accompanying techniques and materials) becomes a central determiner in whether students for a teacher because the growth of students' proficiency is apparent in a matter of a few weeks.

At the beginning or even false-beginning level your students have very little language "behind" them. You can therefore be tempted to do along with the popular misconception that the target language cannot be taught directly, that you will have to resort to a good deal of talking "about" the second language in the students' native language. Such is clearly not the case, as beginning language courses have demonstrated for many decades. But you do have to keep in mind that your students' capacity for taking in and retaining new words structure and concepts is limited. Foremost on your mind as a teacher should be the presentation of material in simple segments that not overwhelm your students. Remember, they are just barely beginning.

5.4.1 Students' Cognitive Learning Processes.

In those firsts few days and even weeks of language learning, virtually all of the student's processing with respect to the second language itself is in a focal, controlled mode* . Therefore, you can expect to engage in plenty of repetition of a limited number of words, phrases, and sentences. Don't become frustrated if a considerable period of time goes by little change in these learning modes.

⁵¹**H. DOUGLAS BROWN:** Teaching by Principles An interactive Approach to Language Pedagogy pag. 98

Even in the first few days of class, however, you can coax your students into some **peripheral** processing by getting them to use practiced language for genuinely meaningful purposes. For example, getting information from classmate whom a student does not know will require using newly learned language (What's your name?" Where do you live?"), but with a focus on the purposes to, which the language is put, not on the forms of language. The forms themselves, although still controlled (limited capacity), nevertheless move into a peripheral mode as students become immersed in the task of seeking genuine information.

5.4.2 Reading and Writing Goals.

⁵²A glance at the scope levels some noticeable differences between beginners and advance level in reading and writing skills. In level of the beginners reading and writing topics are confined to brief but nevertheless real-life written material. Advertisement, forms and recipes are grist for the beginner's reading mill, while written work may involve forms, list, and simple notes and letters. The most important contextual factor that you should bear in mind in teaching reading and writing to beginners is their **literacy** level in their own native language.

5.5 Teaching Intermediate Levels.

⁵³Intermediate, where students have progressed beyond novice stages to and ability to sustain basic communicative tasks, to establish some minimal fluency, to deal with a few unrehearsed situations, to self-correct on occasion, to use a few compensatory strategies, and generally to "get along" in the language beyond mere survival. The picture changes somewhat. Your role and the students' capacities change. Consider de same ten factors.

5.5.1 Students' Cognitive Learning Processes.

⁵²**H. DOUGLAS BROWN:** Teaching by Principles An interactive Approach to Language Pedagogy pag. 103

⁵³Idem.pag 103-108

At the intermediate stage some **automatic** processing has taken hold. Phrases, sentences, structures, and conversational rules have been practiced and are increasing in number, forcing the mental processes to automatize. I like to think of automaticity as placing elements of language into the “hard drive” of our neurological computers. Our immediately controlled “desktops” (limited in capacity) are too small to contain all the information we need. One of your principal goals at this level is to get students to continue to automatize, to continue to allow the bits and pieces of language that might clutter the mind to be relegated to automaticity. There, in their linguistic hard drives, those bits and pieces are beneath the surface, as it were, yet available for immediate (automatic) use whenever needed.

5.5.2 Reading and Writing Goals.

⁵⁴Increasing complexity in terms of length, grammar, and discourse now characterizes reading material as students read paragraphs and short, simple stories, and are beginning to use skimming and scanning and skimming skill. Writing is similarly more sophisticated.

5.6 Teaching Advanced Levels.

⁵⁵As students move up the developmental ladder, getting closer and closer to their goals, developing fluency along with a greater degree of accuracy, able to handle virtually any situation in which target language use is demanded, they become “advanced” students. At the very top of this ladder is what the ACTFL *Proficiency Guidelines* describe as the “superior” level, comparable in most aspects to an educated native-speaker level. Few if any ESL classes are designed for the superior level, so in order to be more keeping with reality, we will simply focus on what the *Guidelines* describe as the “advance” level.

⁵⁴**H. DOUGLAS BROWN:** Teaching by Principles An interactive Approach to Language Pedagogy Reading pag. 110

⁵⁵Idem.pag 110-111

5.6.1 Students' Cognitive Learning Processes.

As competence in language continues to build, students can realize the full spectrum of processing, assigning larger and larger chunks to automatic modes and gaining the confidence to put the formal structures of language on the periphery so that focal attention may be given to the interpretation and negotiation of meaning and to the conveying of thoughts and feelings in interactive communication. Some aspects of language, of course, need focal attention for minor correction, refinement, and other “tinkering”; otherwise, teachers would almost be unnecessary, So your task at this level is to assist in the ongoing attempt to automatize language and in the delicate interplay between focal and peripheral attention to selected aspects of language.

5.6.2 Reading and Writing Goals.

⁵⁶Reading and writing skills similarly progress closer and closer to native-speaker competence as students learn more about such things as critical reading, the roles of schemata in interpreting written texts, and writing a document related to one's profession (laboratory reports, records of experimental research findings, ect)

⁵⁶**H. DOUGLAS BROWN:** Teaching by Principles An interactive Approach to Language Pedagogy pag. 112

6. HYPOTHESIS

6.1 GENERAL HYPOTHESIS

- The reading and writing skills are little developed in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at “Pio Jaramillo Alvarado” high school of Loja city period 2009-2010.

6.2 SPECIFICS HYPOTHESIS

- The techniques applied by teachers are not suitable to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at “Pio Jaramillo Alvarado” high school of Loja city period 2009-2010.
- The strategies and techniques applied by the teachers do not facilitate the development of the writing skill with students of 1st, 2nd and 3rd years of high school curriculum at““Pio Jaramillo Alvarado” high school of Loja city period 2009-2010.

7. METHODOLOGY

The methods and techniques are focus in the interaction between teachers and students; the teacher is guide, assessor and coordinator of the activities that they develop into the classroom. Also the teaching learning process becomes in an interaction between teachers and students and all the activities that they do.

We are aware that the development of the scientific investigation is an ordered and complex process which needs a strict procedure to carry it out in a correct way.

The methods that we will use to develop the research project let us to determinate our theme and problem, the general and specific objectives and based on them we formulate of the corresponded hypothesis and develop the steps to make their contrast.

We will use the **descriptive method** to pick up the information, describe the obtained results in the applied instruments and it will let us organize the information according to the hypothesis and the indicators that we will find out for each one of the variables.

This method will give us the rules to demonstrate the meaning of the research, also it will let us describe the problematic that our group found in the high school, the description of the variables as independent and dependent. And we can describe coherence in all the researching work presenting the results and supporting the conclusions, this method will serve to describe the techniques that the teachers use to develop reading and writing skills in the teaching leaning process during the period of classes.

Through the **synthetic method** we will establish the hypothesis which at the end of our research work we are going to prove if these are true or denied, if they are false.

This method also will be used to synthetic the most relevant theoretical referents that will help us to prove the before mentioned hypothesis.

The **analytic method** will serve us to analyze the problem, variables, and theoretical referents with the objective of reviewing them, with the previous results we can analyze it, and also it will help us to establish conclusions as of the methodology as all research work.

The **explicative method** will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way we will be able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

7.1 TECHNIQUES

To obtain the empiric information we will apply a survey which will be about the reading and writing skills in the teaching learning process, also it will include the main characteristics of the most used techniques to develop the reading and writing skills.

The survey that we will apply to teachers allowed us to know what kind of techniques the teachers' use to develop the reading and writing task with the students of high school curriculum.

This also will be apply to students in order to know how the class is developed, also if the teachers are really using the adequate techniques in order to improve the teaching learning process and through this we will know if the students are really learning.

This technique will have a premade questionnaire which will contain closed questions and multiple choices about the theme that we will research

7.2 PROCEDURES

After we applied the investigation tools we processed the data through the tabulation with the descriptive statistic for the closed questions and unifying criteria for the open questions, and we contrasted the information of the teachers and students which let us to get the right information.

After we will organize the empiric information taking into account the theoretical referents the specific hypothesis of the researching work, and then we will analyze and interpret the empiric information according with the theoretical referents; the major tendencies in the results and the variables of the specific hypothesis. Also we will represent them graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. We will use the bars diagram to show this information and finally we will draw the conclusions and recommendations using valuable criteria and taking into account the stated objectives which orientated the investigative process.

To prove the hypothesis we will use the descriptive statistics with tables and squares which will help to analyze the results and to state some valuable conclusions based in realistic data.

7.3 POPULATION AND SAMPLE

The sample of the population that we will take is 99 students from 1st, 2nd and 3rd years of high school curriculum who were taken at random in every parallel. Regard to the teachers we will work with all the population because they are 5 English teachers and we consider that is a small group to our research.

In order to get the sample of the students' population from 1st, 2nd and 3rd years of high school curriculum is necessary to apply the following formula:

$$n = \frac{N}{1+N(e)}$$

n = sample size

N= population

e = maximum error admissible (1%)

$$n = \frac{211}{1+211(0.01)}$$

$$n = \frac{211}{2.12}$$

n = 100

7.3.1. SAMPLE DISTRIBUTION

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

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

F = distribution factor

n = sample size

N = population

$$F = \frac{100}{211} \quad F=0.473$$

This factor was multiplied by student's population of every year of high school curriculum of the "Pío Jaramillo Alvarado" High School, therefore in this way we obtain the sample per course.

We detail the sample in the next chart:

CHART N °1

COURSES	POPULATION	SAMPLE
1 st year of high school curriculum	96	45
2 nd year of high school curriculum	64	30
3 rd year of high school curriculum	51	24
TOTAL	211	99
Teachers' population	5	5

8.- RESOURCES.

8.1 WORK GROUP.

- Researchers:
Alicia Suing
Johana Escobar

English Teachers.

Students of 1st, 2nd and 3rd years of high school curriculum.

8.1.1 Material Resources

- Copies.
- Dictionary.
- Money.
- Magazines.
- Books.
- Office Material.

8.1.2 Technical Resources

- Computer
- Printer
- Internet
- Flash Memory
- Scanner
- Transport

8.1.3 Institutional Resources

- Education Art and Communication Area.
- “PIO JARAMILLO ALVARADO” high school.
- Libraries

8.2 BUDGET

SOURCES	COSTS
Acquisitions	100,00
Transport	80,00
Copies	50,00
Printing	200,00
Bibliographic material	100,00
Consulters	150,00
Others	150,00
TOTAL	830.00

10. TIME TABLE

ACTIVITIES	MONTHS																							
	Dec.				Jan.				Feb.				Mar.				April.				May.			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project				X	X	X	X	X																
Write the recommendations to the project											X	X												
Checking and redesign of the research instruments																	X	X	X	x				
Application of the research instruments																								X
Processing of the research																								
Drawing conclusions																								
Elaboration of the report																								
Private qualification of the thesis																								
Write the recommendations																								
Public sustentation and Graduation																								

ACTIVITIES	June.				July.				Aug.				Sep.				Oct.				Nov.				Dec.			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project																												
Write the recommendations to the project																												
Checking and redesign of the research instruments																												
Application of the research instruments	X	X	X																									
Processing of the research											X	X	X	X														
Drawing conclusions																					X	X						
Elaboration of the report																												
Private qualification of the thesis																												
Write the recommendations																												
Public sustentation and Graduation																												

ACTIVITIES \ MONTHS	Jan				Feb.				March.				April.				May.				June			
	1	2	3	4	1	1	2	3	4	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project																								
Write the recommendations to the project																								
Checking and redesign of the research instruments																								
Application of the research instruments																								
Processing of the research																								
Drawing conclusions																								
Elaboration of the report																								
Private qualification of the thesis																								
Write the recommendations																		X	X					
Public sustentation and Graduation																								X

11. BIBLIOGRAPHY

MORENO, Paola. Module 3. “La Comunicación en el Idioma Ingles. Curso Taller para la adquisición del uso del Idioma Ingles” National University of Loja. Sep-Feb; 2005-2006

MORENO, Paola. Module 4. “Planning, Execution and Evaluation of the Learning Teaching process in the Elementary level institutions” National University of Loja. 2006-2007

MORENO, Paola. Module 5. “La Planificación, Ejecución y Evaluación del Proceso Enseñanza Aprendizaje del Idioma Inglés en los establecimientos de Educación Media” Octubre 2007- Febrero 2008

H. DOUGLAS BROWN. Teaching by Principles An interactive Approach to Language Pedagogy.

DURUKAN E.

[http://www.academicjournals.org/ERR/PDF/Pdf%202011/Jan/Durukan .pdf](http://www.academicjournals.org/ERR/PDF/Pdf%202011/Jan/Durukan.pdf) Sottish Further Education Unit (SFEU) is part of the Scotland's Colleges brand

THANASOULAS D.

www.tefl.net/esl_articles/teaching-learning.htm

DAKELMAN. B. 1973. think tank and mind transportation: teaching creative writing.

FLOWER. L. J. 1985. Problem – solving strategies for writing. New York

RAIMES Ann. Teaching writing. Annual review of applied linguistic.1998

DAVIES, Alan and H.G Widdowson. (1974) Reading and Writing. In J.P.B. Allen and S.

CROWHURST, the Writing Process, 1988,p.7

CRISTINE NUTALL, The reading skill in foreign language, 1985.p18

LOWES, RICKY Y TARGET, FRANCESCA. Helping students to learn.

ANEXES

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

TEACHER'S SURVEY

As pre-graduate students of the English Language Career of National University of Loja, we ask in a very kind way to fill the next survey, which will help us as a requirement to develop our thesis in order to get the licentiate's degree.

1. How well do your students read in English?

Very good..... Good..... Regular..... Aren't able.....

Explain:

**2. What techniques do you apply to develop the reading skill?
Mark with an x.**

- | | | | |
|-----------------------|-----|--------------|-----|
| Predicting | () | Proofreading | () |
| Skimming | () | Matching | () |
| Getting the main idea | () | Scanning | () |
| Brainstorming | () | Highlighting | () |
| Circle | () | Questioning | () |

3. Are your Student's good at writing about different topics in English? Mark with an x.

Very good..... Good..... Regular..... Aren't able.....

Explain:.....
.....

4. What techniques do you use to develop the written production?

- | | | | |
|---------------|-----|--------------|-----|
| Prewriting | () | Questioning | () |
| Circle | () | Drafting | () |
| Editing | () | Revising | () |
| Brainstorming | () | Highlighting | () |
| Highlighting | () | Proofreading | () |
| Publishing | () | Planning | () |

5. Do your students like to write in English? Mark with an X

Yes () No () Sometimes ()

Explain:.....
.....
.....

6. Which of the following steps do you apply to teach students to write in English?

- a) Pre-writing ()
- b) Organizing ()
- c) Drafting ()
- d) Revising and Editing ()
- e) Publishing and Reflecting ()

7. How often do you send extra task to develop the writing skill?

Four times a week	()	Three times a week	()
Twice a week	()	Once a week	()

8. What kind of writing production do you develop with your students?

Letters	()	Stories	()
Compositions	()	Articles	()
Reports	()	Essays	()

9. What's the average of a group of your students in the English Subject in a term? Mark one with an X.

Excellent 20-19 () Very good 18-17 ()

Good 16-15 () Regular 14-13 ()

Insufficient 12-0 ()

THANKS FOR YOUR COLLABORATION

STUDENT'S SURVEY

As pre-graduate students of the English Language Career of National University of Loja, we ask in a very kind way to fill the next survey, which will help us as a requirement to develop our thesis in order to get the licentiate's degree.

1) How well do you read in English?

Very good..... Good..... Regular..... Aren't able.....

Explain:

2) When your English Teacher develops the reading skill. He/she does the following activities. Mark with an x.

Predicting: Predict some action in the future. ()

Skimming: Teacher help to know what's the reading about ()

Getting the main idea ()

Scanning: Read for specific information. ()

Brainstorming: Teacher gives lot ideas about the topic ()

() Highlighting: Underline the important information

3) How good are you at writing about different topics in English? Mark with an x.

Very good..... Good..... Regular..... Aren't able.....

Explain:.....
.....

4) Your English Teacher develops the writing skill through the following techniques. Mark with an X.

- Prewriting: Teacher helps you to discover what's important for you about any subject ()
- Circle: Circle the most important points ()
- Editing: Read again and correct the mistakes (writing work) ()
- Revising: The paragraphs are arranged in a logical order ()
- Publishing: Exercise your imagination ()

5. Do you like to write in English? Mark with an X

Yes () No () Sometimes ()

Explain:.....
.....
.....

6. Which of the following steps does your teacher apply to teach you to write in English?

- f) Pre-writing ()
- g) Organizing ()
- h) Drafting ()
- i) Revising and Editing ()
- j) Publishing and Reflecting ()

7. How often does your teacher send extra task to develop the writing skill?

Four times a week () Three times a week ()

Twice a week () Once a week ()

8. What kind of writing production do you develop with your teacher in class?

Letters () Stories ()

Compositions () Articles ()

Reports () Essays ()

9. What's your average in the English Subject in a term? Mark one with an X.

Excellent 20-19 () Very good 18-17 ()

Good 16-15 () Regular 14-13 ()

Insufficient 12-0 ()

THANKS FOR YOUR COLLABORATION

CONSISTENCY MATRIX

THE READING AND WRITING SKILLS AND THEIR DEVELOPMENT IN THE TEACHING LEARNING PROCESS OF STUDENTS OF 1ST, 2ND AND 3RD YEARS OF HIGH SCHOOL CURRICULUM AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL OF LOJA CITY PERIOD 2009-2010

PROBLEM	OBJECTIVES	<i>HYPHOTESIS</i>	<i>VARIABLES</i>	INDICADORES
<p>General</p> <p>How the reading and writing skills are developed in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city? Period 2009-2010</p>	<p>General</p> <p>To know the development of the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010</p>	<p>General</p> <p>The reading and writing skills are little developed in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010</p>		

<p>SUBPROBLEMS</p> <ul style="list-style-type: none"> • How the techniques applied by the teachers help in the development of the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city? Period 2009-2010 	<p>Specific</p> <ul style="list-style-type: none"> • To Determine if the techniques applied by the teachers help to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010 	<p>Specific</p> <ul style="list-style-type: none"> • The techniques applied by teachers are not suitable to develop the reading and writing skills in the teaching learning process with students of 1st, 2nd,3rd years of the high school curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010 	<p>Reading and Writing Techniques</p>	<ul style="list-style-type: none"> ❖ Predicting ❖ Skimming ❖ Scanning ❖ Getting the main idea ❖ Guessing meaning from context ❖ Highlighting ❖ Circle ❖ Questioning ❖ Kind of questions ❖ Interviewing ❖ Individual Brainstorming
--	---	---	---------------------------------------	--

<ul style="list-style-type: none"> • How the strategies and techniques applied by the teachers facilitate the development of the writing skill in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city? Period 2009-2010 	<p>Specific</p> <ul style="list-style-type: none"> • To establish the relation between the strategies and techniques applied by teachers and the development of the writing skill in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010 	<p>Specific</p> <ul style="list-style-type: none"> • The strategies and techniques applied by the teachers do not facilitate the development of the writing skill in the teaching learning process with students of 1st, 2nd,3rd years of the High School Curriculum at “Pio Jaramillo Alvarado” high school of Loja city Period 2009-2010 	<p>Strategies and techniques to develop writing skill</p>	<ul style="list-style-type: none"> ❖ Pre-writing ❖ Drafting ❖ Revising and editing ❖ Publishing and reflecting ❖ Letters ❖ Stories ❖ Compositions ❖ Articles ❖ Reports
--	--	--	---	---