



NATIONAL UNIVERSITY OF LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH LANGUAGE CAREER

THEME:

“THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS (BASIC SCIENCE, ACCOUNTANCY) OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION AT PIO JARAMILLO ALVARADO HIGH - SCHOOL, LOJA CITY. ACADEMIC YEAR 2008-2009”.

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

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CERTIFICATION

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LOJA**

CERTIFIES:

That the present thesis "THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS (BASIC SCIENCES, ACCOUNTANCY) OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION AT PIO JARAMILLO ALVARADO HIGH - SCHOOL, LOJA CITY. ACADEMIC YEAR 2008-2009"; has been revised in all its parts, consequently I authorize its presentation.

Loja, July 14th 2010

Dra. Carmen Ojeda
THESIS DIRECTOR

AUTHORSHIP

All the research results, criteria, analysis and conclusions written in this work are from exclusive responsibility of the authoresses.

Vanessa Alexandra Castillo Castillo

Jenny Marlene Chávez Guerrero

ACKNOWLEDGEMENT

We want to express our sincere gratitude to all the authorities of the National University of Loja, specially the English Career and its director Dra. Margarita Samaniego and of course to our dear and respectable director of the thesis Dra. Carmen Ojeda, who helped us unselfishly, with patience and dedication to carry out this research work.

The authoresses

DEDICATION

I want to dedicate this
work to my God, to my
admirable mother Elsa,
who was the person that helped me the most
and to all my family for their collaboration.

VANESSA

I want to dedicate this work to my lovely husband Danny,
my son Sebastián, to my family
and specially to God, who guided me to finish this work.

JEHNNY

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SUMMARY

The present researching work is focused on: “THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS (BASIC SCIENCES, ACCOUNTANCY) OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION AT PIO JARAMILLO ALVARADO HIGH - SCHOOL, LOJA CITY. ACADEMIC YEAR 2008-2009”.

To get the needed information, we used the following techniques; surveys and interviews which were applied to students and teachers respectively. During the work we used the following methods: the inductive – deductive, analytic -synthetic and the descriptive.

Among the main results of our research work we found: that 92 % of students are bad speakers, 68% of them dislike practicing speaking,66% of students dislike reading, 75% of teachers encourage students to speak, 100% of them encourage students to read. We can conclude that teachers at “Pio Jaramillo Alvarado” do not apply suitable techniques in the teaching – learning process of the English Language to help students develop the reading and speaking skills.

INTRODUCTION

The research work: "THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS (BASIC SCIENCES, ACCOUNTANCY) OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION AT PIO JARAMILLO ALVARADO SCHOOL, LOJA CITY. ACADEMIC YEAR 2008-2009". Was chosen to demonstrate if the students' academic achievement on the Reading and Speaking skills, of the second years of the high school curriculum Basic Sciences and Accountancy at "Pio Jaramillo Alvarado" High-school depends on the techniques used in the English language teaching.

Then, we, as future English Teachers are interested in knowing all the aspects related to the Teaching and how they affect on the students' achievement, the researchers have decided to chose this topic to know if teachers of the two years (Basic Sciences and Accountancy) of the High School Curriculum, are using appropriate techniques of teaching to develop as the Speaking as the Reading Skills.

The general hypotheses that directed our research work was: The different speaking and reading techniques used by the teachers to develop the Teaching-Learning of the English Language affect directly on the students'

knowledge and, use of the new language in the two years of the High-School Curriculum; afternoon section at Pio Jaramillo Alvarado School.

Our work is based on a non- experimental research where we also used other methods such as the descriptive, the analytic – synthetic which have served as a support to develop all the research process.

To obtain the field data we applied two instruments: surveys, which were applied to the students and interviews for the English teachers.

Our research work includes the following chapters: **Chapter one**, which describes the methodology carried out to the research, a description of the different methods that allowed us a logical order to work, also it describes the statistical techniques that were applied to collect the teachers' and students' information and the way of analysis of the collected information and the conclusions.

Chapter two presents clear information of the results, which are presented through a statistics and graphic chart and an interpretation of the different questions applied. This chapter also refers to the hypotheses verification through contrasting students and teachers answers about the speaking and reading skills.

Chapter three contains the conclusions deduced from the interpretations, and analysis of the results and contrasting with theoretical references, these were taking into account to set up the corresponding recommendations.

CHAPTER I

METHODOLOGY

1.1 METHODOLOGY

The selection of the present theme was the result of all the research works developed along each module of the English career, where it was possible to identify the different problems involved into the teaching – learning process of the English language in the different educative institutions from Loja city.

As result, we chose the Pio Jaramillo High-school to know about our theme entitled: “The techniques used in the English language teaching and their incidence on the reading and speaking skills with the students of the High School Curriculum”.

The research work has been developed according to the characteristics of the problem, justification, objectives, theoretical frame, variables and indicators containing in each research work.

To develop our work we have chosen **a non - experimental research** for its reliability and other methods such us: The Scientific method, Analytical - Synthetic method and the descriptive method.

The Scientific Method, that allowed us to have a sequential order was the one that helped us to the election and approach of the problem, to point out

the objectives and hypothesis, description of the techniques and instruments used, contrast of the obtained results with theoretical frame in order to verify the hypothesis relating the variables through a critical and descriptive analysis, on the other hand, it also helped us to deduce conclusions and recommendations.

The Analytical Synthetic Method, allowed us to classify, identify and analyze the characteristics of a statement, obtain categories of data to classify, assume and tabulate them and identify variables and values, to finally formulate the corresponding conclusions according to the results.

The Descriptive Method helped us to pick up the information and describe the results of the research techniques applied. Also we used this method to organize and describe the data according to the obtained indicators in the questions.

Techniques and instruments, besides the above methods there were also used two research techniques: surveys and interviews; which allowed us to get the needed information about our research work.

Interviews which were addressed and applied to the five teachers and surveys to the seventy – three students of the two years of the High School Curriculum, Basic Sciences and Accountancy from the afternoon section of

this institution. It is important to mention the questionnaires as the teachers` interviews as the students` surveys were designed to know about reading and speaking skills.

Population

To carry out this research work, we have not used samples but the total population in order to assure a reliable work.

The population was made up by the students and teachers at Pio Jaramillo High - School and it was distributed and represented as we state above.

ESPECIALITIES	SCIENCES	ACCOUNTANCY	TOTAL
Fifth year	20	17	37
Sixth year	22	14	36
TOTAL	42	31	73
TEACHERS	5		

CHAPTER 2

EXPOSITION AND DISCUSSION OF THE RESULTS

2.1. EXPOSITION AND DISCUSSION OF THE RESULTS.

The following information is the result of the techniques applied to develop this research work; interviews for teachers and surveys for students of the two years of the Pio Jaramillo Alvarado High- School Curriculum about the techniques applied to develop the reading and speaking skills.

The questions were written using closed and opinion questions addressed to take out useful information that let us verify our hypothesis.

To present these results and for a better understanding of them, the information has been organized in this way: a statistic chart at the beginning, followed by a graphic representation and, to finish the interpretation and analysis for each question as for the teachers as for students.

TEACHERS' INTERVIEW

1. How do you encourage your students to speak?

Regards to this question, we found that 100% of teachers motivate students to practice speaking by means of strategies as: extra points, presenting visual interesting materials, talking about topics they like, talking they about how important is to learn English for their personal and professional development, bringing audio CDS or movies with current themes which let them practice not only this skill but other aspects related to it as: pronunciation, intonation, vocabulary and listening.

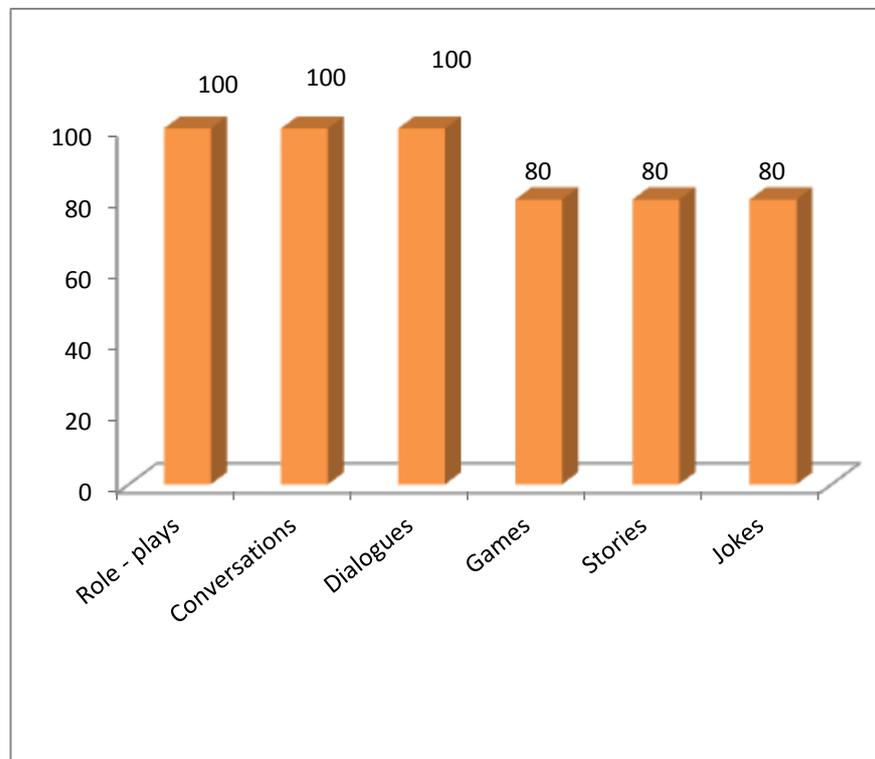
In the theoretical frame it is mentioned that motivation is one of the most important factors in learning and after analyzing these results we are able to identify all teachers use a wide range of excellent an varied strategies which turns a pleasant atmosphere and an enthusiastic learning useful to develop students confidence and they become more interested in the speaking practice.

2. Tick the techniques you use to develop speaking.

STATISTIC CHART

Variable	Frequency	Percentage
Role-plays	5	100%
Conversations	5	100%
Dialogues	4	100%
Games	4	80%
Jokes	4	80%
Stories	4	80%
Total	-	-

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

About the techniques applied to work with this skill, all teachers manifested they use the following techniques: role – plays 100%, conversations 100%, dialogues 100%, games 80%, jokes 80% and stories 80%.

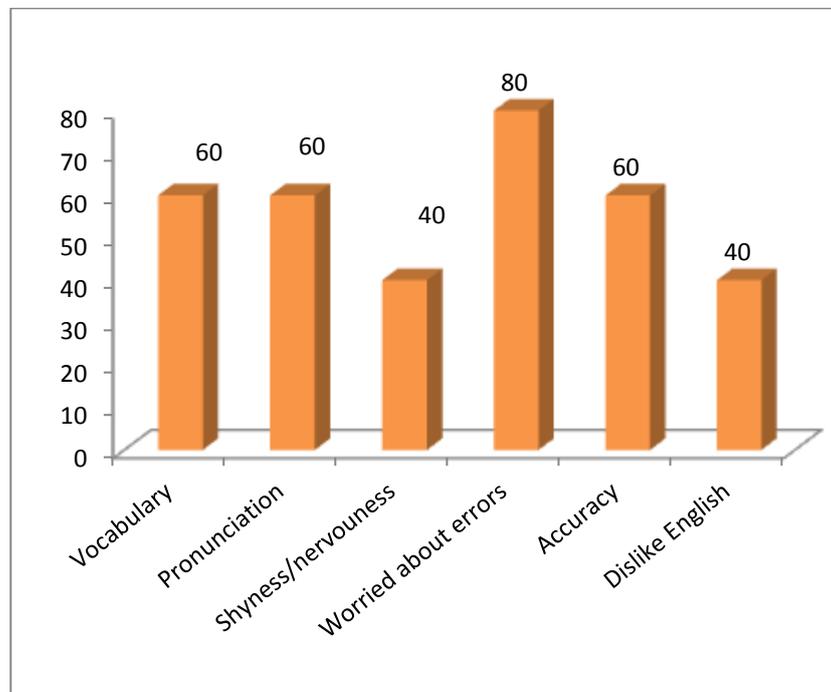
As we can see, and according to the teachers' opinion there is a high usage of different techniques, with respect to the speaking skill we can notice that they apply techniques such as: conversations, dialogues, role-plays, jokes, games and stories which are similar to our theoretical frame and are useful to help students improve their oral skills, expand their vocabulary and knowledge and practice the speaking practice avoiding they get fed up.

3. Mention the reasons why your students avoid speaking.

STATISTIC CHART

Variable	Frequency	Percentage
Lack of vocabulary	3	60%
Pronunciation	3	60%
Shyness or nervouness	2	40%
Worried about errors	4	80%
Accuracy	3	60%
Dislike the language	3	40%
Total	-	-

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

As it is possible to see in the Graphic Representation all teachers give several reasons why some of their students prefer not to speak, among them, we found: 60% because of lack of vocabulary, 60% pronunciation, 40% shyness or nervousness, 80% worried about errors, 60% accuracy and 40% because they dislike the language.

Analyzing these results, we can evidence all teachers have precise knowledge about their students' weaknesses which are mainly: fluency, accuracy, pronunciation, the fact they worry about errors, are shy and dislike the language which are identified by teachers who know what to do to get a more efficient learning.

4. Do you motivate students to read?

INTERPRETATION

Regard to motivation we found, 100% of teachers manifested they use to encourage their students to read. For example they always start their classes using different warm ups (bingo, hung man, Simon says, tic-tac-toe, cut-out sentences, etc) addressed to present readings and reinforce the contents from the previous classes.

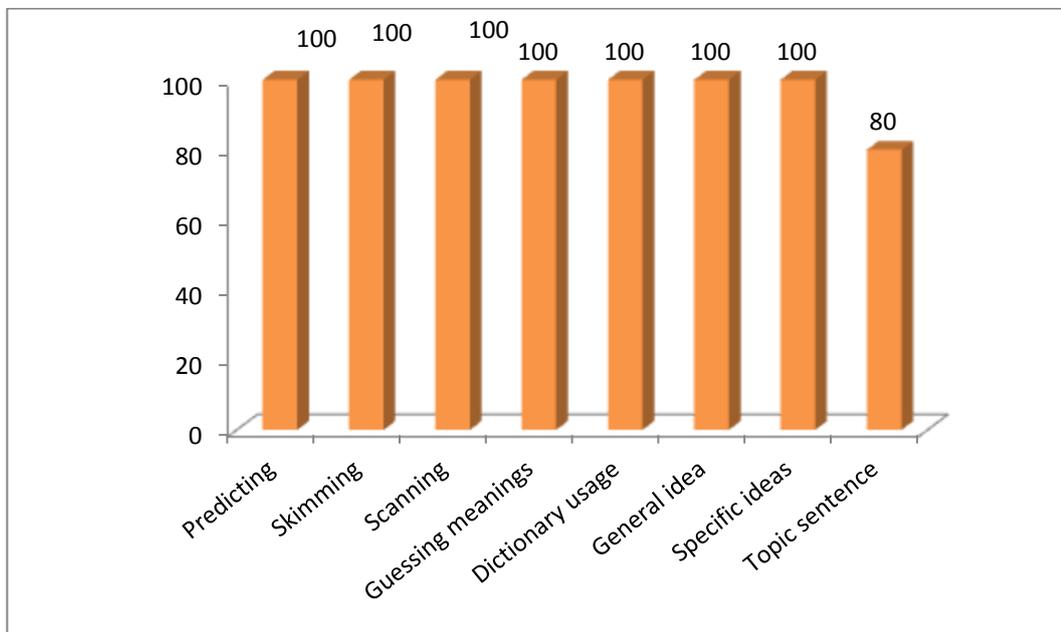
The theoretical references mentions that it is important teachers look for alternatives to present and structure the task using different strategies to develop the class which will help students to optimize the concentration, to reduce the anxiety before learning and evaluation, and direct their attention, to accomplish students feel a true pleasure for school activities.

5. Tick the strategies do you use to develop reading.

STATISTIC CHART

Variable	Frequency	Percentage
Predicting	5	100%
Skimming	5	100%
Scanning	5	100%
Guessing meanings from the context	5	100%
Dictionary usage	5	100%
General idea	5	100%
Specific ideas	5	100%
Topic sentence	4	80%
Total		

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

According to the teachers' opinion, they mentioned all of them apply some techniques to develop the reading skill, which have the following percentage: 100% of them use predicting, 100% skimming, 100% scanning, 100% guessing meanings from the context, 100% dictionary usage, 100% getting general idea of the text, 100% specific information, and 80% identifying topic sentence.

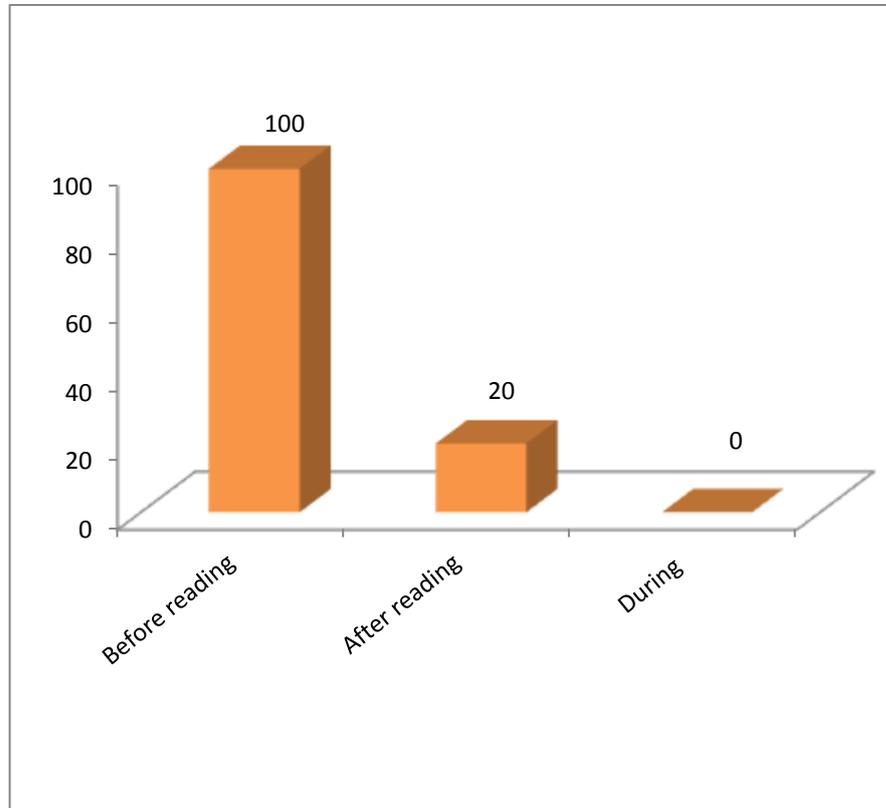
Analyzing the techniques they checked and the information from the theoretical frame, it is possible to mention that all teachers apply and have right knowledge about each one of the steps they have to follow to develop this skill successfully. It is essential a person who is interested in learning or teaching any new language know and use strategies which allow him to facilitate a text understanding and having better results, specially a teacher who is the model or guide and is responsible of big group of students' learning.

6. When is the pronunciation given to develop reading?

STATISTIC CHART

Variable	Frequency	Percentage
Before Reading	5	100%
After reading	1	120%
During the reading	-	-
Total	5	100%

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

Regards to the right pronunciation for the students' reading 100% of teachers manifested pronunciation is always given before they read and 20% after it.

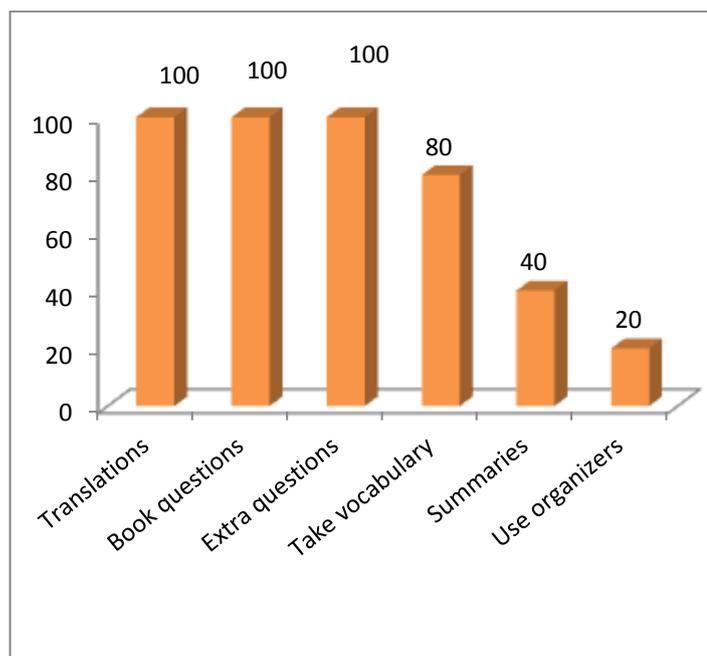
Regard to this question, the majority of teachers give students the pronunciation before they start reading, which let them catch the right pronunciation for the unknown or new words or on the contrary make sure that the pronunciation from those words they already know is correct. When teachers give it after students read most of times there is not enough time to make they do it again, or if that students can read again maybe the rest of the class do not have the same chance, because of the time.

7. What activities are done to check understanding when they finish reading?

STATISTIC CHART

Variable	Frequency	Percentage
Translation	5	100%
Questions from the book	5	100%
Extra questions	5	100%
Take out vocabulary	4	80%
Summaries	2	40%
Use organizers	3	20%
Total		

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

As for the activities done after reading, we found all teachers do the following activities with the following percentages: translations 100%, book questions 100%, extra questions 100%, taking out vocabulary 80%, summaries 40% and using organizers 20%.

As we said in the theoretical referents, after readings it is necessary to do activities which helps teachers know the result of students' understanding. And, that is how we can see if the different activities teachers apply work it also pushes students to take more responsibility in working well and by themselves.

8. Mention the problems your students have when reading.

About this question all the teachers manifested the most common difficulty they have to face when their students read is understanding because of the lack of vocabulary, bad pronunciation, speed, intonation and grammar.

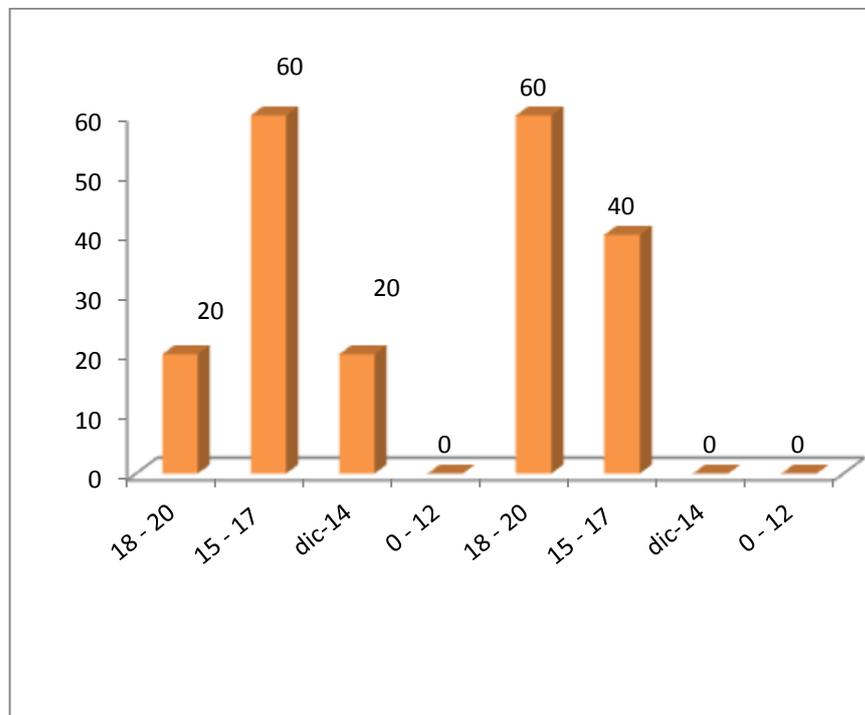
In front of this we have to say teachers know well and consider the problems students have into the learning process are something natural because all of us learn by making mistakes, and on the contrary, they are meanfull, teachers knows where they have to work more to get students' comprehension be easier.

9. Establish an average to your students' ability in Speaking and Reading.

STATISTIC CHART

	Variable	Frequency	Percentage
Speaking	18 - 20	1	20%
	15 - 17	3	60%
	12 - 14	1	20%
	0 - 12	-	-
Reading	18 - 20	3	60%
	15 - 17	2	40%
	12 - 14	-	-
	0 - 12	-	-
Total		-	-

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

According to the teachers' opinion the students ability to work with these skills present these averages: in speaking 60% of teachers manifested students are in a very good level (15 – 17); about reading 60% of them said they are excellent (18 – 20).

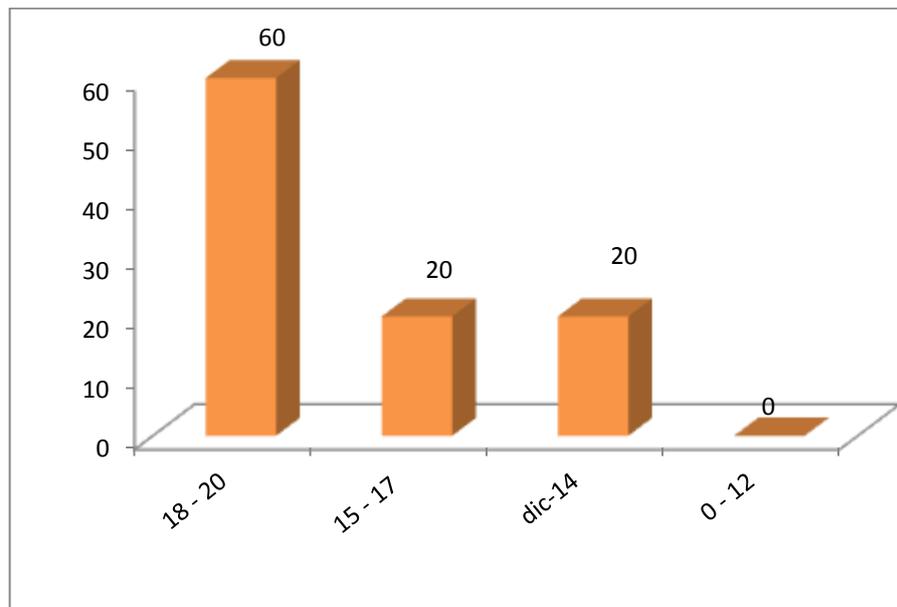
Thanks to this question we can analyze the hypothesis number two about that the techniques used by teachers do not contribute to develop the speaking and reading skills which is false because according to the majority of percentages we found students' performance is placed in a good or high level showing the techniques above mentioned to develop speaking and reading are really working.

10. What is your students' grade in the English subject?

STATISTIC CHART

Variable	Frequency	Percentage
18 - 20	3	60%
15 - 17	1	20%
12 - 14	1	20%
0 - 12	-	-
Total	5	100%

Source: Teachers' interview
Responsible: Research group



INTERPRETATION

As we can observe in the in the graphic chart, regard to the teachers opinion students' academic achievement is divided in these averages: 60% of teachers said excellent (18 – 20).

Therefore, these percentages let us confirm what we already mentioned in the last question about the students' performance in the speaking and reading skills and say the knowledge and practice of the English language as well as the aim of the teaching – learning process of the English language is carrying out successfully, which is demonstrated with the percentages before.

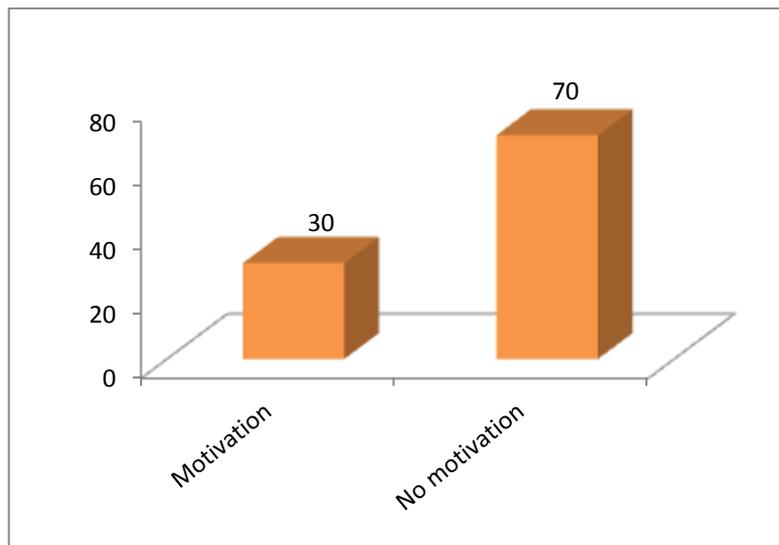
STUDENTS' SURVEY

1. Does your teacher motivate you to speak?

STATISTIC CHART

Variable	Frequency	Percentage
There is motivation	22	30%
There is no motivation	51	70%
Total	73	100%

Source: Students' survey
Responsible: Research group



INTERPRETATION

About this question, we found that 30% of students mentioned there was motivation and 70% told the opposite and added comments like: the methodology was bad, did not like the language, were not interested in it and the reason why they tried to get good grades was because it is as any other subject they have to study and pass.

In the theoretical referents, we mentioned all the time and all of us have different preferences wherever we go and whatever we do, it is normal because each one of us are a single and different world from the others. As teachers not only of English but any other subject it is essential to apply a good methodology with strategies that make students learn by having fun; motivation and fun is as important for teenagers as work is for us.

Games applied to each one of the skills are what students really enjoy and on the other hand, they let teachers carry out their objective "teach"; another essential point is to create an English classroom, a good classroom atmosphere full of co-operation and mutual support where students have the chance to interact and work with the teacher and the other classmates as well to create things they like to be displayed in their own classroom. That is to say put words, expressions, phrases and so on; things or materials visually

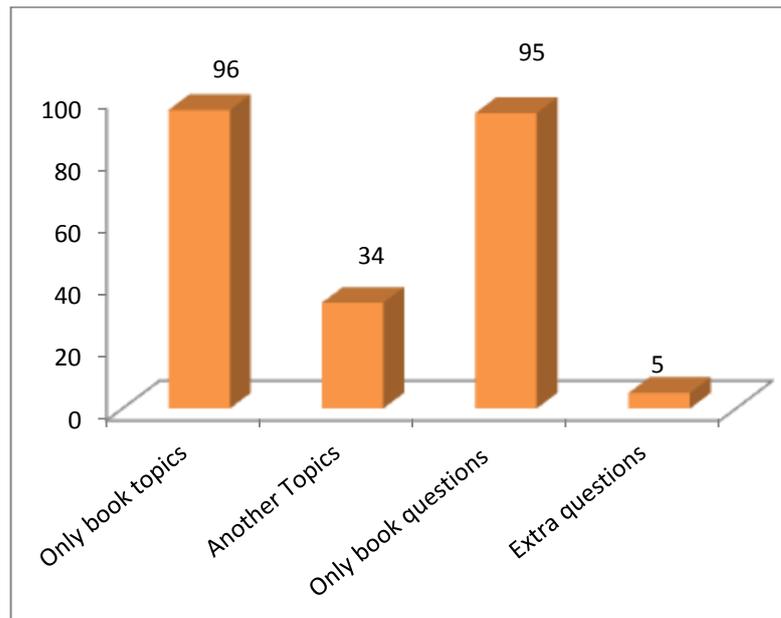
interesting and motivating which let students have more resources to be encouraged to speak in class.

2. - Underline the right statement about the speaking practice.

STATISTIC CHART

Variable	Frequency	Percentage
Only book topics	70	96%
Another real topics	25	34%
Only the questions from the book	69	95%
Build extra questions	4	5%
Total		

Source: Students' survey
Responsible: Research group



INTERPRETATION

Regards to the speaking practice, there were found the following percentages: the speaking practice is only with the book topics 96%, and 34% with extra real topics, 95% of students practice only with the questions from the book and 5% try to build their own questions besides those ones from the book to practice speaking.

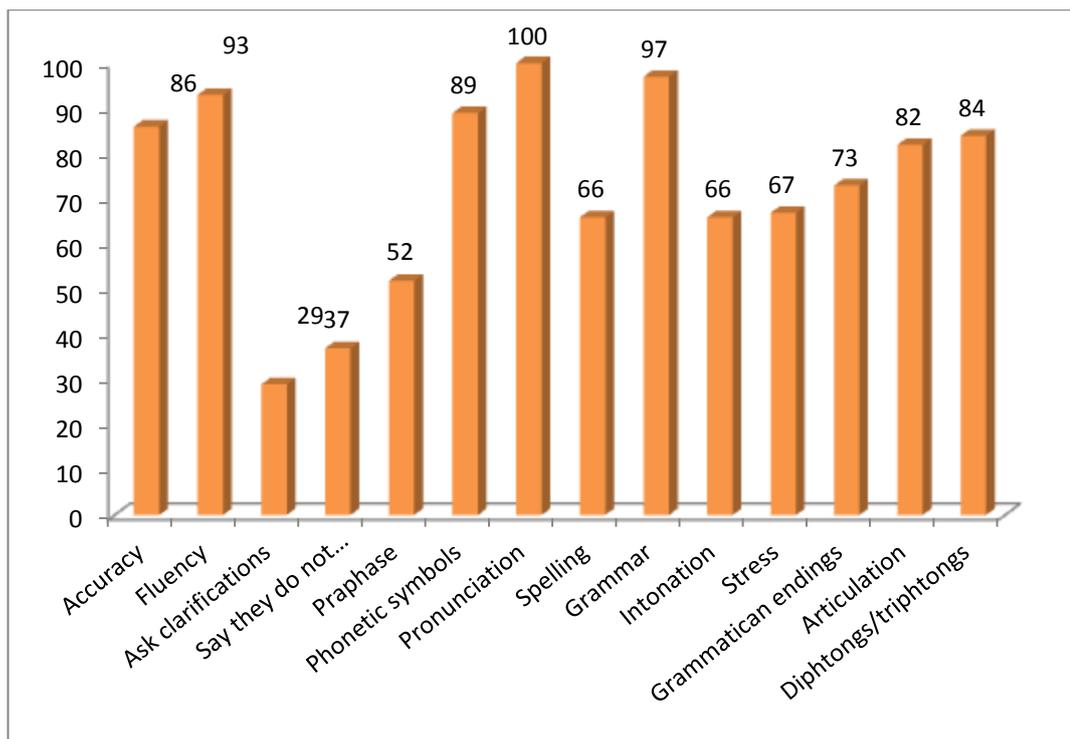
In the theoretical frame it was mentioned practicing with the resources teachers have is normal and correct. Most books are keep up date and students like their contents, but practicing speaking using only the questions from the book do not pressure students to try to practice the passive vocabulary each one of them could have, because they already know what to listen and what to answer which would not happen if extra questions are included; so effective teachers make students exploit their abilities by teaching techniques which help students mainly to active their oral abilities.

3. - Circle the problems you face when speaking.

STATISTIC CHART

Variable	Frequency	Percentage
Accuracy	63	86%
Fluency	68	93%
Ask clarifications	21	29%
Say they don't understand	27	37%
Paraphrase	38	52%
Phonetic symbols	65	89%
Pronunciation	73	100%
Spelling	48	66%
Grammar	71	97%
Intonation	48	66%
Stress	49	67%
Grammatical endings	53	73%
Articulation	60	82%
Diphthongs / triptongs	61	84%
TOTAL		

Source: Students' survey
Responsible: Research group



INTERPRETATION

When practicing speaking students often have the following errors and percentages: accuracy 86%, fluency 93%, ask clarifications 29%, say they do not understand 37%, paraphrase 52%, phonetic symbols 89%, pronunciation 100%, spelling 66%, grammar 97%, intonation 66%, stress 67%, grammatical endings 73%, articulation 82% and diphthongs and triphthongs 84%.

In this question we can see that teachers and students know they have problems to develop speaking. It is essential to point that most of the student`s learning depends on the Teaching programs, on the techniques, methodology, resources and more components related to each aspect someone wants to teach. If “adjectives” are going to be presented in a class, it will be necessary to use pictures, photos, charts or any other material which helps teachers to introduce its concept, structure, set examples and so on. It means teachers have to find the resources they consider necessary to make their students learn what they want they learn; as for speaking it is not only ask them “to speak”, students must be provided with the tools as vocabulary, pronunciation and more aspects related to it.

About speaking to understand the two most important elements which are fluency and accuracy. Teachers are always worried about their students’

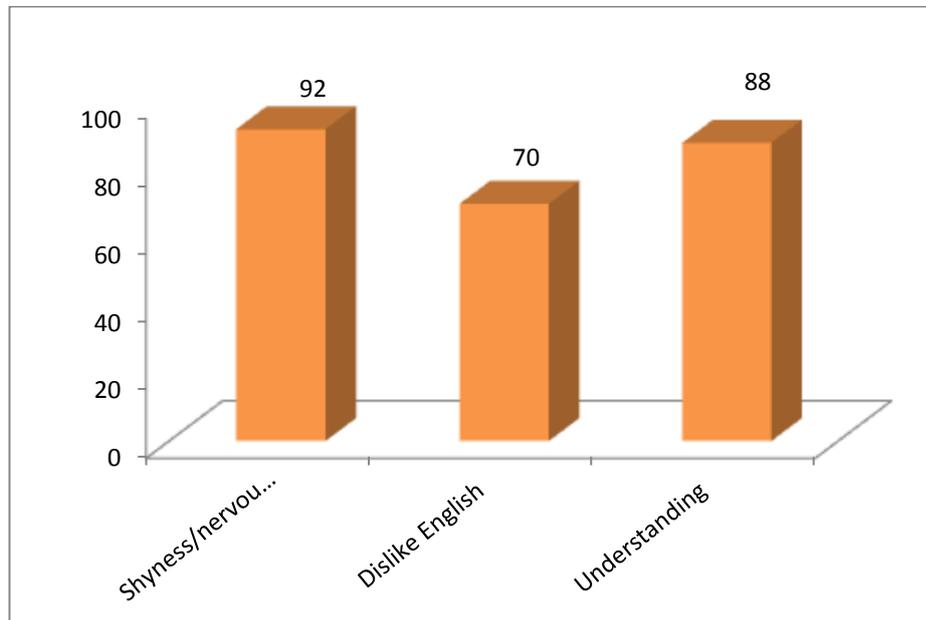
speaking without errors; however most of the students have not become good and better speakers because they were probably frightened of making grammar errors, the correct way means first, teach students to increase and use as many words as possible, and to develop a conversation without worry on mistakes then, once they already accomplished to have a good fluency it will be time to ask them to think on grammar to polish their language and the other aspects, such as: motivation, listening which is the basis of speaking and other aspects related to it.

4. - Tick. You avoid speaking and reading because:

STATISTIC CHART

Variable	Frequency	Percentage
You are or nervous	59	92%
Do not like English	51	70%
Do not understand	67	88%
TOTAL		

Source: Students' survey
Responsible: Research group



INTERPRETATION

Most of time, we are afraid and avoid to do something, because we just think we are unable to do it, about students 81% of them are shy or nervous, 100% can not pronounce, 93% do not what to say, 97% have problems with grammar, 68% do not like English and 92% do not understand. To sum up: these are the reasons why all of them have problems with the language and avoid speaking and reading.

One of the most common student's weaknesses and not only students, is the fact they do not have enough vocabulary, knowledge on the English grammar; problems with accuracy and with fluency. Here, it is essential to mention as fluency as accuracy are important but what students really need to learn is to communicate, to speak, so fluency must be at first place accuracy at second. On the other hand, into the classroom students need to feel they are able to communicate maybe with a lot of errors, too many errors but, it is something only teachers know, and he will have to let it pass. Besides, accomplish students become good at English is to provide them this classroom language and enough practice of it. It also helps to encourage because they feel they can speak in English; teachers know it is few because there are lots of more things to learn; so learning comes little by little, step by step.

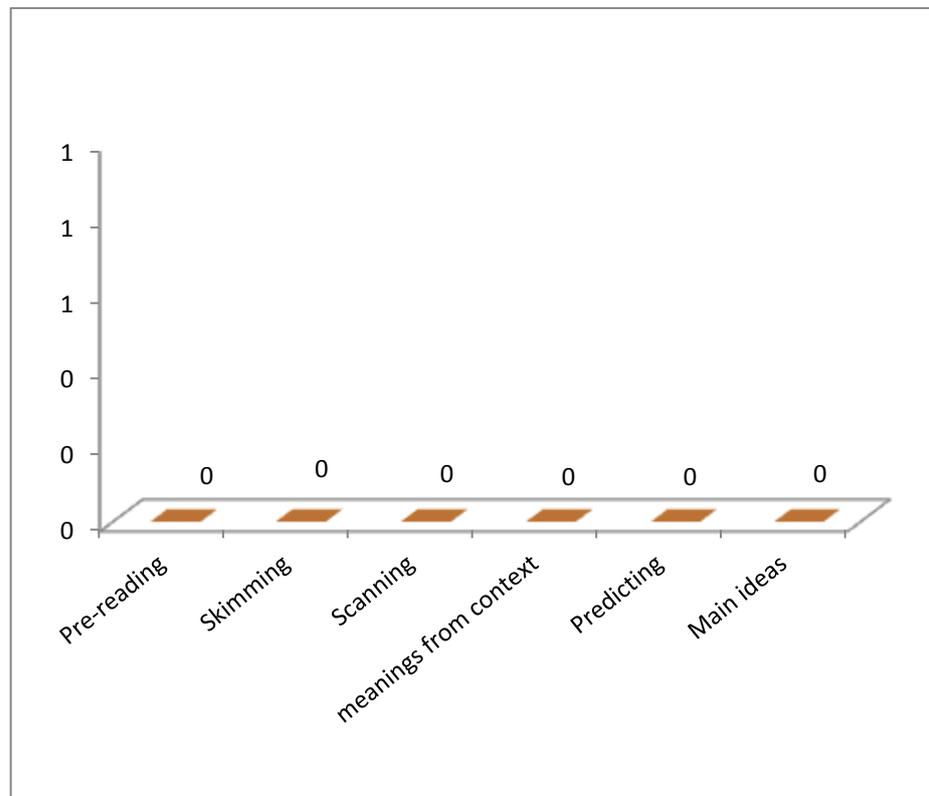
5. - Number the steps 1 – 11 to develop a reading.

STATISTIC CHART

Variable	Frequency	Percentage
Incorrect process to read	73	100%
Correct process to read	0	0%
TOTAL		

Source: Students' survey

Responsible: Research group



INTERPRETATION

Here, we found 100 % of students are not able to follow or develop a correct reading process as it was seen below.

In this aspect, It is not necessary students say skimming is first, scanning second, but follow a logical process to develop a reading. Most of us use techniques to read in our mother tongue but for most students it is hard to apply them to a second language so it is necessary to re-train them.

Among the reading techniques we have:

Pre-reading.-It is analyzing the subheads and main topic to get a general idea about the topic that they are going to study during the class.

Skimming.-It is a fast reading quickly running one's eyes over a text to get the gist of it.

Scanning.-It is a more detailed reading in order to get a particular piece of information.

Predicting.- As you read, use grammatical and lexical links to help you predict what is coming next. This help you read faster and with greater understanding.

Guessing meaning from the context.- Its main purpose is to help you to improve your ability to guess the meaning of those unfamiliar words by using context clues.

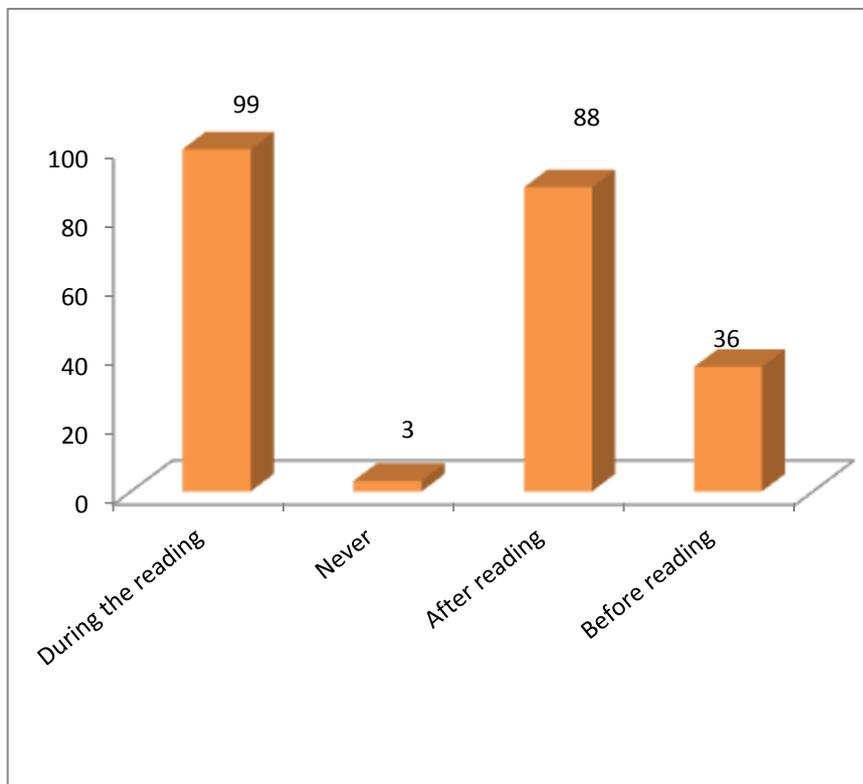
Main ideas.- They are a set of sentences containing the most important points about the present text.

6. - When the pronunciations is given.

STATISTIC CHART

Variable	Frequency	Percentage
During reading	72	99%
Never	2	3%
After reading	64	88%
Before eading	26	36%
TOTAL		

Source: Students' survey
Responsible: Research group



INTERPRETATION

As we can observe in the graphic about pronunciation in readings, we found that 99% of students say it is given while they are reading, 3% never, 88% of students after reading and 36% of them before reading.

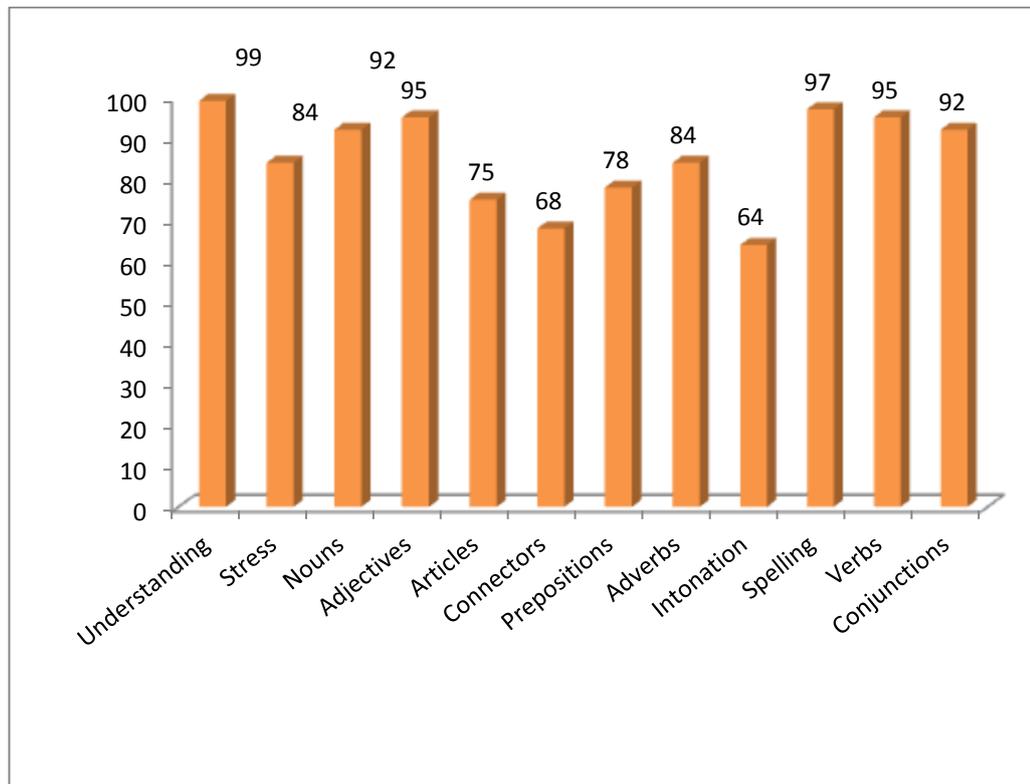
Among the things happening with the pronunciation, we have: During reading, is the worst thing to be done because students lose their concentration, speed, some of them feel embarrassed and they will not want to read again. After reading is another wrong thing because most of the time teacher does not have enough time and if he decides to spends time letting students make mistakes, after he decides to give them the right pronunciation (at the end) and finally try they read again is very hard to do. Before reading is the most suitable option, because they can read taking into consideration what they need to avoid errors. It is more efficient and avoid to waste time and the most important is that it provides students self confidence to read.

7. – Circle the problematic aspects when reading

STATISTIC CHART

Variable	Frequency	Percentage
Understanding	72	99%
Stress	61	84%
Nouns	67	92%
Adjectives	69	95%
Articles	55	75%
Connectors	50	68%
Prepositions	57	78%
Adverbs	61	84%
Synonymous	47	64%
Intonation	71	97%
Spelling	69	95%
Verbs	67	92%
Conjunctions	56	77%
TOTAL		

Source : Students' survey
Responsible: Research group.



INTERPRETATION

As it is possible to see, on the graphic demonstration there are very high percentages of students having problems: 99% of students have problems with understanding, 84% with stress, 92% with nouns, 95% adjectives, 75% articles, 68% connectors, 78% prepositions, 84% adverbs, 64% synonymous, 97% of intonation, 95% spelling, 92% verbs and 77% conjunctions.

The acknowledge of these aspects is the cause of difficult comprehension and students are not able to develop reading in a correct way as it was demonstrated above. Sometimes it can be really useful to focus students' attention not only on the grammar taught in context, but teaching them grammar lesson, to recognize the different parts of speech into each sentence from the text, teaching reading techniques: skimming, scanning, not to pay attention to each word, etc. besides, teachers have to be models for them, to show how interesting and funny can be reading, and improving motivation which do not have to be based on saying you have to do this activity if you want to get a qualification but try they get involved in it because they like, because teachers involve their likes in the materials they use.

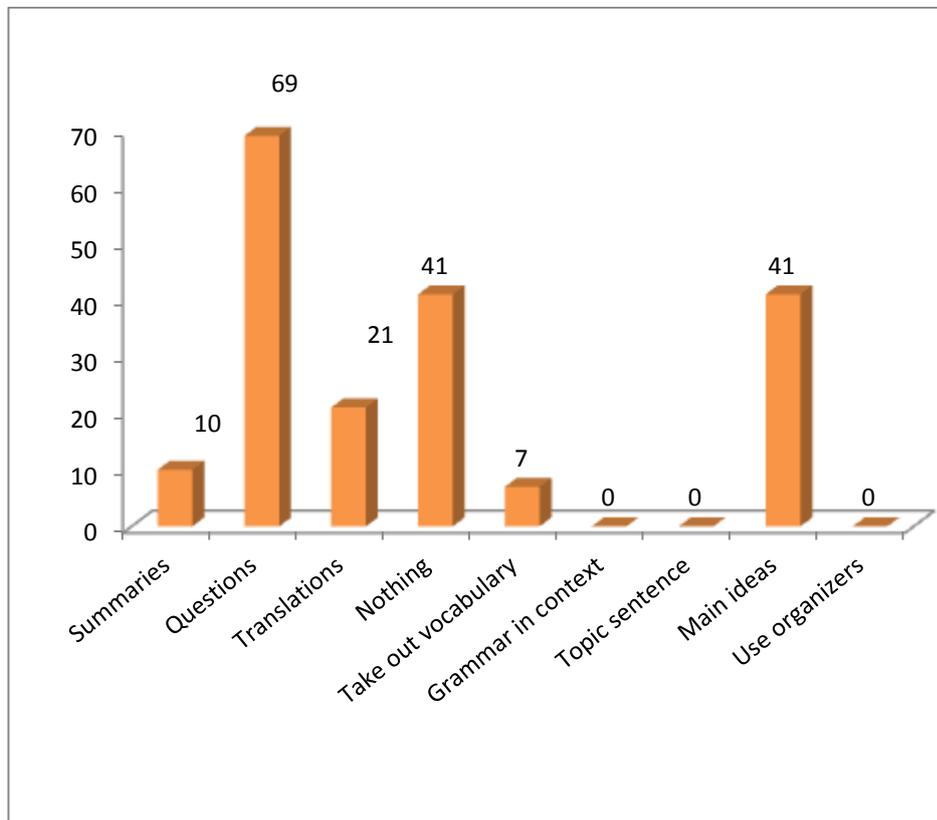
8. - Underline the activities done after reading:

STATISTIC CHART

Variable	Frequency	Percentage
Summaries	7	10%
Questions	36	69%
Translation	15	21%
Nothing	30	41%
Take out vocabulary	5	7%
Learn grammar in context	0	0%
Identify the topic sentence	0	0%
Find main ideas	30	41%
Use organizers	0	0%
TOTAL		

Source : Students' survey

Responsible: Research group.



INTERPRETATION

Regarding the activities after reading, students gave these percentages: 10% summaries, 69% answer questions, 49% translations, 46% nothing, 7% take out vocabulary, nobody learns grammar in context and identifies topic sentence, 41% identify main ideas and no one uses organizers.

Developing a successful reading means students are able to solve certain activities as efficiently as possible. As you see “questions” is the most common way to check understanding, which is normal, the wrong thing is that questions are always taken from the book, we know most of the time students tend to copy answers for those questions from the book because they already know they have to fill them and, where is the real effort?. About “translation”, it could be as positive as negative; positive for beginners to become familiar about the general language structure and negative because students see English Language acquisition farther and more difficult to accomplish.

Regarding the Topic Sentence (contains the general idea or message and is placed sometimes in the title or in the entire text) it is needed for a better understanding, it could help a lot as well as the ability to guess meanings from new words, by using cues like punctuation mark, signal words, definition, restatement, punctuation marks, contrast, similarity, surrounding

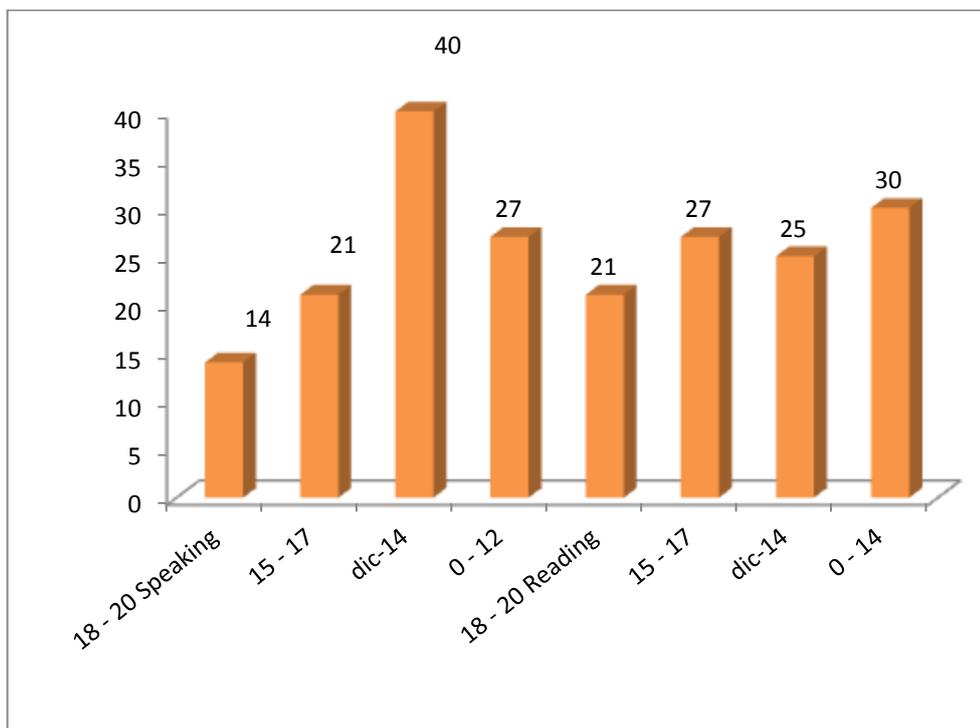
words and pictures. Besides, it is also possible to consider using the reading vocabulary to learn the part of speech and recording it.

9. – What is your grade in Speaking and Reading.

STATISTIC CHART

Students achievement	Frequency	Percentage
18 – 20 Speaking	10	14%
15 – 17 Speaking	15	21%
12 -14 Speaking	29	40%
0 – 12 Speaking	20	27%
18 – 20 Reading	15	21%
15 – 17 Reading	20	27%
12 -14 Reading	18	25%
0 – 12 Reading	16	30%
TOTAL		

Source : Students' survey
Responsible: Research group.



INTERPRETATION

Regards to the student's achievement in both skills, we found these results: in speaking 40% of students are place between 12 to 14 and about reading 30% of them from 0 to 12.

When we asked the questions about the problematic areas they have to develop reading and speaking, all of them mentioned several aspects in both skills as: pronunciation, fluency, materials, motivation, understanding, and so on.

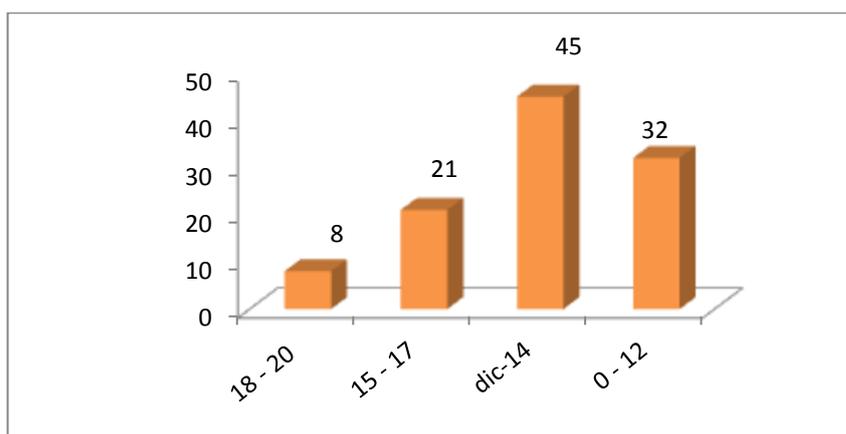
As result students are not able to do the quality of work they are expected to do and there is a level of difficulty to practice speaking (40% of students place themselves between 12 – 14) and reading (30% of them from 0 – 12), which makes students' learning harder.

10. - What is your grade in the English subject?

STATISTIC CHART

Variable	Frequency	Percentage
18 - 20	6	8%
15 - 17	15	21%
12 - 14	33	45%
0 - 12	23	32%
TOTAL		

Source : Students' survey
Responsible: Research group.



INTERPRETATION

To confirm students from the Pio Jaramillo have problems with the general achievement in this subject, we got this information, 32% of students get from 0 – 12 which represents the majority.

Finally, it is possible to conclude the majority of High school Curriculum students from fifth and sixth years have a lot of weaknesses in the English subject specially, in the reading and speaking skills.

2.2. VERIFICATION OF THE HYPOTHESIS

SPECIFIC HIPOTHESIS

HIPOTHESIS 1

The techniques applied in the teaching-learning process do not contribute to develop the Reading and Speaking skills.

The questions addressed to the speaking and reading techniques are:

The questions number two from students' survey where they mentioned 96% of the speaking practice is done only through the book topics and 96% by using only the statements or questions provided on the book. This point reflects there is not a good "speaking work" since the topics, questions or ideas used to talk are only those from their books causing students do not exploit their abilities, do not make any effort to create and express their own ideas, do not expand the passive vocabulary they have and do not feel encouraged because their interests are not taken into consideration.

The questions number three focused to the problems students face to speak where we found percentages from 39% to 100%. So that, it means that the

teaching program, techniques, strategies, resources, methodology and another components are not working well; teachers have to provide students the necessary tools before they be asked to do something, about speaking help them to acquire and practice fluency , accuracy, self-confidence and everything they consider needed for them.

Regard to reading, in the number five we found 100% of students are not able to identify and use the logical and correct steps that the Reading skill requires. Reading is a receptive skill, where students need to keep silent, read and process the process information according to their necessities, sometimes it will be necessary to get only specific details while another times only a general idea. So, to begin it is vital students realize that texts contain information with varied and different importance, that is to say, they have to be aware of the relationship between purpose and strategy which is possible if students have a clear idea about how to work with a text and what steps to follow to work but only with teachers but alone too.

Besides, in the questions number six about reading pronunciation 99% of students agreed teachers use to provide them it while they are reading. The first thing to be noticed is that reading is a silent activity, but sometimes teachers and students need to read aloud to check his pronunciation, intonation and speed, which is advisable but, it would be better to avoid any

interruption in both cases, if it is really necessary to interrupt reading it has to be before or after reading in order to not to interfere with their concentration.

Moreover, in the statement number seven where we have that all students in this institution have weaknesses to develop the reading skill which are demonstrated with really high percentages (from 77% to 99%). It let us know the manner to work with the reading skill does not work and students can not develop a reading because of the lack of information and practice of certain tips for working with written texts.

In the questions number eight about the activities done after reading we found that 69% of students say answering only the book questions is the most common activity to check reading. The end product of the steps in reading is to be sure students understood. Use the resources the book has is the most common way to do it, but the bad thing is that students tend to copy and there is not a good effort; applying different and new techniques as: summaries, presentations, data organizers for comparisons, column, matrix, venn, hierarchical organizers, networks, flow charts, series of events chains, spider maps, opinion charts, flash or concept charts and recording vocabulary are also excellent ways to press and encourage students' work.

DECISION

Based on these results the research group accept this hypothesis because we verified the techniques used to work with speaking and reading are not contributing to improve the students achievement, their knowledge and of the skills specially of Reading and Speaking, which are considered the basis of the language; and on the contrary, they have to face to many difficulties to develop both aspects.

HIPOTHESIS 2

Students from the high-school curriculum dislike practicing the target language and its components.

To verify this statement, we used the first questions from the surveys and interviews which are focused on the encouragement, where we found 100% of teachers from the Pio Jaramillo high-school use different strategies to encourage students' work but, in front of this 70% of students consider this ways do not work.

Among the strategies applied by teachers to work with Reading and speaking we have: extra points, presenting visual interesting materials, talking about topics they like, talking they about how important is to learn English for their personal and professional development, bringing audio CDS or movies with current themes, warm ups (bingo, hung man, Simon says, tic-tac-toe, cut-out sentences, etc) addressed to present topics and reinforce the contents from the previous classes; but regard to the students' opinions we found that: the methodology was bad, did not like the language, all activities are qualified, were not interested in it and the reason why they tried to get good grades was because it is as any other subject they have to study and pass.

To support this information in the question number three of the teachers and number four of students we found 60% of students dislike the language and 92% avoid speaking because they are shy or nervous.

To sum up, there are no good strategies to encourage students work especially for speaking and reading, there is not a good atmosphere of work needed to promote students' confidence where they can express their ideas or opinions, participate with enthusiasm and willingness and interact and work with the teacher and the other classmates in the daily educational work which contributes to optimize the concentration, to reduce the anxiety before learning and evaluation, and direct their attention and feel a true pleasure for school activities making learning become more difficult and deficient.

DECISION

The research group accepts this hypothesis when demonstrating encouragement is a serious problem, there is a good set of strategies to motivate students work but the problem is that there is no application of them which obviously affects students' achievement.

HIPOTHESIS 3

The students' academic achievement in the English subject, mainly in the Reading and Speaking skills is inadequate.

To demonstrate this hypothesis we have analysed the results gotten from the teacher's interviews and the students' surveys and making reference to the most meaningful or relevant questions we found that:

In the question number nine and ten from both instruments; teachers manifested 60% of students have a very good level at speaking (15-17), excellent at reading and at their general achievement (18-20), while on the contrary 40% of students point their ability to speak is good (12-14), 30% deficient at reading (0-12), and 45% good at their general achievement.

DECISION

Thanks to the information we got from all the investigated population we verified and accepted this hypothesis when saying students' speaking, reading and general achievement at the English subject from this institution is inadequate although teachers place students in better conditions.

CHAPTER 3

CONCLUSIONS

AND

RECOMMENDATIONS

3.1. CONCLUSIONS AND RECOMMENDATIONS

The following conclusions were written according to our hypothesis and objectives.

CONCLUSIONS

- There is not right usage of techniques needed to develop the reading and speaking skills, students can not work with written texts and are not provided with resources to develop speaking.
- The English teachers of this Institution do not consider motivation is one of the most important factors for learning so, students are not encouraged to work with their new language; their work is focused on grades for everything students do, there is not attention to their students preferences since work is based only on the book themes and there is no an English atmosphere; as consequence they work with both skills for obligation rather than for pleasure and learning turns more and more difficult.

- The teaching – learning process and the students' academic achievement at the English subject is placed on a low level specially at Reading and Speaking skill.

RECOMMENDATIONS

- It is very important that authorities from this institution provide teachers constant training, for example: workshops, seminars or courses about strategies, techniques and all aspects related to the speaking and reading skills, so that the English language acquisition become easier, effective, efficient and fun.
- We suggest teacher consider motivation as the basis of their students achievement; stop naming strategies to start applying them.

The reason is easy; motivation is what moves what we do in different ways, all of us do something because we want to receive any reward, children do, teenagers do, adult people do; into the teaching field it is the basis of its success, it is better students work because they like rather than because they need to pass a year or because of any other reason.

- In view of that the third conclusion is about the low students' academic achievement, we recommend authorities of this high-school have a kind of counselor in charge of the English area,

who demands well-training teachers, supervises the application of right strategies and techniques into the classroom without neglect the importance of motivation and finally who tests students' academic level and analyze the whole teaching - learning process to retain strengths and overcome weaknesses.

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ANNEXES

1. “THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS (BASIC SCIENCES, ACCOUNTANCY) OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION OF THE PIO JARAMILLO ALVARADO SCHOOL, LOJA CITY. ACADEMIC YEAR 2008-2009”.

2. THE PROBLEM STATEMENT

2.1. Background

The Pio Jaramillo Alvarado National Female High-school was created in December 9th 1966, when Otto Arosemena Gómez was the President of Ecuador. Its opening was carried out in October, the following year (1967). This Institution had been started with the night section only but, because of its big demand, the afternoon and the morning section were added some years later.

Mision.- Working efficiently and effectively by means of involving teachers to the society demands and necessities research so that, the future High-school graduated be able to respond to the current challenges.

Vision.- Being it a pioneer in the Secondary Education from the South of Ecuador, that uses top technology, applies a new educative conception, with qualified teachers, modern structures, with a high organization and planning level; its vision is to provide students with a top education, who can easily access into the labor and university fields.

2.2. Current situation of the Research object

The “Universidad Nacional de Loja”, was born with the political project led by Manuel Carrión Pinzano in 1869. It is characterized for being a lay, autonomous Institution of public law, with legal system and without profit aims. Its objectives do not point to carry out programs only but, it considers the change, transformation and development starts with the education, with the preparation. That is how to overcome our dependence and rescue our own identity, promote the cultural and ethic values, defend our poly-cultural and poly-ethnicity interacting with all society sectors (specially the less favored ones) are its more important goals.

It pretends to leave the old traditional structure, methodology and didactics to push our country development breaking the dependence and backward nets by means of university actions or strategies, into each one of the areas and the reality of their competence.

As for the Education, Art and Communication Area; its strategy plan was the development of the “Sistema Académico Modular por Objetos de Transformación”, tending to promote the university-society relation, theory-practice, knowledge-learning, reflection-action, science-ideology through the constant interaction among university, teachers, students, researching and population. This researching work allows to look for, analyze, study and, give

alternatives of solution to the society problems which fall upon each one of the university careers. So, to fulfill the strategic plan of this area, the English Career students, and future professionals' task is to focus on determining what factors impede the good Teaching-Learning of the English Language in all the High-school Institutions; since, as everybody knows most teachers and students from different levels do not get a satisfactory knowledge and practice of this language because of the unknowledge and weak English management or the application of wrong Traditional Methods.

That is how, the necessity to research the theme entitled: "HOW DO THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING INSIDE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF THE TWO YEARS OF THE HIGH SCHOOL CURRICULUM. AFTERNOON SECTION OF THE PIO JARAMILLO ALVARADO SCHOOL, LOJA CITY, ACADEMIC YEAR 2008-2009" is born.

2.3. Research problem

After the Real Socialist Block was decreasing in 1989, United States, the most developed country thanks to its great Scientific-Technological development became the "Major World Power", the objective of which points to the domination of the rest of the World, with the collaboration of its economic and commercial allies: Japan and Europe. Its control establishment

started with the under developed countries, where the necessity of having their own development facilitated the Scientific-Technologic advances access; consequently the adoption of its mother tongue “The English Language”, too. It is known as the Universal Language now. One of the most common terms to speak about the update situation is Globalization known as a domination and development instrument created by U.S.A in order to control just the economic aspect of each country by placing its exceeding production in the market. This Globalization is far from being an exclusively economic phenomenon; since that, it is also a political, social, cultural, religious and educative problem that involves in each life country to consolidate and fortify its own enrichment and control. Hiding its intentions back in the assumed benefits of scientific-technologic development, a big Industrial production and the possibility to come into a new world with plenty of consumerism, entertainment and sex.

To sum up, the globalization is a process full of politic, economic, social, cultural, technologic and educative changes tendent to promote the interests of U.S.A through the world unification based on the most modern science and technology and the imposition of the same civilizatory occidental model.

Latin America, surrounded with in great underdeveloped countries; spurred to the world as a colonized society by the Russian-Spanish Empire, which stayed for more than three hundred years, at this time its richness were

looted, most of its native population was killed, its culture was completely destroyed and the few people who survived to this attack were sentenced to live in appalling conditions. After the liberty movements, these republics were adding to the European and North American Capitalism flowering not as Colonies but as dependent countries of the varied ways of new colonialism. The spoliation of its agricultural and miner richness and the fact that they became a market of Industrial Production for the developed societies which favored the subjectment and prosperity of these countries at the same time. In Latin America, these historical circumstances have contributed to the existence of serious limitations which compromise life, education and clear examples are: the high levels of poverty, sickness, malnourishment and marginalization, the general backwardness in all sectors; specially in the educative one because of the unlimited dependence and bad preparation, the high scholar repetition and desertion rates and the deplorable cultural and educative infrastructure. Being Latin America a dependent region, its goal is to pass through on the same roads of Northern American and European countries used to accomplish their development. However, certain circumstances as the ignorance and low cultural level have impeded to gain its own development. By virtue of this, it has been necessary to assign to the "Civilized Culture" through the use of educative models which have demonstrated their efficiencies in the developed countries.

That is how, in the second half of the XX century, the Desarrollist Model was implemented in the Education of all the countries of Latin America. Since there infinity of loans, in projects, agreements, scholarship, seminaries, meetings, etc were conceived and financed by international organisms like: the World Bank, OEA, BIRF, UNESCO, AID including other private foundations; with the aim of integrating the education to their interests of development.

This education is focused on technical process, only wants to train the human element as an agent that be able to intervene in the development; that is to say, the school must be a business building that produces profits. This school is worried about being efficient to the system that rules and finances. But the experience has demonstrated that what is really efficient for the developed societies is the economic utility. This model generates guided people to the industry dominated by the capital and does not have relation with the politic and ideological issues involved in educative process. On the other hand, the education remains subdued to the technocracy, the system does not need people to think the human conveyance over, who researches to know how to improve it, who lives the common pleasure of intelligence. On the contrary, it needs technocrats, guided simians whose batteries point to the production and consumption of unuseful things.

Ecuador, one of the most dominated countries of Latin America; not only has a backward general structure also a total crisis and dependence on the imperialism that affects the big majorities. We are daily bombarded with ideology, political, cultural, economic, esthetic, etc., elements through all the communication ways; those are not in accordance with the culture and reality, because they come from states where values related with consumerism, money, racism, disrespect to the nature, including to the human beings, drug, violence. This bombing points to the towns' alienation of its cultures, when they have no notion of their ancestors and identification of their culture and become an easy prey to the enslaving globalization. The moral and values crisis insides on all people not only to disarrange, but appease them, making them apathetic, sunk in individualism and lack of interest for the country's problems. In the economic aspects, it is possible to appreciate most young Ecuadorian people are poor, which makes them have to work from early ages, displayed to humiliations, exploitation, violation of their rights and unfair dismissal. On the other hand, the lack of work places have made people emigrate from the country to the city and from the city to other countries; this bad economic situation does not allow either to have good services nor to have decent life conditions.

As for education, it has a general crisis affecting the childhood and young people especially. The educative institutions have a preparation distant from the present situation and do not supply the requirements of the national

development and the authoritarianism is still very closed in the educative system. Besides, accessing to the education is not easy, there are many problems like: the high registration costs and limited entry due to the quota establishment. Of the 20% of people who gain access to high schools, only 9% of them graduate from it and half of them can continue studying at the university. In spite of this, the population able to study increases everyday while the economic resources decrease. Apart from that, the crisis of the Ecuadorian education is reflected in the limited logical thinking, incapacity to generate our own knowledge, lack of study habits, creativity and initiative, and old programs and methodologies.

2.4. Delimitation of the research

a) **Temporal.-** The present research work will be addressed to all the students of the Curriculum (Fifth and Sixth years from Basic Sciences and Accountancy Specialties), of the afternoon section of the school year 2008 2009; and the collaboration of their five Teachers.

b) **Spatial.-** This Educative Institution is placed in the Loja Province downtown, on the Bolivar street between Lourdes and Catacocha streets, near the famous Independence Park “San Sebastián”.

c) Observation units.- There exists two types of skills: the receptive and the productive ones, respect to the last types of skills it can be noticed “Speaking and Writing”; while “Reading and Listening” are concerned with the receptive ones”; so as it was said before, this research work will be focused to work with one Receptive (Reading skill) and one productive (Speaking skill), their techniques and all the aspects involved with them and the Teaching-Learning Process.

d) Sub-problems.- About the reading skill, there exist huge difficulties to understand written texts, there is no information on translation techniques, use of the dictionary, techniques to get the main ideas, grammatical order, lack of didactic material, etc.

As for the speaking skill, its practice is focused on and limited to the requirements of the work resources, there is no training about articulation, pronunciation, spelling and students are not encouraged to produce practices of themes or things they are going to really need in their daily life.

In general, the English teaching-learning is focused on carrying out the Curricular Reform rather than accomplish students be able to communicate through the target language. Besides, it is important to mention that, being it the main diffusion way of the domain class interests and consequently one of the most essential aspects to board to overcome the linguistic barrier to

know, criticize conscientiously and fight against them, establishing good relations abroad and promoting the gradual local, regional, national and Latin America development.

3. JUSTIFICATION

Having prioritized in the research the theme above mentioned, it is based on the following reasons.

a. Institutional Importance.- The new teacher training mostly takes place in the classroom, along all our academic development based on the study of several theoretical referents provided with clear, objective and systematic explanations on the whole development of the Teaching-Learning process of the English Language, such as: testing, assessment and evaluation techniques and strategies, close planning, methodology, didactic materials, techniques and strategies to develop the four basic English skills, English grammar, English Language formation, Cultural and Literary production, discipline plan, etc.

Each module introduced on the English Language Career Curriculum proposes all students various analysis instances about real problems, of the new language. Carrying out these researches imply a constant interaction with the collectivity and the real English language process in the Secondary Education Institutions where strengths and specially weaknesses (problems) are possible to be detected.

These two experiences, have let us acquire the pertinent knowledge to perform in our professional space and, on the other side, the chance to consolidate our professional development and rewal through the prioritization and selection of one of the greatest aspects involved on the problem found in the last researches; which in this case is going to be addressed to the techniques used to develop as Speaking as Reading skill.

Consequently, thanks to the elaboration of this essential English point; we are going to contribute with the Institution to let them know not only their weaknesses but their strengths in order for its teachers and authorities to have the chance to overcome their problems and improve them.

As future English teachers will be able to become familiar with the integral development of the teaching-learning of these two skills, including another aspects related with them, for instance: time, methodology, motivation, class teacher training, planning, class procedures, didactic materials, techniques and strategies. In short, we are going to reinforce, consolidate and enlarge our knowledge on these two skills development, besides we will be aware of the teaching –learning problematic mainly concerning the communication based on the oral and read aspects; such aspects will allow us to project us as a new teacher model able to change and improve the traditional education and at the same time, contribute to our society development based on a renewed way to teach and learn with a minimum of problems.

b. Social Importance.- On the other hand, Knowing if students' formation is pertinent to secondary education and society requirements. Recent surveys suggest that four hundred and two million people speak English as their mother tongue; there exist one thousand million non native speakers and two thousand million people learning it. According to a recent report from the British Council in a decade or less three thousand million people will speak it, that is to say, half of the whole humanity. In little time and for the first time in the "homo-sapiens" history, all the human beings will communicate with a single language.

That is why; learning to speak English is an urgent necessity rather than a Luxury. Including it is said, who does not know this language will be in a clear disadvantaged situation, and would be as a mute or medium alphabet.

English is an instrument which allows establishing communication relationships within our country and with foreign ones in a global world where we live; it is a key language. It is the most used all over the world, the diplomacy language in an standardized world where the relationships between countries are unavoidable each day; its knowledge is a compulsory requirement to work in supra-governmental Institutions. In the economic, industrial, business and commercial fields, all the productive universe speak, read and write in English. Any worker, who knows and manipulates this language can easily access the labor world because all its doors will be open

to him; besides, the opportunities improvement , from a job with a low salary to the highest executive levels will already be allowed. It is enough to look at the work offers in the main newspapers; there are many people, who have to use English in their jobs places and need staff who knows it and is able to communicate with people or institutions in and outside the country, or work at job places with minor responsibility where knowing this language is also an essential competence, to do basic things like read books, operate machinery, sell products and use computers. Because of the accelerated Technology advance; many companies often bring gadgets and instruments which usage, setting up, working, maintenance, and cleaning instructions almost always come in English.

In the studies field, it is a necessary tool to get a high academic performance, especially in the professional careers where English is a main requirement to gain the professional degree.

It is obvious, the English Language spreading is not coincidence but is a sample of the notable English importance, especially for the underdeveloped countries, which are trying to get their own development. Then, it is essential to determine if the new high-school graduate formation, responds to the society and secondary education demands; it means, knowing if they have enough or basic knowledge to speak and read in English with a minimum of difficulty, knowing it they are able to access the professional or labor fields

and consciously knowing if they can contribute in a consequent manner with our country development. At the same time, we will purpose new efficient ways to promote a top Teaching-Learning process that will be included into the research results which will also allow students to become producing people and development actors through education.

c. Scientific Importance.- Facing globalization, new colonization and subduement imperialist way to the towns; the Art, Education and Communication Area through its different careers which shape it, support a critical resistance but propositive at the same time; for which it impels strategies, projects, programs, proposals, politics, etc in order to get an equilibrated development in the local, regional and Latin American limits.

Then, the aim of this Area, in agreement with the “Sistema Academico Modular por Objetos de Trasnformacion”, SAMOT, established in 1990, is focused on the obligatory research into the problematic field which belong to each career; linking the research-development, teachers, students and community; binding theory with practice, reflection with the social critique and learning with formation.

With this perspective, all of us have to be joined into the Scientific Research-development project along all our academic studies and, mostly in our Thesis development previous getting our professional degree to contribute to

presenting information about the real situation of the English Teaching-Learning which allow the next English Teachers to be aware of the wrong and right aspects involved in it so that they have the chance to select the best alternatives to work with a new methodology able to overcome the old ones. That is how the present thesis project development is supported.

4. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To contribute to raising the teaching quality at “Pio Jaramillo Alvarado” high-school, by means of coming into contact with the real Teaching-Learning process, identifying the different Techniques used to develop Reading and Speaking skill, the strategies for motivation and determining their problematic including the others Teaching–Learning components.

4.2. SPECIFIC OBJECTIVES

- To analyze how the Teaching-Learning process is developed, prioritising on the Reading and Speaking techniques.
- To identify if there is motivation to teach the English language, specially in the reading and speaking skills.
- To know students academic achievement on the English subject especially on the reading and speaking skills.

5. THEORETICAL FRAME

ENGLISH BASIC SKILLS

“The English four basic skills are those, which must be first assimilated to be reinforced later; that is why it is necessary to mention that they must be learnt like they are presented in real life. That is to say: people listen, understand and say something about what they have heard before; then it is possible to start reading and finishing writing. There exist two types of skills: the receptive and the productive ones, concerning the last types of skills it can be noted “Speaking and Writing”; while “Reading and Listening” are concerned with the receptive ones”¹.

5.1. SPEAKING.- When we learn a new language, there are four skills required for a complete communication; that means when learning a native tongue, learning to listen occurs at the beginning followed by speaking to continue with reading and writing. These are called the four “Language Skills”.

- Skill 1 : Listening
- Skill 2 : Speaking
- Skill 3 : Reading
- Skill 4 : Writing

¹ MINISTERIO DE EDUCACION Y CULTURA. Programación Curricular. Planes y Programas de Estudio para la nueva educación básica. 1998. pags. 7, 8, 9.

As you can see, speaking is the second skill, and probably the one that most language learners wish to perfect as soon as possible². This skill is the only one different from the other ones. Listening, reading and writing can be done by working individually, on your own, with noone else; you can listen to a radio alone, you can read a book alone, you can write a letter alone; but you can not really speak alone, since that there will not be opportunity to develop and practice your own oral abilities while you acquire other ones.

5.1.1. Teaching Speaking.- Students' speaking are generally divided into two groups:

- a) Who speaks English:
 - likes all types of oral activities.
 - likes meeting English friends and talk to them.
 - does not worry about mistakes.
 - does not mind about giving the same idea with different words.

- b) Who does not speak English: Who is shy or nervous about making mistakes

² <http://www.englishclub.com/speaking/practice.htm>

Who gives up easily if they do not know a word.

Who is embarrassed if their idea is not understood.
Who is worried about pronunciation and vocabulary.

From this data it is possible to recognize that the main problems are: "Fluency and Accuracy". Anxious students often concentrate on everything they say to be grammatically perfect (accuracy), while on the contrary confident ones do not concentrate on it, but on saying many words (fluency). In view of that both of them are important for an effective learning, there must be an equilibrated balance when practicing them. For instance, students might do different sorts of speaking activities at different stages of the lesson, and sometimes they can be focused on fluency while other times on accuracy.

Now, it is essential to point that an important part for developing the student's autonomy is to understand the learning process (concerning the speaking skill). Teachers are always worried about their students' speaking without errors; however most of the students have not become good and better speakers because they were probably frightened of making grammar, full of errors. On the other hand, there was not attention on the fact students be able to get ideas or messages across without worry on getting everything exactly right, so they did not learn to expand their language in a correct way.

The correct ways means follow two stages: first, teach students to increase and use as many words as possible, and to develop a conversation without worry on mistakes. Then, once they already accomplished to have a good fluency it will be time to ask them to think on grammar to polish their language.

5.1.2. TECHNIQUES FOR DEVELOPING “THE SPEAKING SKILL”.-

“Students often think the ability to speak a new language is the product of the language learning (vocabulary) and not of the grammar learning process”.³

Effective Instructors or teachers teach students as many techniques as required, which help them mainly to active their oral abilities, expand their knowledge on the language and develop their own confidence.

Besides, it is vital to recognize that, to become a good speaker it is needed to be knowledgeable on the subject matter and skilled on speaking techniques. That is to say, the ability to communicate is enhanced with the knowledge and skill; you gain knowledge through study and skill through application.

Innumerable studies have shown that having the attitude to convey your meaning clearly, and with equal clarity to understand what others say to you is a vital thing to be able to do and the product of a good knowledge and

³ <http://www.nclrc.org/essentials/speaking/stratspeak.html>)

application of the Speaking Techniques. There are another points to be considered:

- “Non-verbal clues.- Is the speaker very excited?, How is She/He standing?, What facial expression does She/He have?, How are the hands used?, Is this normal for this person or is it uncommon?. Such questions can help you decide what is being said”¹.
- “Mimical responses.- one way to encourage students to begin participating is to help them to build up mimical responses that can be used in different types of exchanges.(these are usually for beginners). These are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other ones that another speaker is saying. Having a stock of those responses enables a learner to focus on what the other speaker is saying, without having to simultaneously plan a response”² .
- “Guessing.- There exist many times you can take part in a conversation and understand what is being said without understanding every word, if you can guess within a high of probability what is being said based on the context of the remark. For example, if you tell someone that you are going to Hawaii next week and they say something with enthusiasm, there is appoximately a 90% of chance that he is envious or excited for you.

Very likely the person with whom you are speaking said something along the lines of “Wow” that sounds “great!” or “I wish I could go”;

you can simply respond by saying “Yes, I am excited to go” or “It should be a lot of fun”.

- Formulaic phrases.- you often start a conversation simply by using a set, fixed expressions that you hear all the time in class; such as: What are you doing today? What are you doing this weekend? or How is it going?. These are great conversation starters that enable you to get great practice with native speakers who are generally encouraged that you want to speak their language.
- Uninhibited.- you must learn to be uninhibited; if you make an error, acknowledge it and keep speaking. Pretend you are a child who wants to be grown up. Children are not afraid of making mistakes.
- Memorize dialogues.- these should be rich in high-frequency vocabulary and formulaic phrases. Then, when you speak with native or non native people, you will have the idea of how they will typically respond giving certain stimulus in the form of your instructory questions and comments.
- The principal of input.- you should try to speak with a sympathetic native speaker as possible. Remember the more you experience the culture, the more you can use the language. Speak the foreign language every moment you can watch movies with foreign language subtitles with your friends. Read the foreign language newspaper online. Find a native pen-pal. All of this will help your speaking ability although listening will probably most directly affect speaking”.

- “Using language to talk about language.- language learners are often embarrassed or shy to say anything when they do not understand another speakers or when they realize that a conversation was not understood; they tend to feel anxious, and stop speaking when it happens. Instructors can help them to overcome this reticence by assuring that misunderstanding and the need for clarification to get out of difficulty can occurs almost always when speaking, whatever the students’ language skill levels. Instructors can give strategies to ask for clarification and check comprehension. Respect to clarification students can be provided with some phrases, like: sorry...? pardon...?, could you say it again, please?, can you repeat?, I did not understand; repeat please. Etc.

As for checking students have to learn to say: “let me see if I have understood correctly, you are saying that.....”(and continue rephrasing what the speaker said), “it means that.....”, “in other words.....”; then, when you have a greater degree of confidence in your own understanding, for any view, point, message or decision there should be a clear, concise and verified statement of what was said, without someone else get it wrong”.

- “Writing back for confidence.- but do not stop there. If your time and effort depend upon it, you should write it down and send it to everyone

involved as a double check. This has several advantages.

- Further information, is this what you thought we agree?
 - Consistency check, the ⁴ act of writing may highlight defects/omissions.
 - A formal stage, a statement of the accepted position provides a spring board from which to proceed.
 - Evidence, hindsight often blurs previous ignorance and people often fail to recall their previous errors.
- Give background for context (if it is the case)

When speaking to yourself, you can often counter for possible problems by adding information, and so providing a broader context in which your words can be understood. Thus, there is less scope for alternative interpretations since fewer are consistent. When others are speaking you should ask questions to yourself to establish the content in which the other speakers are thinking”⁵.

Besides, there can be taken into consideration another techniques useful before speaking:

- “Be well read and well informed (the best speakers are usually the best informed. Read, watch and listen)
- Listen to the questions from the others. (listen carefully not only to the words but also the context. Careful listening improves your ability to

⁴ (<http://www.ncrlc.org/essentials/speaking/stratspeak.html>)

⁵ <http://ezinearticles.com/?How-To-Improve-Speaking-Skills-In-A-New-Language&It=190056>

comment directly on what you heard).

- Take enough time to collect and organize your thoughts before speaking. (to win time you can repeat the questions or statements out loud, decide is the main point, collect ideas related with it, and organize them using a simple pattern: time sequence, two or three ideas, problem-solution, cause-effect, etc.) Give your organized comments.
- Support your views with specific details. (any kind of support is better than none: examples, stories, personal experiences, etc. There is not need to be precise, just truthful, do not invent false data.)
- Tie your remarks with what others have said. (you may agree, disagree, or expand on what someone else have said.)
- Take your time, but use all your time. (pause so you can think about your next points. Do not rush your speech. Keep an eye on the clock or the lights:
 - The green light should go on 1:45. at least try to speak until you see it.
 - The yellow light should go on at 2:00.
 - the red one should go on at 2:15.signaling the wrap it up and sit down”⁶.

“Avoid these speaking mistakes:

Rambling.- It is the worst time.

⁶ <http://www.juvenile.state.az.us/Policy/Files/Procedures/PR130102.html>

Apologizing.- Everybody know you are speaking impromptu, so there is not need to Apology.

Repeating.- do not repeat the same words or phrases use synonymous.

Acting surprised.- even if you are, do not show it, be confident , calm and show the others you are in control”⁷.

5.1.3. PRONOUNCING AND SPELLING IN ENGLISH

“When students speak more clearly, they are better understood and they become more confident of their oral abilities, which is allowed id teaching pronunciation is taken as the best way to improve speaking.

Individual consonants and vowels sounds, stress, grammatical endings, rhythm, intonation, pronunciation exercises and teaching techniques, are the most relevant topics to be covered. Learning to develop these topics is not a easy task, because as pronunciation as spelling are different; the letters you see and the sounds you hear are not the same.

When referring to spelling, there are four main difficulties:

- a. Different letters have the same sound: to-two, blue-threw.
- b. The same letters have the same sound: cake-mate.

⁷ <http://www.juvenile.state.az.us/Policy/Files/Procedures/PR130102.html>

- c. Combination of letters represent one sound: physics-head.
- d. Several letters are silent, without sound: listen-knee.

5.1.4. ARTICULATION OF THE ENGLISH CONSONANTS.- Consonants are made by narrowing the mouth and obstructing air, while vowels are made by widening the mouth and allowing air pass through. There are three characteristics of the articulation of the English consonants.

1. Place of articulation- where the airflow is stopped in the mouth.
2. Manner of articulation- how the airflow is stopped in the mouth.
3. Voicing- vibration or no vibration of the vocal cords.

Bilabial.- the sounds /p/,/b/, and /m/ are made with both lips; you should put them together and stop the airflow.

Labiodental.- the sounds /f/, and /v/ are made with the lower lip and the upper teeth.

Interdental.- the sounds /θ/ and /ð/ are made with the tip of the tongue and the teeth.

Alveolar.- the sounds /t/, /ð/, /ŋ/, /l/. /s/, /z/ and /r/ are made with the tip of the tongue and the tooth ridge. You should touch the tip of the tongue to the roof of your mouth just behind the upper teeth and you should stop the airflow.

Alveo-palatal.- the sounds /j/, /ʒ/, /v/, and / ɔʒ/ are made with the blade of the tongue and the hard palate.

Velar.-the sounds /k/, /g/, and /ŋ/ are made with the back of the tongue and soft palate.

5.1.5. ARTICULATION OF ENGLISH VOWELS

There are three characteristics to the articulation of the English vowels:

1. Position of the tongue. The tongue is high or low in the mouth.
2. Shape of the lips. The lips are rounded or not rounded.
3. Size of the jaw opening. How far the jaw is open.

Position of the tongue

High.- the vowel sounds /i/, /I/, /u/ are pronounced with the high tongue height.

Mid.- the vowel sounds /e/ is pronounced with a mid tongue height.

Low.- the vowel sounds /æ/, /ɔ/, and /ə/ are pronounced with a low tongue height.

Shape of the lips

Rounded.- the vowel sounds /u /, /o/, and /a/ are pronounced with the lips rounded.

Not rounded.- the vowel sounds /i/, /ɛ/, /e/, /æ/, /ə/, /i/, /I/ are pronounced with the lips not rounded.

Size of the jaw opening

Narrow.- the vowels sounds /i/, /I/, and /u/ are pronounced with a narrow jaw opening.

Medium.- the vowels sounds /e/, /ɛ/, /ʌ/, /ə/ and /o/ are pronounced with a medium jaw opening.

Wide.- the vowel sounds /æ/, /ɔ/ and /a/ are pronounced with a wide jaw opening.

5.1.6. DIPHTHONGS AND TRIPHTONGS.- A diphthong is a combination of two vowel sounds that are produced in sequence. The vowel sounds /ai/, /ou /, and /i/ in the words buy, now, and boy are examples of diphthongs. A triphthong is a combination of three sounds produced in sequence. The vowel sounds /ail/, /aul/, /oil/, /air/, /aur/, and /oil/ in the words file, foul, foil, fire, sour and foyer are examples of triphthongs”.⁸

5.1.7. PRONOUNCIATION.- There are three ways to pronounce regular past form endings: / t / for verbs ending in an unvoiced sound (no vibration in the throat) like s, sh, ch, f, k, p, x. Examples: crossed, touched, picked, attacked.
/ d / for verbs ending in a voiced sound (vibration in the throat) like b, g, l, m, n, r, v, w. Examples: climbed, discovered, called loved, lowed.
/ id / for verbs ending in t or d sound. Examples: decided, painted, wanted.

⁸ (FOTOCOPIAS)

5.1.8. STUDYING TECHNIQUES.- “Your study approach should be designed to meet the requirements of the class. It should also meet the testing needs of the course. If the course is one that emphasizes ideas and concepts, then it is necessary to read, discuss and work on understanding. Some classes, however are focus on teaching new vocabulary as much as new ideas, therefore, memorizing will be needed. Courses in the physical sciences, biological sciences, statistics, etc., fall in this category, specially at the introductory level. The problem is that professional in these areas speak a common unique language and if you are going to understand what they talk about, you will need to know their language. It is more like teaching a little child to talk: you point to your nose and say “nose”, to your mouth and say “mouth”. After you have done it dozens of times, when you point, the child can correctly identify nose from mouth, etc. You learn to speak as a little child, to differentiate apple from pear, mouth from nose, and the techniques of memorization here are much the same:

- 1) When you get ready to speak, choose a well lit, quiet place, that allows you to organize your materials and free of distractions.
- 2) Leave snacks for another time and place.
- 3) Use a table and a chair, they convey a message: “work”.
- 4) Even it is not always possible, try to schedule your study times when you tend to be at your best; if you are a morning person try to study in the morning, etc. Most students have many responsibilities: children, work; however it is matter of organization.

- 5) Develop a study schedule, make a time chart up for the entire day or week, fill in it with “must do” and write down all your daily activities; in the black ones that are left, fill in specific study times.
- 6) The rule for developing a study schedule is that for each hour in the class, you need at least two hours of study time to get an average grade, if you are of average ability; it takes more to get a higher grade. Remember it is just a base line, because some classes will probably need more than a single hour specially if you are going to survive on the basis of your study.
- 7) Schedule a separate time for homeworks as tasks.
- 8) Remember, our brain pays attention for about 50 to 60 minutes, then it begins to “spin wheels”, so if you are going to study for more than an hour; take a break after each one (at least 10 minutes) to continue. You will accomplish far more and remember it better.
- 9) Make your lecture notes are complete, correct and neat.
- 10) When you take a recopy lecture notes, leave spaces for visual cues; in this way when you look at your notes, your eyes will focus on one piece of data at a time and that is exactly how much your brain can handle it a time.
- 11) Break your lecture notes or study materials into small discrete units.
- 12) To start memorizing, take one item at a time; repeat it aloud without looking at the notes, after you feel familiarized with a piece of data, go on with the text. Then, follow a process, when you have already repeat item 2, go back to review items 1,2 and go on with the rest of the text.

In this way you can keep on your mind 5 or more items. It is the best way to convert short term memory to a long one.

13) Simply memorizing lecture material can be frustrating and it may mean a whole lot when you are done; however you have to be patient, as you continue in lecture and use the vocabulary more and more, it will fall into place.

Another idea for making vocabulary has sense is to read as much as material that utilizes different phrases.

14) A good study technique is to study with someone else. Everybody has his own style and personality; at the very least, try to meet a person who can quiz you on vocabulary or on basic concepts. If you can explain it to somebody else, you can put it on a paper for a test.

15) If there is nobody to quiz you, write down your own tests, take and grade them. Once you have taken a couple of classroom tests, you should be able to figure out the type of questions your teacher asks and write similar types of questions; you may want to try taking oral tests, use a tape recorder to tape your answers then, listen to and grade it.

16) Some students find recopying notes after a lecture is a valuable study tool too; it helps to organize their thoughts, makes more legible and helps them to figure out what they do not understand so they can ask about it in class.

Writing helps to reinforce what they are trying to learn. It is an active process and some people become active learners (an activity engrave it in their brain faster than

17) Flashcards were designed to help brand learners break large amounts of data into recognizable units”⁹.

5.1.9. SPEAKING OUT CLASS.

According with ¹⁰“Many cities around the world have conversations dubs where people can exchange one language for other; look in your local newspaper to find a conversation club near you. There are usually free although some may charge a small entrance free. Try to speak in the chat rather than write. Try to visit pubs or bars, where you will be probably meet people speak English as a first or second language.

Songs or videos, listen to words of any song you like, after repeat them to yourself, and try to sing with music; repeat the words as many times as possible until they become automatic. Soon you will be singing the whole song; or listen to one of your favourite actors on videos or films and repeat one or two sentences that you like, and repeat again until become

⁹ <http://www.richland.edu/staff/jodell/stady.html>

¹⁰ (<http://www.englishclub.com./speaking/practice.htm>):

automatic. It can be a good practice for your memory and for the mouth muscles needed for speak English.

Visit touristic places, it is often common to meet people to speak with, try to speak even if you make mistakes. “the person who never make a mistake, never make anything”, take mistakes as something positive to progress”.

5.2. READING

El Ministerio de Educacion y Cultura (MEC), says: “It is a receptive skill, pointed to receive data, its main characteristics are similar to the listening one, the person who is reading keep silent, select and, process information according with this necessities and purposes so, teachers have to give specific task according with student level to help students develop.

Like listening, reading is a receptive skill and learners need lots of exposure to written English before they can produce it for themselves. Reading helps students extend their passive vocabulary to increase their active one later besides, it provides a wide range of made for their own written skills. Teachers are often reluctant to spend time on reading in class as they think it can be done at home, but it is important to point that good readers are the result of a reading practice in and out class and, of course of a reading for pleasure rather than for obligation”.

5.2.1. READING COMPREHENSION.- Understanding a written text means extracting the required information from it as efficiently as possible. For example. Sometimes you will need to understand all the instructions to a recipe while another times you will need to get only the gist general idea or message.

In the both cases, it is necessary the reader be able to establish clear purposes to read. In the first case, a competent reader will know it is not enough to understand the gist of the text because more detailed information is necessary. In the second one, an avid reader will quickly reject the irrelevant data to find just what he really needs to know. So, to begin it is vital students realize that texts contain information with varied different importance to the purpose in reading. That is to say, students must be aware of the relationships between purpose and the strategies”. Example:

If you need to get the general idea of a text about an English conference (it is the purpose-what you have to do), now you will have to do choose a strategy which allow to cover the purpose, in this case, it will be “skimming”. but, if you need to know the date or hour of the conference (purpose),the right strategy will be “scanning”

5.2.2. DEVELOPING READING.- Reading can be done as a class activity but they can also be devised to individualize students work at home. Instead of choosing one activity for the whole class, two or three sets of exercises of varying difficulty can be prepared based on the same text so that each student can work at home on his own level. If the text is then to be discussed into class, each group of students who have worked on the same exercise will be able to talk on what they have done, this will be certainly stimulating for the weaker students, while the better ones will not feel held back.

If there is little teachers' control to the reading activity then, self-correcting exercises are very useful. The students are able to evaluate their work and can try little by little to improve their reading ability. They feel reassured and guided and using this type of material is one of the best ways of building up the students' confidence.

5.2.3. READING PRACTICE IN CLASS.- The first thing to be noted when reading in the classroom is that it is a silent activity. Therefore, silent reading should be encouraged in most cases, though teachers may sometimes need to read a part of the text aloud. Students should not read aloud; because it is an extremely difficult exercise, and it gives the impression that all texts are to be read in the same speech. Besides when we read, our eyes do not follow each word of the text one after the other at least in the case of efficient readers.

On the contrary, many words or expressions are simply skipped, we go back to check something or forward to confirm some of our hypotheses. Such tactics become impossible when reading aloud, so this reading activity tends to prevent students from developing efficient reading strategies. Here are some recommendations useful with most texts on how to approach new reading texts.

Think on it as a whole, it is little, accompanying picture(s) or diagram(s), paragraphs, typeface used, to continue making guesses about what it is on; who wrote it, who it is for, where it appeared, etc and go on applying the reading techniques next mentioned.

Into class students can be helped to time himself and increase his reading speed little by little; therefore certain reading speed will be necessary to

reach in order to read efficiently. This can be done by showing how to record their reading speed systematically on the chart and try to improve it each time they make new lectures. Saying reading is a silent and personal activity does not imply that it is only lends to an individual work. On the contrary, it is possible to encourage comparisons between several interpretations of the text, which will be discussed in class and a need to go back to check on the text will probably be required:

- a) Silent reading can be followed by activities or exercises from the book or other ones, done on their own.
- b) Then students can work with different classmates, each one trying to justify his answer.
- c) A general discussion involving the whole class may follow there everybody will have to agree on the same interpretation or answer.

5.2.4. READING PRACTICE OUT CLASS.- “Reading can be done as a class activity but these activities can also be given as individualized works at home. Instead of choosing a single text and activity (after reading), two, three or more texts and activities can be prepared to each group of students and who have worked on the same texts and exercises can be able to talk about what they have at home. This will be certainly stimulating for the weaker students because they will not feel compulsory to have to present a work alone and the better ones will not feel held back.

When reading out class, there will be not teachers' control, then self correcting exercises are extremely useful, students are able to evaluate their work and can try to improve their reading ability little by little. One of the best ways of building up students confidence is to have the chance to check reading by themselves at home".¹¹

5.2.5. THE STUDENT'S ROLE.

Talking an active part in learning.- First and foremost, reading is learnt rather than thought, and only the learners can do the learning. So their first responsibility is to be active and take charge of what they do.

Monitoring their own comprehension.- Like teachers, even with a lesser degree, students need to understand how texts work and what we do when we read. And they must be able to monitor their own comprehension: for instance, to recognize that they do not understand a text, find out why and adopt a strategy that will improve matters.

This ability to think what is going on in your own mind is often termed "metacognition" and is recognized as a key factor in people's capacity to develop as readers. We shall frequently use words like aware, conscious to

¹¹ (MODULE FOUR, 2003)

describe a good readers; students can learn to develop these qualities and teachers can help them to do so.

Learning text talk.- A good reader carries on a dialogue with the text. An effective way to promote the skill is to talk about texts in class; teachers can plan activities for this purpose, and model the text talk, but it is the student who has to make the most of the opportunities by joining in.

Taking risks.- Joining in means that they have to take the risk of making mistakes. They will not learn much if they do not do this. The sooner students realize that a mistake is an opportunity to learn, the better. Similarly, they need to be trained to admit when they do not understand. Of course they will only do this if the classroom atmosphere encourages it; it is up to the teachers to see that it does.

Learning not to cheat oneself.- Learning to cheat is learning to give ourselves an enormous advantage in life. It may lead to better jobs; it leads to personal development, interest and enjoyment. Students who do not want to read can easily cheat on many activities, but are only cheating themselves. No one else will suffer the consequences but who are wasting the opportunities.

5.2.6. THE TEACHERS' ROLE.- Interestingly, the fact teachers be readers too while students are reading can be part of the reading problem, because being a reader model rather than a guided teacher is the best way to interact with them to show the pleasures of reading.

Teachers can start by reading any books their students be already reading, In this way they can recommend books to individual students or to the whole class; besides teachers might students to focus their attention on the title of any book, then ask them to speculate or imagine what the book is about; including it can be useful teachers read the introduction of any summary in order to give them clues.

Some students may not know how to choose a book to read and it can be way to teach them how to do it. Sometimes, teachers can be also a reader model to encourage to encourage reading speed and pronunciation by reading aloud; which have to be done by students too. But another times, there will be necessary to focus on comprehension rather than speed; teachers will have to emphasize their students it is not very important to read quickly if not understand". ¹²

¹² (FOTOCOPIAS)

5.2.7. READING BETTER AND FASTER.- For most people it is easy to learn to read faster. Your reading rate is often a matter of habit, but to begin you may need to change some habits and try these tips:

a. Pay attention.- When you read and read as if it really matters. Most people read in the same way that they watch television. i, e. Inattentive, passive way. Reading takes effort and you must take the effort. A wise teachers tells you can learn anything if you do three things: pay attention, pay attention and pay attention.

There are some simple techniques that can be used to pay better attention and get out more of your textbook reading time. Many researchers say you will improve your comprehension if you somehow “preview” the passage before you actually sit down and read each word. To do a preview you:

- Take from 30 to 60 seconds
- Look over the title of the chapter
- Look at all the headings, subheadings and marked, italic or drank print.
- Look at any pictures or illustrations, charts or graphs.
- Quickly skim over the passage, reading the first and the last paragraph and glancing at the sentence of every other paragraph.
- Close your book and ask yourself: What is the main idea?, What kind of writing is?, What is the author’s purpose?

Your might not think that you could possible answer these questions with so little exposure to the material but if you do the preview correctly, you will have some very good general ideas. If you have a general idea of what the passage is about before you really read it, you will be able to understand and remember the text better.

b. Stop talking to yourself when you read.- People talk to themselves in two ways by:

*vocalizing which is the actual moving of your lips as you read and

*sub-vocalizing which is talking to yourself in your head as you silently read.

Both of these will slow you down to the point in which you find that you can not read any faster than you can speak. Speech is a relatively slow activity; for most, the average speed is about 250 WPM (words per minutes). Reading should be an activity which involves only the eyes and the brain. Vocalization ties reading to actual speaking. Try to think of reading if you were looking at a landscape, a panorama of ideas rather than looking at the rocks at your feet.

c. Read in thought groups.- Studies have shown that when reading eyes must make small stops along the line. Poor readers make many, many more fixations (eyestops) than good readers. It does not only slow you down but it inhibits comprehension because meaning is easier to pull from groups of words rather than from individual words or even single letters. Try to read in phrases of three or four words, specially in complete clauses and prepositional phrases. Your mind may internalize them as if the whole phrase is like one big meaning-rich word.

d. Do not keep re-reading the same phrases.- Poor readers habitually read and re-read the same phrase over and over again. This habit of making “regressions” doubles or triples reading time and often does not result in better comprehension. A single careful attentive reading may not be enough for full understanding, but it is often more effective than constant regressions in the middle of a reading. It is best to work on paying closer attention the first time through. Do a preview first before the careful reading and try the tips mentioned above. You will remember better without the re-reading.

e. Vary your reading rate.- To suit the difficulty and type of writing of the text. Poor readers always read at the same slow rate. While an efficient reader speeds up for easier material and slows down for the hard. Something were not meant to be read quickly at all.

Legal material and very difficult texts need to be read slowly. Easier materials and magazines and newspapers can be read quickly. For try and plays were meant to be performed and if not acted out then at least spoken out loud orally. This obviously will conflict with good speed reading techniques which forbids vocalization. Religious writings and scripture were originally written to be recited and listened to by an audience which was likely to be intelligent, but illiterate. The “fun” of poetry play or prayer is not really experienced if you “speed reading” the text.

f. Practicing timed and speed reading.- Students can become better readers by practicing timed and speed reading against the clock to get them beyond the level of reading. They will probably enjoy reading faster without forgetting the understanding.

5.2.8. EASY SPEED READING TECHNIQUES

Most of us typically read from two to four hundred words per minute (WPH) when we read for comprehension, that is, when we want to learn and retain knowledge from what you are reading and this speeds up to about 400 – 700 wpm when we are skimming or scanning. These techniques are things that you’re naturally use during readings; skimming and scanning consist of moving your eyes down o page, but not reading every word. Your get the

general idea of what a passage is saying. Speed reading means reading at a rate that is significantly faster than that of normal skimming and scanning. With speed reading techniques, most people are able to read 1000 wpm or more. Some of the fastest speed readers can read up to ten times that rate, with good comprehension. Obviously, speed reaching is useful in many ways. So many of people: students and professionals are inundated with a great volume of reading material everyday. If you can through this material at a significantly higher speed (and without sacrificing comprehension), the benefits are great, you will be able to archive more and learn more with less effort than you ever thought possible.

The best speed reaches are capable of reading at speeds you might find amazing. For instance: Somebody can finish a novel or reference book at the bookstore a newsstand, and remember what is in it afterward, imagine the money you would save, as well as time!

Reaching this speed is not out the questions for you, if you find speed reading techniques that work for you; but, if you increase your reading speed even by half (which is easy achievable) there will be excellent benefits, particularly if you have to do a lot of reading for school or work.

Speed reading techniques vary greatly; in fact, they are based on different principles. Many of the techniques are really accelerated versions of skimming. You are taught to read only part of each word or phrase, which is

all you really need much of the time – your mind will automatically fill in the rest. Sometimes this is achieved by using peripheral vision. Other speed reading techniques, which boast much faster speeds and greater comprehension, work on a different principle. For example: One technique (sometimes known as photo reading) engages the sub – conscious or para – conscious mind to mentally ‘photograph’ whole passages, enabling you to read them without actually reading individual words or phrases at all; though this sounds incredible, many testimonies indicate that it is true.

Speed reading aims to improve reading skills by:

- Increasing the number of words read in each block.
- Reducing the length of time spent reading each block.
- Reducing the number of times your eyes skip back to a previous sentence.

Explanation:

- Increasing the number of words in each block: This needs a conscious effort. Try to expand the number of words that you read at a time. Practices will help you to read faster. You may also find that you can increase the number of words read by holding the text a little further from your eyes. The more words you can read in each block, the faster you will read.
- Reducing fixation time: the minimum length of time needed to read each

block is probably a quarter of a second. By pushing yourself to reduce the time you take, you will be better at picking up data quickly. Again, this is a matter of practice and confidence.

- Reducing skip – back: To reduce the number of times that your eyes skip back to previous sentences, run a pointer along the line as you read. This could be a finger, or a pen or pencil. Your eyes will follow the tip of your pointer, smoothing the flow of your reading. The speed at which you read using this technique will largely depend on the speed at which you move the pointer.

Traditional approaches and classroom intensive reading practices with focus on translating, answering questions and using techniques to get main ideas tend to ignore the larger context of students' attitudes toward reading and this motivation to read; then, the result inevitably, is students with little or no interest in reading.

The problem stems from the fact reading classes based on intensive texts are often used to teach the language (linguistic patterns) rather than reading is not a reading but a language lesson. This kind of reading is actually not reading at all if not a lesson containing a set of language points using texts as point of departure. Of course no one would deny that language training is an essential part in learning it is just that it is not a reading activity in the strict sense.

On the contrary, extensive reading does not demand grammatical attention or total comprehension, therefore students will decrease the anxiety that inhibits the reading flexibility, they will feel less obligated to understand each detail, and will be more confident. That is just what makes a good reader.

5.2.9. EXTENSIVE READING TECHNIQUES

It can be defined as large quantities of material or long texts for global or general comprehension. It is an approach that reading not merely as translation or as a skill but as an activity chosen to do a variety of personal (own pleasure), social or academic reasons.

Large quantities are essential for this procedure to be “extensive”, but there is not agreement on how much “extensive” is. Quantity of reading is not an absolute number of hours or pages but depends on teacher and student perceptions of how extensive reading differs from the other reading classes; this will vary according to the type of program, level and other variables.

Of course, quantity by itself does not make the extensive reading procedure; there is not a hard and fast rule for the amount of reading to be done extensively, but a good rule of thumb is offered: the assignments should be

of sufficient length so that neither teacher nor pupils will fall for the temptation to talk them through in class”.

By aiming at general comprehension, this procedure reduces both teacher demands on students and students' demands on the text to attain the objectives of fluency and speed as well as comprehension. There should be try students achieve a degree of understanding sufficient for pleasure reading; if they find a book too difficult to enjoy; then it must be require to change it and not that students be made to study if more closely.

Developing a successful extensive reading implies the wide range of topics available be chosen according to students likes, taking into consideration their linguistic competence in terms of grammar and vocabulary, besides. There must be spent enough time to students get ideas in their own pace.

5.2.10. BENEFITS OF EXTENSIVE READING

Firstly, in aids wean students away from the word by word processing the text, encouraging them to go for the general meaning of what they read and to ignore any detail. They do not fully understand.

Secondly, by meeting the same patterns of letters, words and combinations of words again and again, students can process them more quickly and accurately, thus developing a right vocabulary (words that can be recognized automatically)

Third, students increase their reading speed, confidence and can give attention to work out overall meaning of what they are reading. Besides, extensive reading has a positive effect on language learning, since that it provides increased exposure to English finally, it is possible students learn to develop a passive vocabulary, which can become active one later.

5.3. MOTIVATION BASED ON READING MATERIALS AND CHECKING ACTIVITIES

Materials.- Some students may not enjoy reading if they are not good at it, so it is important to consider the first teachers' task will be find easy and interesting to read, besides when selecting reading materials for any age group and ability level, teachers must have the student's interest uppermost in mind. Also, "The watch words are quantity and variety, rather than quality for literary merits".

If reading materials are in the student's field of interest, comprehension is made easier because it can be possible students have already knowledge on it, which is an important fact in motivation. The primary resources required are a collection of books and magazines and a place to house them, financial or logistic problems are the main obstacles to implement the extensive reading procedure, in those cases building a library is more difficult but not impossible. There can be adopted the next options:

- If the internet can be accessed, it can be source of extensive reading.
- It is possible to get photocopies from readings in English.
- Also, students and teachers can produce their own reading materials. Students can dictate or write on themes they like, then teachers can ask them to rewrite, editing and correcting, and the final products including the above sated material (from internet and photocopies) will be shared with the rest of the class and by other classes.

Checking activities.- An exercise should never be imposed on a text; even most of the texts contain the kind of checking activities exercises to be used when working with the final reading product. In other words, texts are always the starting point for determining why one would normally read something. But, it does not mean, teachers can not create their own checking exercises. The students' main task is reading, after they have made it one of the most useful exercise to check it, is to write summaries, which is value not only to

provide a means for teachers to check comprehension, but written summaries improve comprehension; in addition, this practice helps to improve their writing ability. Another exercise that can be adapted for extensive reading in the “Standard exercise” is a set of open – ended questions which can be designed to suit most books available to students in a course. In addition, organizers information are also allowed to arrange data obtained from lectures. They aid memory the note taking, test preparation, test falling, study ways, including are useful in order to develop students’ creativity. There exist a wide range of organizers, each one different from others and adapted to each student purpose or necessity. Finally, students can also choose the main information they want to take out from a text before they read it, so they are setting their own task. In this way they create their own reasons for reading.

Orientation.- In extensive reading, the most important point is teachers orient their students to the goals and methodology, if appropriate, the orientation can begin by contrasting extensive with intensive reading Orientation have to include:

- Selection of materials based on students’ interests and level.
- Avoiding the dictionaries use.
- Practice guessing meanings and ignoring unnecessary information.
- Do not concern with every detail. Keep reading in the face of difficulty and go for the overall meaning.

Adapting extensive reading into the curriculum extensive reading can be included in the curriculum as part of an existing course, as a noncredit activity but it will be more effective and fair if teachers give students a kind of stimulus for the work made. It can complement a curriculum because it not only the programs achieve its objectives of teaching students to read and pass examinations but also it provides students' attitude toward reading. Incorporating a certain amount of extensive reading into a course is possible by adding a requirement that students read a certain number of books per week, month, semester or any period of time. If time is not available, it can be done as homework, which will be given credit according to the amount or number of pages read.

5.3.1. INTENSIVE READING TECHNIQUES

As stated above, while extensive reading is a fluency activity mainly involved on global understanding; intensive reading involves generally a detailed comprehension and a big focus on English grammar.

Principals of intensive reading.- Overview, purpose, questions, reading, summarize, test and understanding are the seven procedures covered for every covered for very effective reading for detailed comprehension and long retention.

1. Overview.- There are two strategies to obtain an overview, surveying or skimming. Both are concerned with their we would start with the summary, if one existed. We would next read the headings. When unfamiliar demands a more complex overview we would use skimming with its grater attention to topic and a summary sentences, and other was with in the paragraph. As you get an overview of a long section, you may only survey part and skim the sections that are hard to understand. From this you should get the general theme and the main ideas and the important topics and questions discussed, and the major conclusions. The principle to guide you is to spend the least amount of time and effort required to secure these elements and only these elements.

2. Planning purpose.- Planning your purpose means to take a few seconds before you begin your reading to formalize or clearly state to yourself what you wish to get from the reading. This will give as the most useful “mental set” for getting the information we need.

We need to know: what information we need, how detailed the comprehension should be; and whether the emphasis should be placed on ideas. How long we need to retain this information, sequence, specific facts, etc.

3. Questions.- A good time to record questions is after your overview and planning purpose. The questions should be in the same sequence as they appear in the material, if possible. This does not prevent adding new questions, but it does prevent forgetting about an important question that occurs to you during the overview. Ideally, the headings can be covered into questions which will provide a suitable outline of the important information in the selection. When this is not the case the basic interrogatives of who, what, when, why, and how, frequently supply aid in suggesting important concepts in almost all reading selections you have to respond to learn.

4. Reading.- The most familiar technique and the heart of intensive reading are to read carefully and thoughtfully. Reading here means not only the familiar line by purpose and questions. Also be sure and read the material you covered while obtaining an overview.

5. Summarizing.- An important part of summarizing is organizing the ideas and supporting points. This organizing should begin in the reading but should be finalized and expressed in the notes. Generally, each paragraph one or two ideas. It is important to state in your own words, aloud, the points you wish to remember. The most effective type of summarizing, which lends itself to both organizing and testing, is an outline of questions reflecting major ideas and concepts. The sub-points must show clearly that they are related in the main point in a supporting role. By using questions as, headings, the

outline can be started before reading on the basis of the overview. It allows the answers to the question to guide the reading, rather than be automatically summarized as brief points.

There are other techniques you can use. One is underlining. However its faults tend to outweigh its value. If you must underline restrict yourself to clear concise definitions or statements. Another technique is marginal notes and questions. You may (with practice and discretion) elaborate raise question and relate and organize certain important concepts or points in this manner.

6. Testing.- The next step is testing yourself. It is vital that you recall rather than just recognizing the answers; this means that you test yourself with an essay or a fill-in-the-black type of test.

This simply means you must “produce” the answer; Just as you often have to do in class. This test seems to “set” or “fix” the information more firmly in your mind so that you will retain it better. Re-reading and other forms of recognition do not produce as high a level of retention. This testing may occur after paragraphs, sections or at the end of the selection. The rule to follow is to deal with closely related thoughts that are not too many for you to consider at one time.

7. Understanding.- The end product of the steps in intensive reading is to be sure that you understand every important question. If you omit a point, or answer a question incorrectly, you will have to go back and review that point immediately. You may do this by reviewing your summarizing notes, or by re-reading parts of the selection which are not clear, or where the information is scattered, by scanning to locate the forgotten parts.

5.3.2. EXTRA READING TECHNIQUES

These sections outlines some potentially useful techniques, which are already familiar for students in their native language, but it is necessary to re-train them, as some students have difficulty in applying them to a second language. With the data below, students are expected to seriously consider and practice using all of them since that, they will have the benefit to increase net reading comprehension and speed, by working smart, not just hard.

1. General ones

1. Sensitizing.- Focus on strategies needed to cope with unfamiliar words and complex or apparently obscure sentences, in order to avoid students stumble on every difficulty or get discouraged.

1.1 Inference.- It means making use of syntactic, logical and cultural clues to discover meanings of unknown elements; if these are words, then word-formation and derivation will also play an important part. When dealing with a new text, the new meaning should never be done in advance because students would never make the effort to cope a reading by themselves. On the contrary, they must be asked to guess the new elements from the context without using a dictionary. If they need to look at the dictionary to get a precise meaning, they can do it but, after they have tried to work out a solution on their own. This is why, from the very beginning, it is vital to develop this skill.

1.2 Understanding relations within the sentences.- Students' inability to infer meanings on a new text often causes discouragement and apprehension. A similar problem happens when they are not able to get an immediate grasp of the sentences structure, which are definite handicap on texts with relatives, embedded clauses and complex structures.

Therefore, it is necessary to train students, as early as possible to look first for the parts of the sentence; to that, the learners can be asked to divide passages into sense groups, circle, and underline or color each part of the sentence.

1.3 Linking sentences and ideas..- Another thing is that, students must be trained to recognize the various devices used to create textual cohesion and more particularly the use of reference and link – words.

Reference covers all the devices that permit lexical relationships within a text, for instance; reference to an element previously mentioned (anaphora) or to one to be mentioned below (cataphora), use of the synonymy, hyponymy, comparison, nominalization, etc.

It is important, students realize a text is not made up of independent sentences or clauses but, it is a web of related ideas announced, introduced and taken up again later throughout the passage with the help of references.

If they do not understand some words on the passage, some of the facts and ideas will probably escape but if they do not understand inter or extra connectors, they may also fail to recognize the communicative value of the passage since those words act as signals indicating the function of what follows.

Then, from the very beginning students should be taught not only to understand them when they come across them, but also to look out for such markers.

This will be useful for them when skimming, since the simple recognition of those links=words, which will allow them to understand the development of the text.

2. Specific ones.- The following strategies suggested in this section were already stated here in a brief way but, they will be now described in a more detailed manner in order to students be able to understand them better and become more confident and efficient readers.

2.1 Skimming strategy.- The main objective of the skimming strategy is to see what the passage refers to; it implies go through the text extremely quickly, merely to dipping into it or sampling it at various points to satisfy a general curiosity about all the text without worry about finding answers to any question.

The main reasons to use this strategy is that it helps learners to organize their thoughts and specify what information can be found on the text; in other words it is a study strategy, which make the subsequent reading be more efficient.

2.2 Scanning Strategy.- On the contrary, scanning means go through the

text rapidly to search for an specific piece of information (e.g. an address, a number) but it is also useful to get an initial impression of whether the new reading is adecuated for a given purpose (e.g. if a thesis plan deals with a particular point). Among some useful texts for scanning there are: dictionaries, business letters, etc.

2.2.1 Scanning as a study strategy.- When you scan to get specific data, there is always unnecessary information you do not look for; in this circumstances you have to learn ignoring it instead, make a question in mind as you run your finger on the text until you find the answer.

All students will always be spected to read materials which seems to be difficult, in those cases, it will be possible to use and make the next questions.

- a) Think about what you know on the present topic before reading it.
- b) Have question in mind and, having a pencil or felt=tip marking pen in hand and the questions in mind and, when the answers be found mark them immediately.
- c) Even you find several new unknown words on the text over and over again, do not worry about them, since you can guess their meanings using the context.

2.3 Use of the dictionary

2.3.1 The bad thing.- The most common students problem when reading is not having a big enough vocabulary when reading; then when they find a word they can not interpret, they are likely first to ask what it means, which is fine as long as a informant is available, but it is not practical as the basis for independent study.

So, most students turn to the dictionary; it is perfectly natural and, in some circumstances advisable. Nevertheless, one of the first things to be said about a dictionary is do not to use it while you are reading; the reason in simple, many of them use it for too much, they are urged to look up every word, which make they read less effectively because every time you break off to consult a dictionary you slow down your reading and interrupt your thinking besides, they become accustomed to be dependent and do not make any effort to work alone.

A competent reader can cope with occasional interruptions, but constantly referring to a dictionary makes effective reading impossible.

2.3.2 The good thing.- Rather than look up every word into a dictionary, it can be used mainly for other purposes:

- a) To check the meaning of a word
- b) To check the spelling of a word
- c) To check the pronunciation of a word
- d) To find out the grammatical class of a word
- e) To discover which words go with a word (collocation)
- f) To find out how formal a word is
- g) To see if a word has positive or negative connotations
- h) To see if a word belongs to a special field
- i) To find grammatical information about a word
- j) To see how the word is used in a sentence
- k) To check on “false friends”

2.3.3 The dictionary Organization

- a) A “Headword” is called on entry and it is in bold type. If several headwords have the same spelling, they are in the alphabetical order of their parts of speech and each one has a small number.
- b) The word that comes from another word is called derivative. For instance, singer is a derivative of sing.
- c) After every entry there is a phonetic spelling and stress marks to show you how to say the word then the part of speech, in a short form.
- d) A definition comes after; it is the explanation of the meaning of the word.
- e) In most entries, example sentences are shown how to use the words, they help to explain meanings, and show when to use the words.

2.4 Main ideas

- 2.4.1** Read the title to get clues to identify main ideas.
- 2.4.2** Check headings and subheadings because the author may have already told the main points, they also suggest the outline or structure of the article.
- 2.4.3** Check the italicized words or phrases because they contain important data.
- 2.4.4** Pay attention on any list of points set off with numbers because they can be the most important part of a selection.
- 2.4.5** Identify the repeated ideas because it is possible the author tries to reinforce a main idea.
- 2.4.6** Read first and last paragraph because they can generalize the main ideas.
- 2.4.7** Read first and last sentence on each paragraph and identify the topic sentence.

2.5 Guessing meaning from the context

In order to arrive at a more satisfactory interpretation of the unfamiliar words, the readers need to make use of the context. Guessing is a skill we all are able to do.

More vocabulary can be learnt meeting spoken or written words, which have not been looked up in a dictionary or explained.

At the beginning, we meet a rough idea of a word meaning but, with every subsequent work, the meaning will become more precise.

Consequently, increasing “passive vocabulary” will be possible, that is, a number of words you can recognize and understand in reading and listening without having the obligation to use it in active vocabulary. To guess, there will be possible to use some clues in order to get a better understanding.

2.5.1 Definition.- It gives meanings of words; the writer may use words, phrases or statements to define something; those clues are key words or signal words.

E.g. Valentin is the loves day
 Unknown signal definition
 Word word

2.5.2 Restatement.- It contains words, phrases or statements, these words repeat with other words what was already said.

Key words: or, that is to say, in other words or that is, etc.

2.5.3 Punctuation marks.- The unknown word will be written preceded by punctuation, words, phrases or sentences explaining the meaning.

Key words: , comma, “appositive, ()
 parentheses, - dashes, ;
 semicolon, : colon.

Example: cyan (a light blue)

2.5.4 Examples

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

2.5.5 Contrast

Show the opposite meaning of the unknown words

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

2.5.6 Similarity

They will display the same meaning of the new words.

Key words: similarity, in the same way
as, on the same as, just as.

2.5.7 Surrounding words

If you can not find and signal word or key words as stated above, you may look around new words or unfamiliar words to guess.

Example:

Children do not understand that swallowing gum can cause medical problems and so they should not be allowed to chew it, doctors say.

Unknown words: swallowing and chew

What do these words mean?

How do you there guess the meaning?

2.5.8 Pictures

“A PICTURE IS WORTH MORE THAN A THOUSAND WORDS”

2.5.9 Experience and background knowledge. Reading researches confirmed both play an important role in reading comprehension.

2.5.10 Imagination, you may try to use many strategies as stated previously to understand the new words, but some times you still can not

understand. You can use your imagination in that case.

2.5.11 Tips to guess meaning from the context.

2.5.11.1 Decide the part of speech of the unknown word.

2.5.11.2 Look at the clause or sentence containing the new word.

2.5.11.2.1 If the new word is a verb, what noun does it go with?

Is it modifying by an adverb?

2.5.11.2.2 If it is an adjective, what noun does it modify? If it is an adverb, what verb it modifies?

2.5.11.2.3 Look the relationship of the sentence containing the new word with the other sentences or paragraphs and identify the conjunctions.

2.5.11.2.4 Use your knowledge on steps 1-3 to guess meanings.

2.5.11.2.5 Check that your guess is right.

2.5.11.2.6 Break unknown words into its prefix, root, and suffix, if possible.

2.6 Making inferences

They are evidence based on guesses; conclusions a reader draws about the unsaid based on what is actually said. Inferences draw while readings are much like inference drawn in every day life, for instance:

If your friend had a blind date and looks utterly miserable, you 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 conclude that has not been expressed in words. Only in reading; the evidence for your inference consists safely of words rather than actual events, expressions or gestures.

Tips for reading inferences.

Make sure your inferences rely mainly on the author's words rather than your own feelings or experience. You have to discover the author's mind, not invent your own message.

Check to see if your inference is contradicted by any statement on the paragraph. If it is, it is not an appropriate or useful inference.

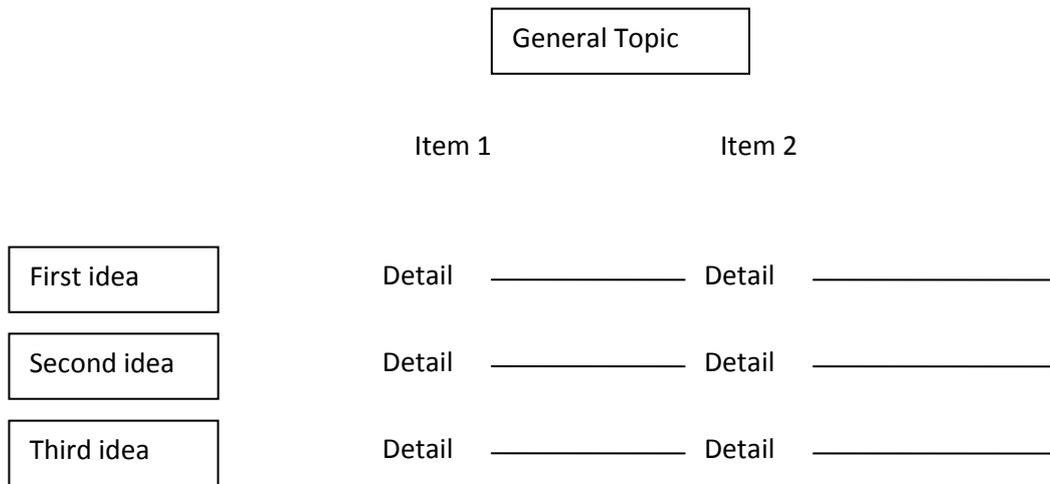
If the passage is tough one, check to see if you can actually identify the statements that let you to your conclusion. This kind of close reading is a good comprehension check it will also help you remember that material.

2.7 Data Organizers

Information obtained from lectures can be organized with one or more strategies. They aid memory note taking, test preparation, test taking and writing. The type of organizers will depend on the nature of the information, the nature of the task at hand, and the student's preferred learning styles.

Comparison – Contrast organizers..- Graphically illustrate or summarize how two or more concepts are similar or different.

They are represented in columns, matrix and Venn diagram.



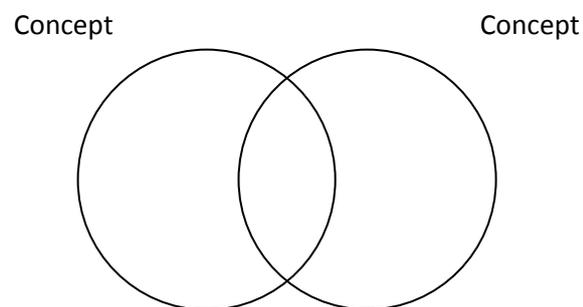
Column organizer

Compare and contrast two or more aspects of a general theme, the information is arranged into divided columns containing similarities and differences between the items

MATRIX	ITEM 1	ITEM 2	ITEM 3
Attribute 1			
Attribute 2			
Attribute 3			

Matrix organizer

It is similar to the column one in function but not in format. It is used to record similarities and differences of two or more, things like people, events, places, ideas, etc.



Venn organizer

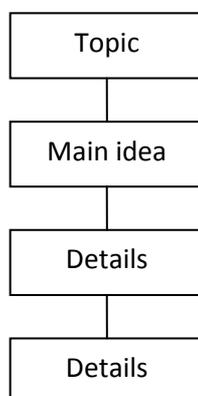
Uses two large intersecting circles, each of which is labeled with the name of the concept, differences are written in those parts of the circles that do not intersect the other while the shared similarities are in the intercepting part of circles.

Hierarchical organizers (arrays)

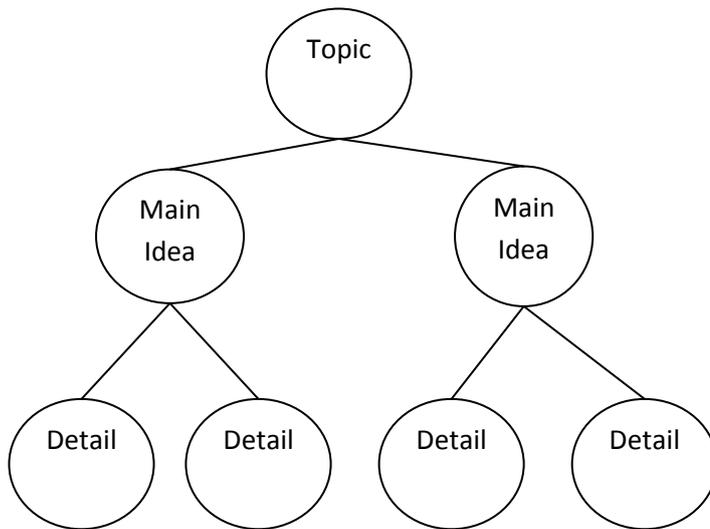
Arrange data from an inclusive category to more exclusive ones. They allow to understand relationships among related terms and ideas, allow to see that terms on the same level in the hierarchy are of the comparable level of inclusiveness or exclusiveness. They are represented in columns, networks and tree networks or hierarchies.

Column

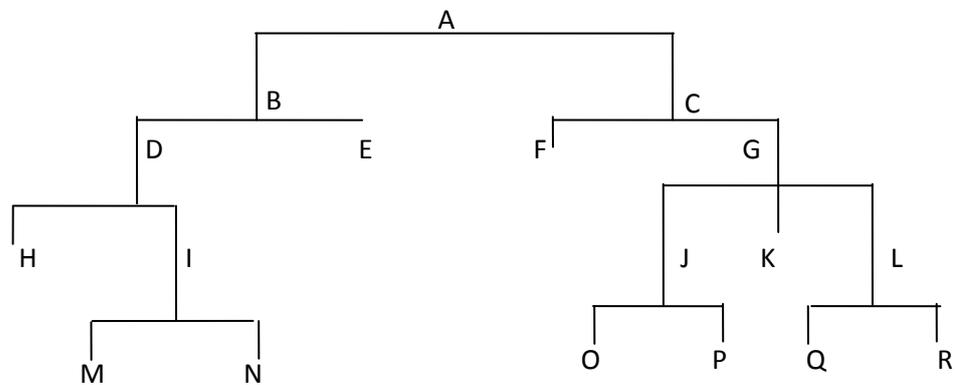
They are arranged in a top-down manner, the main concept is at the top and the subdivisions below it. It can also be drawn with the main concept on the left hand and subdivisions to the right.



Network.- Uses bubbles or another shape to arrange data from general to specific.

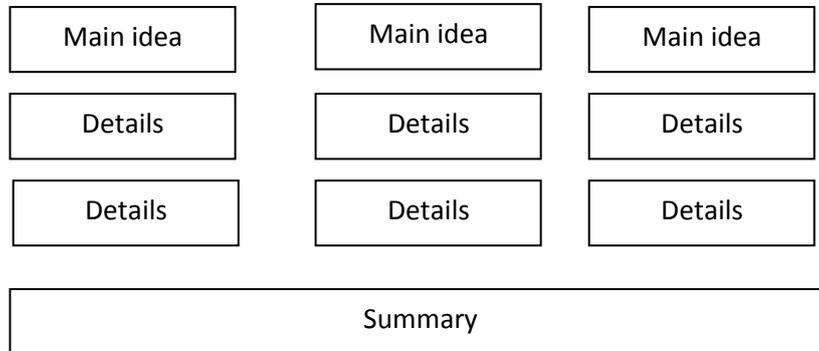


Tree networks or hierarchy.- Uses lines to arrange data from general to specific.



Column hierarchy.- Involves arranging main ideas and supporting details for some topic into a series of adjacent columns; a place to write a summary is included too.

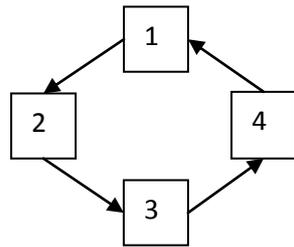
TOPIC



Flow charts

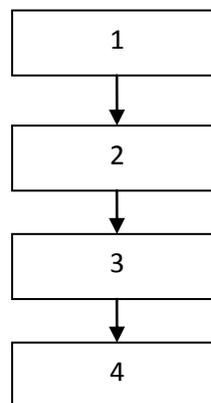
Uses arrows, squares, circles or other geometric shapes to illustrate relationships among different pieces of data. Flow charts have geometric shapes or different colors. Arrows connect related items in the flow chart and indicate directionality. Types: cyclical, linear, series of events chain, and combinations.

Cyclical organize.- Show interactions among series of connected events or phenomena, they illustrate closed systems of phenomena.



Linear organizer

Data is related in a non-circular manner are best represent by linear flow charts; they have a beginning and an end point, with intervening steps or things in between. Relationships are indicated by arrows; they can be organized top-down or left-right. Geometric shapes may be used.



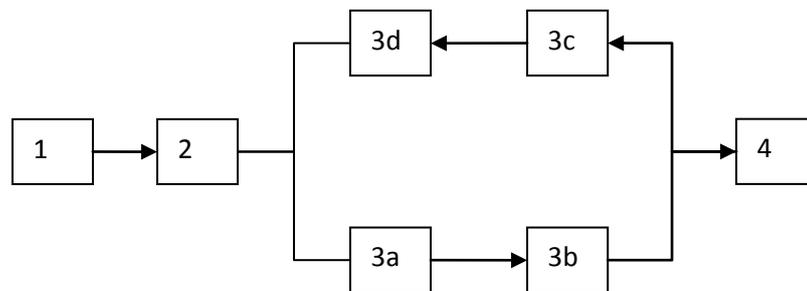
Series of events chain

It is a special form of linear flow chart illustrating the sequence of events in a particular occurrence; begins with the initial event to the final out come.

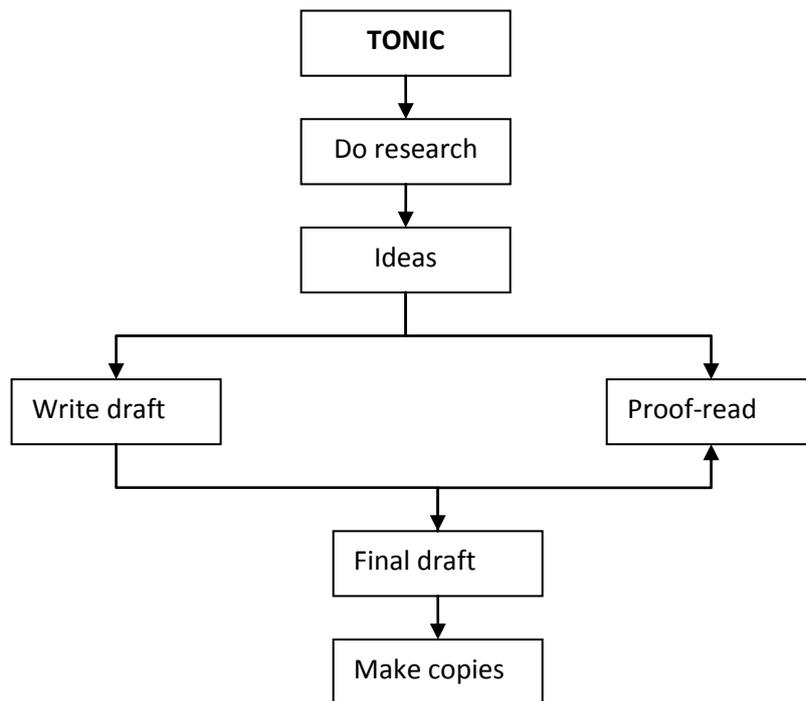
Combinations

Flow charts combine aspects of cyclical and linear flow charts to illustrate more complex relationships among ideas. They are useful if several alternatives exist at one or more steps in the process being represented.

General format



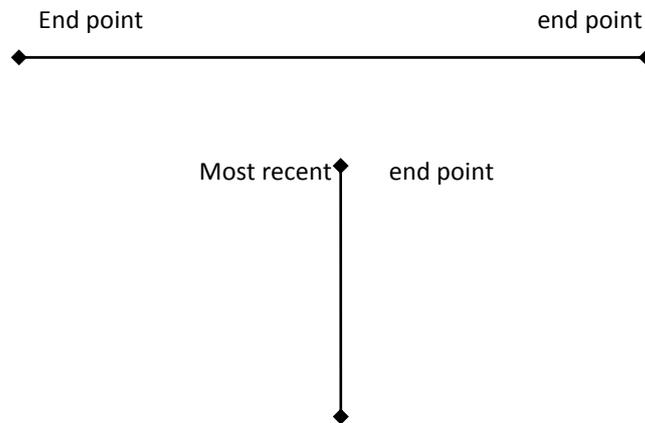
Completed combination of flow chart



Continuum charts (scale charts)

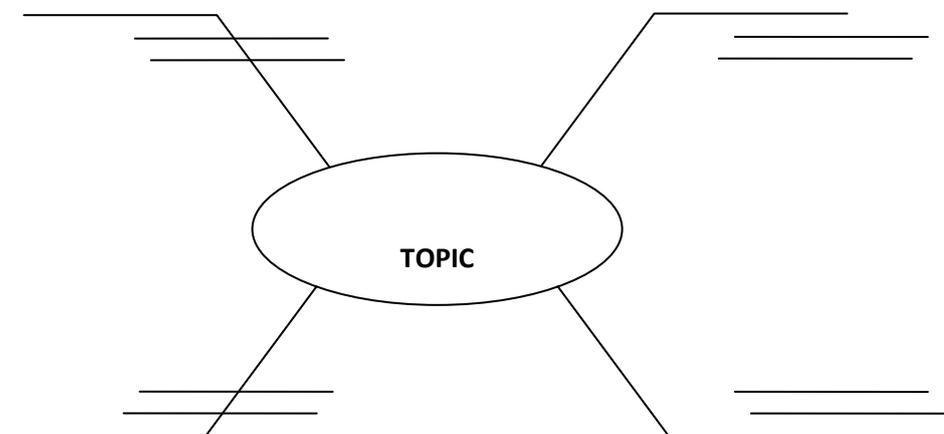
Time lines, degrees and shades of meaning can be organized on this organizers; events or phenomena are added between the two end points on the chart. They can be oriented horizontally or vertically.

For degrees and shades of meanings, the end of the continuum chart represents the two end points and for time lines, the oldest events are placed to the left or at the bottom while the more recent events are placed to the right or at the top.



Spider maps

Helps students to make associations and see relationships among central concept, main ideas and supporting details. They have three components. The major topic is placed in the circle, this represent the body of the spider, the legs of the spider represent the main ideas related to the central topic and supporting details are placed on short lines of the main idea lines.



Sample word map (concept map, semantic map)

Sample word maps are also called concept or semantic map and are used to organize new concepts and their characteristics, they summarize the traits of an item and provide examples of it (can be used to organize data on people, places or ideas. They allow students to link essential characteristics and examples to major to minor concept).

Opinion chart.- It is a matrix of rows and columns for organizing ones' ideas on an event, a concept or a person; they are not to organize information but to develop critical thinking skills and logically construct a convincing argument.

Its first column contains the areas in which the main topic will be evaluated; the second one has one's opinion on the topic respect to each area and the third one summarizes data supporting the opinion. (It is useful to write a title to the chart)

area	Opinion	Support
area	Opinion	Support

area	Opinion	Support
------	---------	---------

Flash cards or concept card.- It is used to organize paired information. One piece of data is written in front of card and associated data on the back. Front side is a we to remember the data on the back it is a good strategy to remember paired information such as words and definitions, events and dates, people and accomplishments. Format of flash cards

- Place a term, concept, image or symbol in the front side of a 3x5 index card.
- Write the definition of the element contained in the front side on the back one.
- Factual data must be friend and direct
- If possible write also an example below the definition.

5.3.4. AFTER THE ENTIRE READING DEVELOPMENT

Recording vocabulary.- Reading also can be used a good resource to learn news words or phrases that you meet on readings. Here are presented some

ways to record the new data: (remember not to use single cards or sheets if not a notebook).

- a. List them in alphabetical order
- b. Put them on different pages according to the topic.
- c. Organize them by grammatical category (noun, adjectives, adverbs, verbs, etc.)

Writing meaning.- Several options can be considered when showing meanings to the new vocabulary.

- a. Write translations in Spanish
- b. Write an example sentence
- c. Write synonymous or brief definitions in English.
- d. Draw pictures.

Now you have to try these ways of recording and select which are the most suitable for you.

6. HYPOTHESIS

6.1. GENERAL HYPHOTESIS

- The different speaking and reading techniques used by the teachers to develop the Teaching-Learning of the English Language inside directly on the students' knowledge and, use of the new language in the two years of the high-school curriculum; afternoon section of the Pio Jaramillo Alvarado School.

6.2. SPECIFIC HYPHOTESIS

- The techniques applied by teachers in the Teaching-Learning process do not contribute to develop the Reading and Speaking skills.
- Students from the Curriculum dislike practicing the target language and its components.
- The student's academic performance in the English subject, mainly in the Reading and Speaking Skills is inadequate.

7. METHODOLOGY

7.1 Type of study

The humanity and science development has always been related to the “method” usage; which is based on logical and systematic procedures and the usage of specific techniques useful to discover and enrich our knowledge with precise and reliable data. In view of this we can not speak on “Researching works” without mentioning the scientific method so, we have developed this work through a scientific study; which is going to let us to discover how the specific events to be covered are presented; in other words it allow us to establish problems to be verified in advance.

7.2 Methods techniques and instruments

To make sure the success of the research work, we have selected these methods: the Scientific method, the Inductive and Deductive methods and the Analytic and Systematic methods; besides the application of two techniques: surveys and interviews.

Respect to the Scientific method, it is mainly approached on the data collection from several research sources like: books, brochures and internet

used to draw up the theoretical frame, as well as the hypothesis establishment.

As for the techniques we have decided to use the inductive method, which consists on the study of a particular fact through which general conclusions are extracted; in other words it implies generalizing the results obtained from the techniques applied to a small group to the whole group. With this method we are giving a big step in our knowledge, when no to stay with the particular events, since that we try to look for a deeper comprehension.

On the contrary the Deductive method, goes from the general statements to particular ones; it refers to get particular conclusions on the basis of an universal law, it means to begin in a particular principle to be applied in particular cases to check if it is right.

Finally, to work with the results from the research techniques applied we are going to make usage of the analytic and systematic methods; where we have to separate the phenomenon in several parts to be studied in a better way; but, in view of in this separation mistakes can be made, it will be necessary to join the parts again in order to see if it is possible to integrate it. (the decomposition of data is called analysis while the recomposition is named synthesis).

7.3 Population

To continue, a chart containing the total population (teachers and students) involved in this work is included.

ESPECIALITIES	SCIENCES	ACCOUNTANCY	TOTAL
Fifth year	20	17	37
Sixth year	22	14	36
TOTAL	42	31	73

TEACHERS	5
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8. RESOURCES

8.1 HUMAN

People	Amount	Prize
Thesis Director	1	40
Concellors	2	40
Interviewers	2	0
Interviewees (students and teachers)	38	0
TOTAL	43	80,00

8.2 MATERIALS

Materials	<i>Prize</i>
Office ones	20,00
Internet	35,00
Word processor	80,00
Bibliographic data	10,00
Fothocopies	60,00
Paper	5,00
Transport	22,00
Printing	10,00
Others	10,00
TOTAL	252,00

8.3 BUDGET

Components	<i>Prize</i>
Human resources	80,00
Material resources	252,00
TOTAL	332,00

9. CHONOGRAM

2009 – 2010

N°	ACTIVITIES	DECEMBER				JANUARY				FEBRUARY				JUNE			
1	Presentation of the Thesis Proyect	x	x	x	x												
2	Approbal of the Proyect					x	x										
3	Proyect execution									x	x						
4	Surveys application											x	x				
5	Analysis of the surveys											x	x				
6	Processing of data													x			
7	Presentation of Thesis														x		
8	Oral presentacion of the Thesis														x	x	

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11. ANNEXES

NATIONAL UNIVERSITY OF LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE CAREER

TEACHERS' INTERVIEW

Mr/Ms.: this is a Research Instrument about the "Speaking and Reading Skills" which will be analysed by two ex-students of the English Career of the National University of Loja in order to develop our Thesis project about "THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS". Please answer these questions:

1 .- How do you encourage students to speak?

2. – Tick the techniques you use to develop speaking.

Role-plays	Conversations
Dialogues	Games
Jokes	Stories

3. – Mention the reasons why do your students avoid speaking?

4. - Do you motivate students to read?

5.- Tick and number the strategies you use to develop reading.

Specific ideas	[]	Predicting	[]
General idea	[]	Dictionary usage	[]
Skimming	[]	Topic sentence	[]
Scanning	[]	Get meanings from the context.	[]

6. - When the pronunciations is given.

Before reading	[]	After reading	[]
During the reading	[]	Never	[]

7. - What activities are done to check understanding when they finish reading?

8. - Establish an average to your Students' ability in Speaking and Reading.

18 – 20	Speaking []	Reading []
15 – 17	Speaking []	Reading []
12 – 14	Speaking []	Reading []
12 – 0	Speaking []	Reading []

9. - What is your students' grade in the English subject?

18 – 20

15 - 17

12 – 14

12 – 0

Thank you

NATIONAL UNIVERSITY OF LOJA
EDUCATION, ART AND COMMUNICATION AREA
ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

Mr/Ms. Student: this is a Research Instrument about the "Speaking and Reading Skills" which will be analysed by two ex-students of the English Career of the National University of Loja in order to develop our Thesis project about "THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS". Please answer these questions:

1.- Does your teacher motivate you to speak and read?

Yes [] No []

How _____

2. – Write true or false. To practice speaking you:

Use only the book topics []

Another real topics []

Use only questions from the book []

Build extra questions or ideas []

Have a classroom English environment []

3. - Circle the problems you face when speaking.

Fluency (vocabulary)	Accuracy	Pronunciation
Spelling	Listening	Intonation
Stress	Grammatical endings	Articulation
Diphthongs and triphthongs	Ask clarifications	Paraphrase
Say they do not understand	Phonetic symbols	

4. – Tick. You avoid speaking because:

You are shy or nervous _____

Dislike the language _____

Do not understand _____

Other:

5. - Number the steps 1 – 11 to develop a reading.

Inferences [] Do not read []

Main ideas [] Using maps and graphs []

Flow charts [] Present tasks []

Previewing [] Skimming []

15 – 17	Speaking []	Reading[]
12 – 14	Speaking []	Reading[]
12 – 0	Speaking []	Reading[]

10. - What is your grade in the English subject?

18 – 20

15 - 17

12 – 14

12 – 0

Thank you

12 CONSISTENCY MATRIX

THEME: “The techniques used in the English Language Teaching and their incidence on the Reading and Speaking Skills in the students of the two years (Basic sciences and Accountancy) of the high school curriculum. Afternoon section of the Pio Jaramillo Alvarado School. Loja City. Academic year 2008-2009”.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLE	INDICATORS
The wrong techniques application block a good Teaching Learning process development..	<p>General</p> <p>To contribute raising the teaching quality in the “Pio Jaramillo Alvarado” high-school, by means of coming into contact with the real Teaching-Learning process, identifying the different Techniques used to develop as Reading as Speaking skill and determining their problematic including the others Teaching-Learning components.</p>	<p>General</p> <p>The different speaking and reading techniques used by the teachers to develop the Teaching-Learning of the English Language affects directly on the students’ knowledge and, use of the new language in the two years of the high-school curriculum; afternoon section of the Pio Jaramillo Alvarado School.</p>	<p>Independent</p> <p>The techniques used in the English Language Teaching.</p>	<ul style="list-style-type: none"> • Assessment skills • Class techniques • Reading techniques • Speaking techniques • Guide to develop each English skill • English basic skills
The wrong usage of techniques provokes several problems such us: avoiding students have the practice and knowledge needed into each level, students lose their interest and are not able to access into the labor and study fields easily.	<p>Specific</p> <p>To analyze how the Teaching-Learning process is developed, prioritising on the Reading and Speaking aspects.</p> <p>To identify the techniques applied by teachers to develop the Reading and Speaking skills and the other Teaching-Learning components.</p>	<p>Specific</p> <p>The Reading and Speaking techniques influence on the teaching-learning process of the target language.</p> <p>The techniques applied by teachers in the Teaching-Learning process do not contribute to develop the Reading and Speaking skills.</p>	<p>Dependent</p> <p>The Reading and Speaking Skills in the students of the three years of the high school curriculum.</p>	<ul style="list-style-type: none"> • Reading skill • Skimming • Scanning • Reading practice and exercises • Materials • Speaking skill • Fluency • Accuracy • Motivation • Phonetic symbols • Pronunciation

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