



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

**THEME:**

“UNDERSTANDING READING AS A METHODOLOGICAL ALTERNATIVE FOR THE DEVELOPMENT OF SPEAKING AND WRITING SKILLS WITH THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF HIGH SCHOOL CURRICULUM AT “MANUEL CABRERA LOZANO” HIGH SCHOOL OF LOJA CITY, ACADEMIC PERIOD 2009 - 2010.

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

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Loja - Ecuador

2009 - 2010

# CERTIFICATION

Professor of the National University of Loja

Mg.Sc. Paola Moreno O

Thesis Director

## **CERTIFIES:**

That the present research work entitled **“UNDERSTANDING READING AS A METHODOLOGICAL ALTERNATIVE FOR THE DEVELOPMENT OF SPEAKING AND WRITING SKILLS WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF HIGH SCHOOL CURRICULUM AT “MANUEL CABRERA LOZANO” HIGH SCHOOL OF LOJA CITY, ACADEMIC PERIOD 2009-2010,** of the responsibility of the undergraduate students: Patricia del Rocío Sigcho Macas and Jeny de Jesús Viteri Jumbo.

It has thoroughly revised and fully analyzed I therefore authorize its presentation for the pertinent legal aims.

Loja, September 13<sup>th</sup>, 2010

Mg. Sc. Paola Moreno O

**THESIS DIRECTOR**

# AUTHORSHIP

This research was based on the educational field, text and Web pages. The definitions, concepts, analyses, conclusions and recommendations exposed, are of their authoresses' absolute responsibility. It can be used as a resource.

.....  
*Jeny de Jesús Viteri Jumbo*

.....  
*Patricia del Rocío Sigcho Macas*

# ACKNOWLEDGEMENTS

To the authorities and administrative staff of the National University of Loja, Area of Education, Art and Communication and particularly to the English Language Career for offering us the opportunity for a comprehensive training in all human dimensions.

In the same way to our thesis Director Mg.Sc. Paola Moreno Who has given us all her support to finish this researching work and all the teachers of the English Language Career.

Let us also express our gratitude to the authorities, teachers and students of the three years of the High school Curriculum at “Manuel Cabrera Lozano” High school. Who give us relevant information, documents, etc. that helped us to support the present thesis’s work.

**The authoresses**

# DEDICATION

I want to dedicate this work to God, to my mother and to my grandfather who have given me their unconditional support.

I also dedicated to my husband, to my sons and my friends who have been with me and have cheered me up to finish one of the desired goals my life.

*Patricia*

I want to start by giving thanks to God and to my parents because they have been my inspiration and my support to finish my career.

In the same way I want to thank my brothers, sisters and friends who helped me in an unconditional way.

*Jeny*

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# 1. INTRODUCTION

English is one of the most used languages around the world being constituted in an essential tool to confront the challenges and demands of the twenty first century; for that reason, the teaching and learning of this language is the biggest challenge of the teachers of our country and therefore in our city, the motivation that carried us to research this problem was to determine if the “understanding reading” is used as an alternative to develop the speaking and writing skills; and, to analyze if the reading techniques that the teachers use to let an effective English language learning of English language with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

To operate the objectives we pose the following general hypothesis, the “Understanding reading” as a methodological alternative contributes to the development of speaking and writing skills of English language with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010; for which we used the survey technique applied to eight teachers and two hundred sixty students of first, second and third years of High School Curriculum.

Thus, this researching work is distributed of the following way:

The first part refers to the methodology that consists in the type of research, methods, population and the sample as well as the techniques and tools used for data collection.

In the second part we present the logical analysis, interpretation, exposition and discussion of the results presented in tables and graphs; and finally the verification of the hypothesis.

In the last part we have the conclusions and recommendations according the hypothesis and the obtained results.

## 2. SUMMARY

In the present research titled: *“Understanding Reading as a Methodological Alternative for the Development of Speaking and Writing Skills with the Students of First, Second and Third Years of High School Curriculum at “Manuel Cabrera Lozano” High School of Loja City, academic period 2009 - 2010”*, the main purpose was to determine if the understanding reading as a didactic alternative contribute to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

In the research process we used the scientific, inductive – deductive, descriptive, analytic-synthetic and explicative methods, to the field work of the research we applied the survey technique to the teachers and students. The procedures allowed developing the field research as the tabulation of data analysis and interpretation of results, demonstration of the hypothesis, to pose the conclusions and recommendations.

Among the main results of the research we found that the understanding reading is used to the development of speaking and writing skills with the students at “Manuel Cabrera Lozano” High School, and the reading techniques are applied by the teachers help students to improve their English learning.

The analysis of the field information contrasted with the theory information allowed to conclude that the teachers at Manuel Cabrera Lozano of Loja city use the understanding reading as an alternative to develop the speaking and writing skills, and the reading techniques used by the teachers allow to improve the English language learning; for that we arrived to propose recommendations that let to consolidate the teaching learning process.

## 3. REVIEW OF LITERATURE

### 3.1. UNDERSTANDING READING

Understanding reading is defined as the level of understanding of writing, it is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

#### 3.1.1. The components of teaching the understanding reading

**3.1.1.1. Before *Reading Strategies*** consist of those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author *might* be trying to say, how the information *might* be useful, and to create a mental set that *might* be useful for taking in and storing information.

**3.1.1.2. During Reading Strategies** help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading, etc.

**3.1.1.3. After reading strategies** These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important.

**3.1.2. How do you teach comprehension strategies?**

- Orient students to key concepts, assess, and ask students to make a commitment to learn.
- Describe the purpose of the strategy, the potential benefits, and the steps of the strategy.
- Model (thinking aloud) the behavioral and cognitive steps/actions involved in using the strategy.
- Lead verbal practice and elaboration of the key information and steps related to the strategy.
- Provide for guided and controlled practice of the strategy with detailed feedback from the teacher and/or knowledgeable peers.
- Gradually move to more independent and advanced practice of the strategy with feedback from the teacher and/or knowledgeable peers.
- Posttest application of the strategy, and help students make commitments to generalize its use.

## **3.2. Levels of reading comprehension**

### **3.2.1. Literal level**

At the *literal level*, you would memorize the dates and facts. However, even though you have memorized these facts, this does not mean that you necessarily understand their full meaning or see the **implication** of these dates and facts applied to other situations.

### **3.2.2. Interpretative level**

In this level you are able to interpret all that the author wants to communicate but in some occasions he doesn't say it in explicit way.

### **3.2.3. Critical level**

This level means to value, project and judge such as the content that the author says in the text like the inferences or logical relationship that can be established from what appears in a text produced by an author.

## **3.3. READING TECHNIQUES**

- Pre reading
- Skimming
- Scanning
- Main ideas
- Previewing
- Guessing meaning from the context
- Making inferences
- Underlining
- Questions and answers
- Graphic organizer

- True or false

### **3.4. SKILLS OF ENGLISH LANGUAGE**

#### **3.4.1. Receptive skills**

##### **3.4.1.1. Listening**

Listening is a receptive ability and its main characteristics are the silence maintained by the person that is listening and the selective attention that he/she gives to what is said, according to their purpose.

##### **3.4.1.2. Reading**

Reading is equally a receptive skill. Through reading we receive information, and which its main characteristics are similar to listening. That is to say that the person who is reading maintains silence selects and processes information according their needs and purposes.

#### **3.4.2. Productive skills**

##### **3.4.2.1. Speaking**

Speaking is a productive ability. It used to give information. Its main characteristic is using a system of sounds with meaning.

##### **3.4.2.2 Writing**

Writing is also a productive ability. It is like speaking and is used to give information. It is characterized to use a graphical system with meaning.

### **3.5. RELATION BETWEEN READING AND WRITING SKILLS.**

The reading lesson is used as an opportunity to deal pronunciation, encourage fluent and expressive speaking and so on. Good reading texts introduce interesting topics, stimulate discussions, excite imaginative responses and are the springboard for well rounded, fascinating lessons.

### **3.6. RELATION BETWEEN READING AND WRITING SKILLS.**

Reading texts provide good models for writing and provide opportunities to study language vocabulary, grammar, punctuation and the way sentences, paragraphs and texts are constructed.

### **3.7. TECHNIQUES TO DEVELOP WRITING AND SPEAKING SKILLS.**

- Comments
- Questions and answers
- Discussions
- Giving opinions
- Role play
- Summary
- Compositions
- Note taking
- Planning

### **3.8. TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE.**

#### **3.8.1. Teaching process**

The term “process” doesn’t mean an abrupt change, but gradual, and framed in time”.

#### **3.8.2. Learning process**

It is intrinsically a social process, as much for its contents as for the forms in that is generated. A person learns of other and with the other ones; in this interaction he develops his practical and

reflexive intelligence, he builds and internalizes new knowledge or mental representations along all his life.

### **3.9. Participation techniques in the teaching learning of the English Language.**

It is considered that the participative techniques help to perfect the teaching, to energize the educational processes and the teaching-learning inside the institutional marks, in the school. They arise in answer to the necessity of creating an atmosphere of active participation, between the teacher and the student, of a dialogued education that he or she allows to build on new knowledge. The teaching-learning process should be characterized by the use of active methods and participative activities.

#### **3.9.1. Methodological Orientation for the application of the participative techniques.**

The participative techniques are composed with two types of techniques: to practice and to fix the linguistic content and to develop the oral talkative competition, these are participative linguistic and talkative participative techniques.

All the techniques offer the possibility to be easily adapted to different moments of the course or trimester, in dependence of the content. The student should feel freedom to use, that adapted to the activity which he carries out.

## 4. RESOURCES AND METHODOLOGY

### 4.1. RESOURCES

#### HUMAN

**Research Group:** Patricia Sigcho Macas

Jeny Viteri Jumbo

#### Informants

- Teachers of first, second, and third Years of High School Curriculum of Manuel Cabrera Lozano.
- Students of first, second, and third Years of High School Curriculum.

#### MATERIALS

- **Office material:** books, copies, paper, notebooks, and folders.
- **Technical material:** computer, printer, flash memory.

### 4.2. METHODS

#### SCIENTIFIC METHOD

To carry out the research we took as a base the Scientific Method, because it allowed us carry out a systematic and ordered process to do a logic explanation of the relations that were established in the researched object and its variables which let us give some alternatives or solutions to this problematic.

This method also allowed organizing the available resources and the procedures, with which we reached the outlined objectives, as so as the confirmation of hypothesis.

### **INDUCTIVE - DEDUCTIVE METHODS**

The inductive method, provided to start of the observation and analysis of the items posed to determine the incidence of reading comprehension in the development of speaking and writing skills as well as reading techniques used by teachers for English language learning, allowing us to establish general conclusions.

### **DESCRIPTIVE METHOD**

This method was used to describe the main obtained results in the applied survey and it facilitated the description of the understanding reading, techniques and the strategies that the teachers use to develop speaking and writing skills.

It also served to confirmation of the hypothesis and the final redaction of the research report.

### **ANALYTICAL – SYNTHETIC METHOD**

This method allowed us to analyze the obtained results through the field instrument, to make the interpretation of the data and to establish the conclusions, based on the

results of greater tendency. It also helped us to analyze the relation between the understanding reading and the speaking and writing skills.

## **EXPLICATIVE METHOD**

This method served to explain the implicit relation of the established variables in the research objects to give our point of view according to the obtained results and to explain to the theoretical reference about the understanding reading and the speaking and writing skills in the researched High School. It's important to mention that the descriptive statistic was used as a tool that facilitated the representation of the data in tables and graphs let us the comprehension of the information.

### **4.3. TECHNIQUES AND INSTRUMENTS**

To obtain the best results in our researching work we applied the **survey** to the teachers of the English Language to know the way that they work the Understanding reading and the development of speaking and writing skills.

The survey also was applied to the students of first, second and third years of High School Curriculum to determine their level of development of speaking and writing skills and their English language learning. This technique was applied through a questionnaire elaborated with objective questions about the indicators that guided our research work.

#### **4.4. PROCEDURES**

After we picked up the research instruments we made the processing of the information that involved these steps:

- The tabulation of the data carried out in quantitative way because they were objective questions; moreover the tabulation of all the applied instruments let us to contrast the information and to analyze the obtained results.
- The organization of the empiric information was made according to the specific variables that guided the classification of the questions by hypothesis.
- The graphic representation of the information in tables and graphs let us the visualization of the data easily and the tendency of the indicators in each variable.
- The analysis and the interpretation of the obtained information, the results in percentages and the analysis of the data were contrasted with the theoretical frame to fulfill the objectives posed in the project of investigation.
- The formulation of conclusions was done with worth judgments derived of the analysis and interpretation of the data the same that were based on the specific objectives which guided the investigative process.

- The verification of the hypothesis was done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame.
- To elaborate the final report was necessary to integrate all the components of the researching with the logic interpretation among them; this required a new revision of the theme, objectives, hypothesis and theoretical frame to get a good relation among them.

#### **4.5. POPULATION AND SAMPLE**

The population that helped us in the field work was constituted by all the English teachers because they are eight and it is a small population.

The population of students is 446; for that reason, we took a sample of 260 students because the population is wide.

## STUDENTS

<b>YEARS OF HIGH SCHOOL</b>	<b>NUMBER OF STUDENTS</b>
First year of High School Curriculum	155
Second year of High School Curriculum	160
Third year of High School Curriculum	131
<b>TOTAL</b>	<b>446</b>

## TEACHERS OF ENGLISH AREA

<b>HIGH SCHOOL</b>	<b>f</b>	<b>%</b>
MANUEL CABRERA LOZANO	8	100
<b>TOTAL</b>	<b>8</b>	<b>100</b>

### 4.6. DESCRIPTION OF THE SAMPLE

#### DETERMINATION OF THE SAMPLE SIZE ( $n$ )

$$n = \frac{N}{1 + NE^2}$$

**VALUATION:**

**n** = Sample size

**N** = Population

**E** = maximum admissible error

**Data:**

**N = 446** (Population)

**E = 0,04** (maximum admissible error)

**n = ?** (Sample)

$$n = \frac{446}{1 + 446 \times (0.04)^2}$$

$$n = \frac{446}{1 + (446 \times 0,0016)}$$

$$n = \frac{446}{1 + 0,7136}$$

$$n = \frac{446}{1,7136}$$

$$n = 260,27$$

$$n = 260$$

To distribute the sample of 260 students in the first, second and third years of High School Curriculum we applied the following statistic formula:

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

<b>YEARS OF HIGH SCHOOL</b>	<b>NUMBER OF STUDENTS</b>
First year of High School Curriculum	90
Second year of High School Curriculum	94
Third year of High School Curriculum	76
<b>TOTAL</b>	<b>260</b>

## 5.RESULTS.

### 5.1. STUDENTS' SURVEY

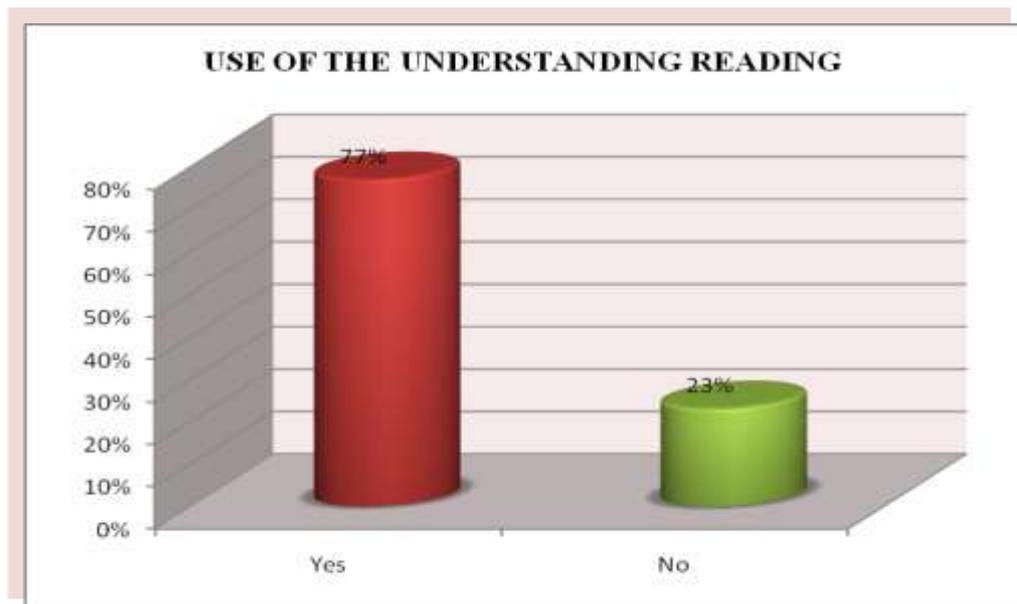
1.- When you read a text, do you understand after you read it?

a) Statistic table:

<b>USE OF THE UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Yes	200	77%
No	60	23%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: research group.

b) Graphic representation:



## **Interpretation**

According to the obtained data, we can say that 77% of students at Manuel Cabrera Lozano School manifested that they understand the text after read it. While 23% said that they don't understand anything.

## **Logical analysis**

This information allow us to interpret that most of students (77%) have a good level of understanding reading, it is so important because the understanding reading has for object the interpretation and critical comprehension of the text as well as the importance to understand the message of a written passage of the text.

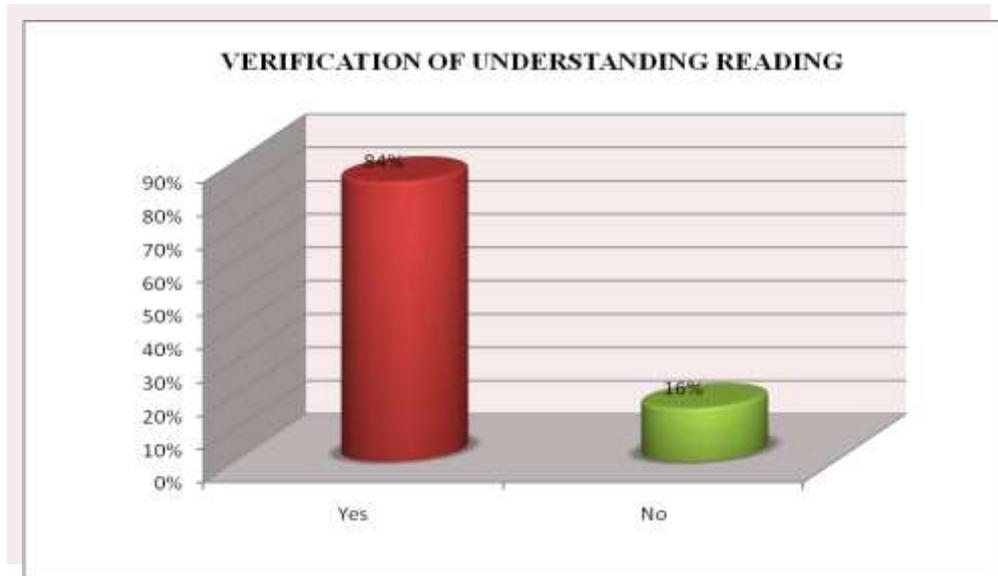
## **2.- Does your teacher check if you understood the reading?**

### **a) Statistic table:**

<b>VERIFICATION OF UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Yes	218	84%
No	42	16%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data we can say that 84% of students manifested that the teacher checks if they understand the reading, while 16% said that the teacher doesn't check it.

**Logical analysis**

These results allow us to interpret that the most work's teacher is well because they check if the students understood the text. It is important because the students should be able to interpret, criticize and comment on the text.

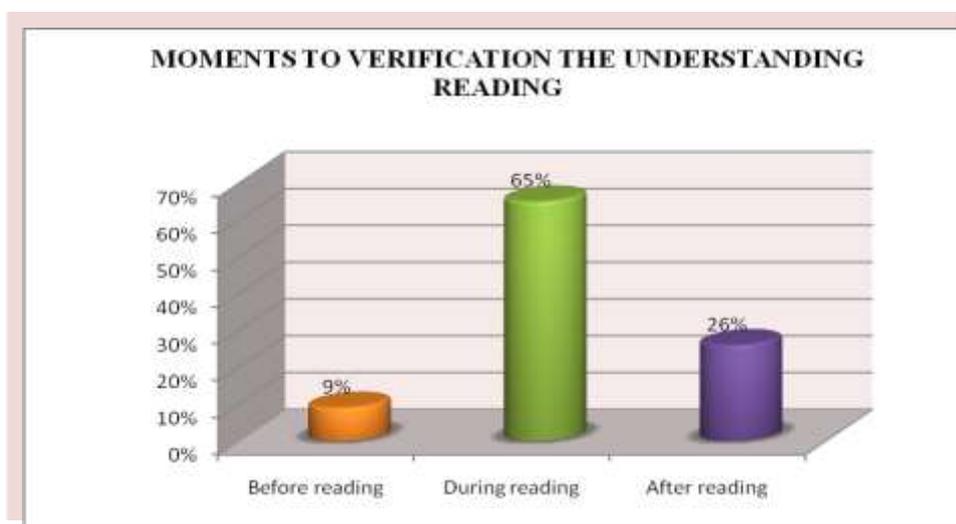
### 3.- When does your teacher check understanding reading?

#### a) Statistic table

<b>MOMENTS TO VERIFICATION THE UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Before reading	24	9%
During reading	170	65%
After reading	66	26%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: Research group.

#### b) Graphic representation:



#### Interpretation

According the obtained data in the applied survey to the students of Manuel Cabrera Lozano we can say that 65% of students said that the teacher check the

understanding reading during reading, while 26% of students said that the teachers check it after reading and 9% manifested that the teachers check it before reading.

### **Logical analysis**

These results allow us to interpret that the most of teachers check the understanding reading during reading; however it should be checked after reading because according the theoretical frame show us in this phase the student is able to leads a discussion on what was important about the author's message, students can summarize or "look back" at what was read, provides a post-organizer, or students can complete a study guide over what was learned from reading text.

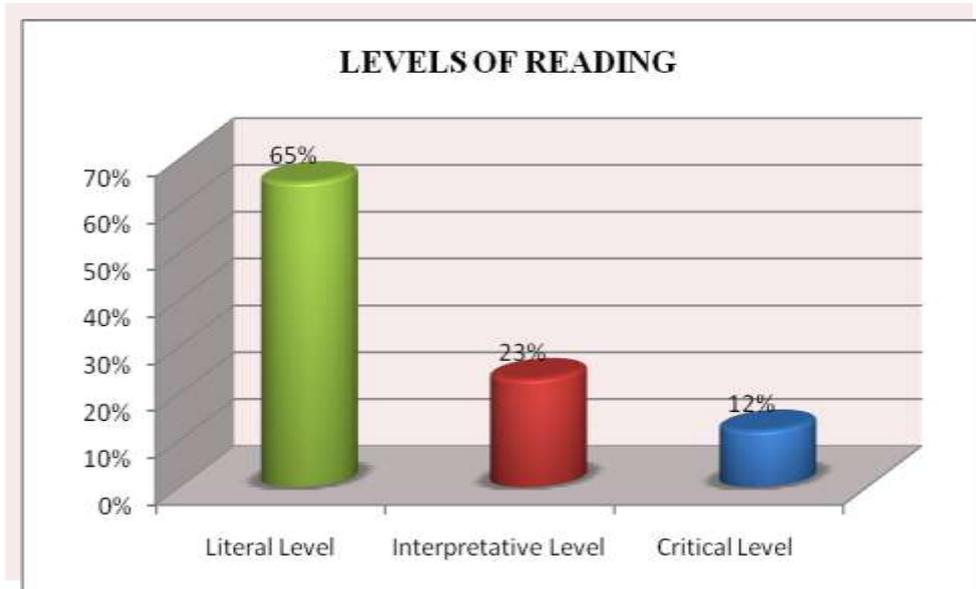
#### **4.- When you read a text, what level do you reach?**

##### **a) Statistic table**

<b>LEVELS OF READING</b>	<b>f</b>	<b>%</b>
Literal Level	170	65%
Interpretative Level	60	23%
Critical Level	30	12%
<b>TOTAL</b>	260	100%

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data in the applied survey to the students of Manuel Cabrera Lozano we can say that 65% of students said that they reach a literal level when they read while 23% of students reach an interpretative level and 12% reach a critical level when they read a text.

**Logical analysis**

This information allows us to interpret that the most of students reach the literal level when they read a text; comprehension at this level involves surface meanings. At this level, teachers can ask students to find information and ideas that are explicitly stated

in the text. In addition, it is also appropriate to test vocabulary. The students must be able to read critically and analyze carefully what they have read further the students need to be able to see relationships among ideas, for example how ideas go together and also see the implied meanings of these ideas; however the goal is reach the critical level in the students, that they have the ability to differentiate between facts and opinions, recognize persuasive statements and the ability to judge the accuracy of the information given in the text.

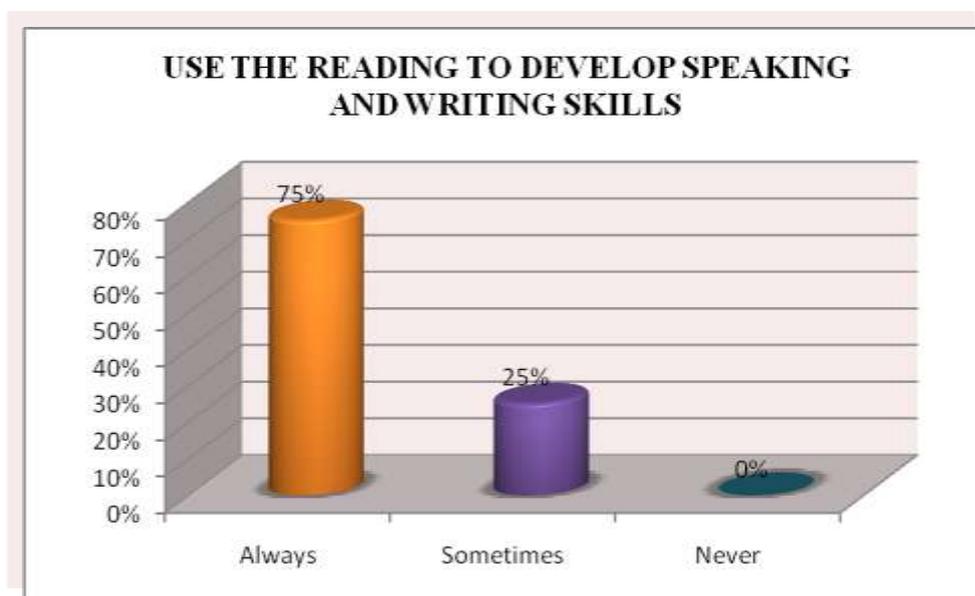
**5.- Does your teacher use the reading to develop the speaking and writing skills?**

**a) Statistic table**

<b>USE THE READING TO DEVELOP SPEAKING AND WRITING SKILLS</b>	<b>f</b>	<b>%</b>
Always	195	75%
Sometimes	65	25%
Never	0	0%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data in the applied survey to the students at Manuel Cabrera Lozano we can say that 75% of students said that their teacher always uses the reading to develop the speaking and writing skills, while 25% of students manifested that the teachers sometimes use it.

**Logical analysis**

This information shows us that the teachers use always the reading to develop the speaking and writing skills, it is good because the theoretical frame says that reading lessons are used as an opportunity to deal with pronunciation, encourage fluent and expressive speaking and so on. As well as reading texts provide good models for

writing and provide opportunities to study language vocabulary, grammar, punctuation and the way sentences, paragraphs and texts are constructed, for that reason all English teachers always should use the reading to develop the speaking and writing skills.

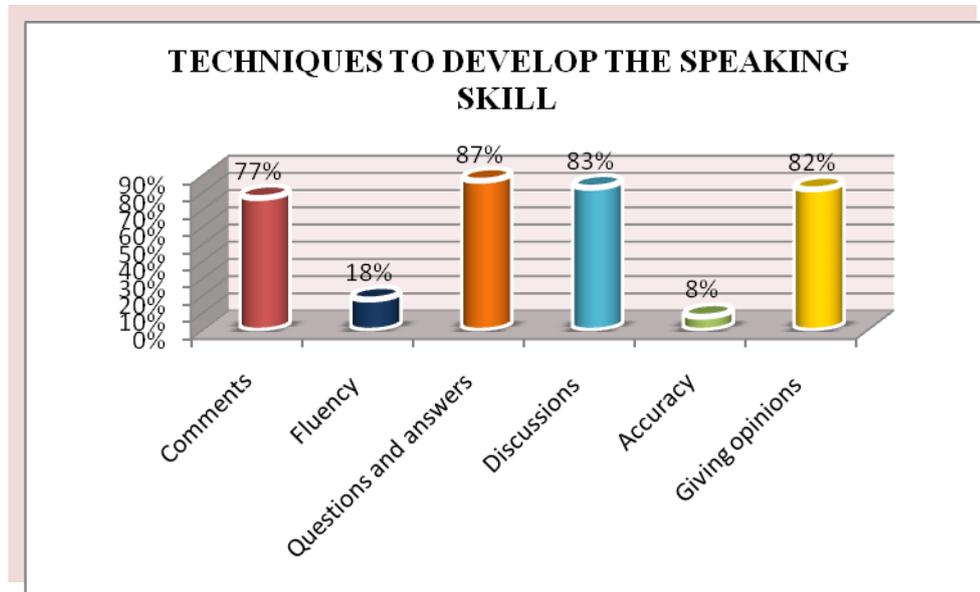
**6.-Which of these techniques does your teacher use to develop the speaking skill?**

**a) Statistic Table:**

<b>TECHNIQUES TO DEVELOP THE SPEAKING SKILL</b>	<b>f</b>	<b>%</b>
Comments	200	77%
Fluency	48	18%
Questions and answers	225	87%
Discussions	218	83%
Accuracy	20	8%
Giving opinions	215	82%

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data in the applied survey to the students of Manuel Cabrera Lozano we can say that 87% of students manifested that the teacher uses questions and answers technique to develop speaking skill, 83% said that the teacher uses discussions technique, 82% of students manifested that the teacher uses giving opinions technique while 77% said that teacher uses the comments technique; 18% of students said that the teachers use fluency and 8% of students manifested that the teacher uses accuracy technique to develop speaking skill.

**Logical analysis**

After analyzed the information we can say that the most of teachers use questions and answers, giving opinions, discussions and comments techniques to develop the

speaking skill, these techniques are very important because help students to find and share information, to express their ideas about any topic and they can prepare presentations, discourses and events.

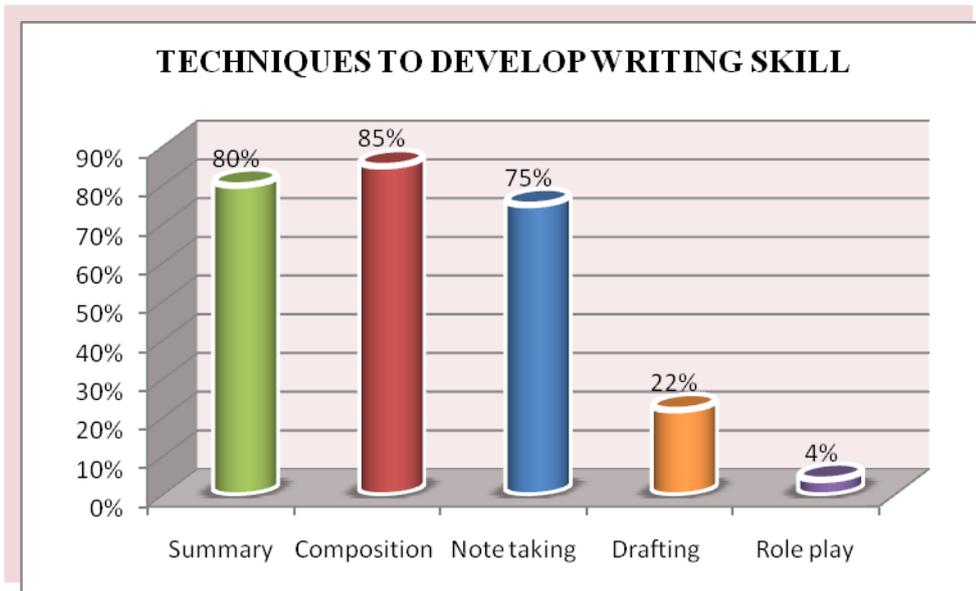
**7.-Which of these techniques does your teacher use to develop the writing skill?**

**a) Statistic Table:**

<b>TECHNIQUES TO DEVELOP WRITING SKILL</b>	<b>f</b>	<b>%</b>
Summary	209	80%
Composition	221	85%
Note taking	195	75%
Drafting	56	22%
Role play	10	4%

SOURCE: Students' survey  
ELABORATION: Research group.

**c) Graphic representation:**



**Interpretation**

According to the obtained data in the applied survey to the students of Manuel Cabrera Lozano we can say that 85% of students manifested that the teachers use composition technique to develop the writing skill, 80 % said that the teachers use summary, 75% of students manifested that the teacher use note taking technique while 22% said that the teachers use drafting and 4% manifested that teachers use role play to develop the writing skill.

**Logical analysis**

This information show us that the most of teachers use composition, summary and note taking techniques to develop the writing skill, these techniques are well because

in the theoretical frame explain us that they are very important because help students to write well about they have read, seen or happened something, if the teachers applied all necessary techniques the students can have success in their writing.

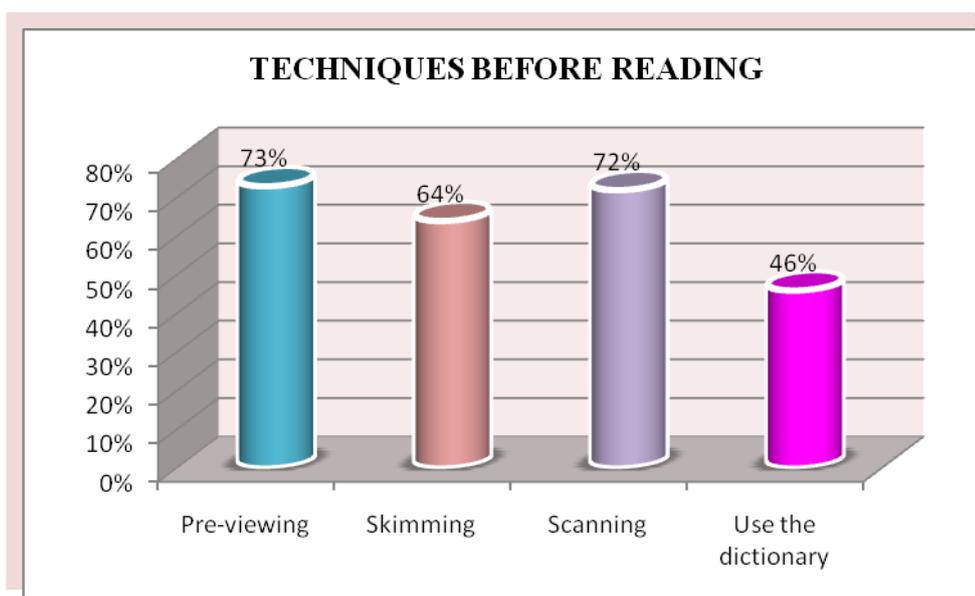
**8.- Which of the following techniques are used before reading?.**

**a) Statistic Table:**

<b>TECHNIQUES BEFORE READING</b>	<b>f</b>	<b>%</b>
Pre-viewing	190	73%
Skimming	167	64%
Scanning	188	72%
Use the dictionary	120	46%

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



## **Interpretation**

According to the obtained data, we can say that 73% of the students at Manuel Cabrera Lozano High School manifested that the previewing technique is used before reading, 72% of students said that scanning technique is used before reading while 64% manifested that the skimming technique is used before reading and 46% said that the use the dictionary is used before reading.

## **Logical analysis**

The information before exposed show us that the most teachers are applying the previewing, scanning and skimming techniques before reading, these techniques help students to get a sense of what the text is about and how it is organized before reading, also the students have a general idea about the text and when they want to find the specific information quickly.

### **9.- Which of the following techniques are used during reading?.**

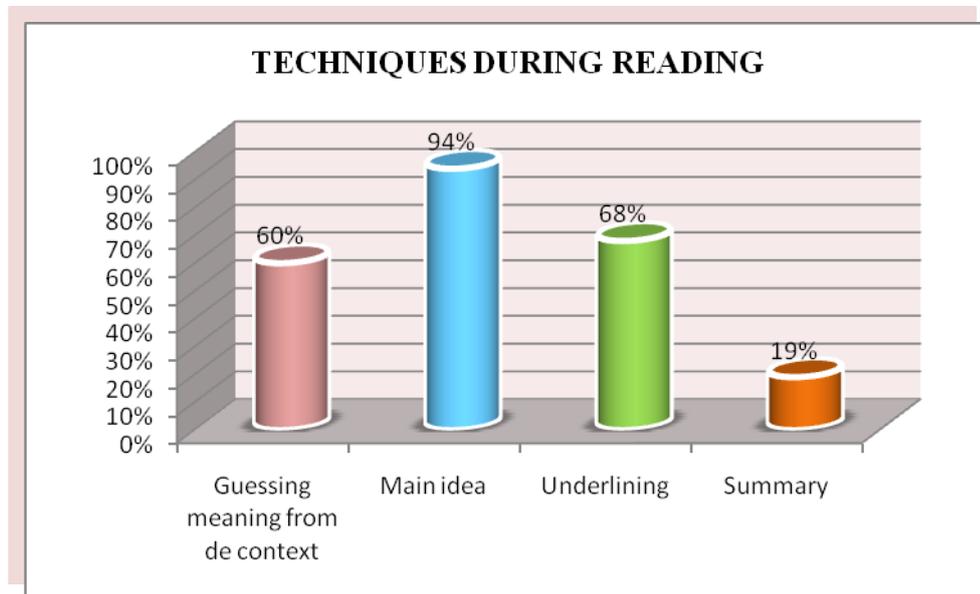
#### **a) Statistic Table:**

<b>TECHNIQUES DURING READING</b>	<b>f</b>	<b>%</b>
Guessing meaning from de context	156	60%
Main idea	245	94%
Underlining	177	68%
Summary	50	19%

SOURCE: Students' survey

ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data of the applied survey to the students of High School Curriculum at Manuel Cabrera Lozano, we can say that 94% of students manifested that the main idea is used during reading, 68% of students said that underlining technique is used during reading while 60% of students manifested that the guessing meaning from the context technique is used during reading and 19% said that the summary is used during reading.

**Logical analysis**

The results before exposed show us that the teachers are using the main idea, underlining followed of guessing meaning from the context techniques during reading, the theoretical frame explain us that these techniques help students to catch

the key concept being expressed in a text, guess the meaning of the unknown words and relation with the context of the reading as well as underline key vocabulary and its definitions or explanations, and use this as an opportunity to focus on how authors reveal the meaning of new terms within the context.

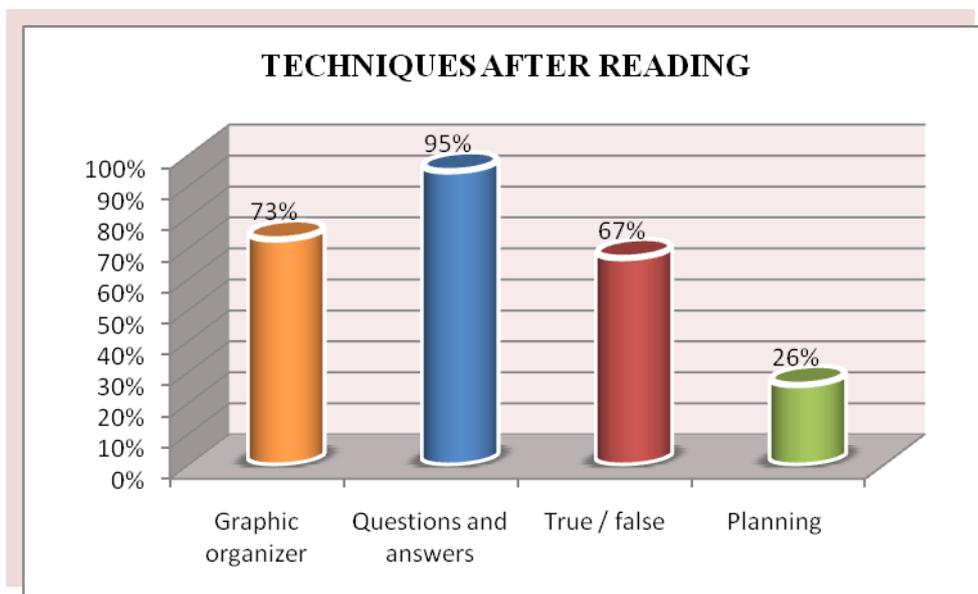
**10.- Which of the following techniques are used after reading?.**

**a) Statistic Table:**

<b>TECHNIQUES AFTER READING</b>	<b>f</b>	<b>%</b>
Graphic organizer	190	73%
Questions and answers	248	95%
True / false	174	67%
Planning	67	26%

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



## **Interpretation**

According to the obtained data of the applied survey to the students of High School Curriculum at Manuel Cabrera Lozano High School we can say that 95% of students manifested that the questions and answers technique is used after reading, 73% said that graphic organizer, 67% manifested that the True / false technique is used after reading while 26% said that the planning is used after reading.

## **Logical analysis**

The information before exposed show us that the teachers are using the correct techniques after reading, the theoretical frame explain that these techniques help the students to express their opinions about they read, find and share information; as well as, these techniques help students to organize their thoughts to construct meanings about the reading comprehension.

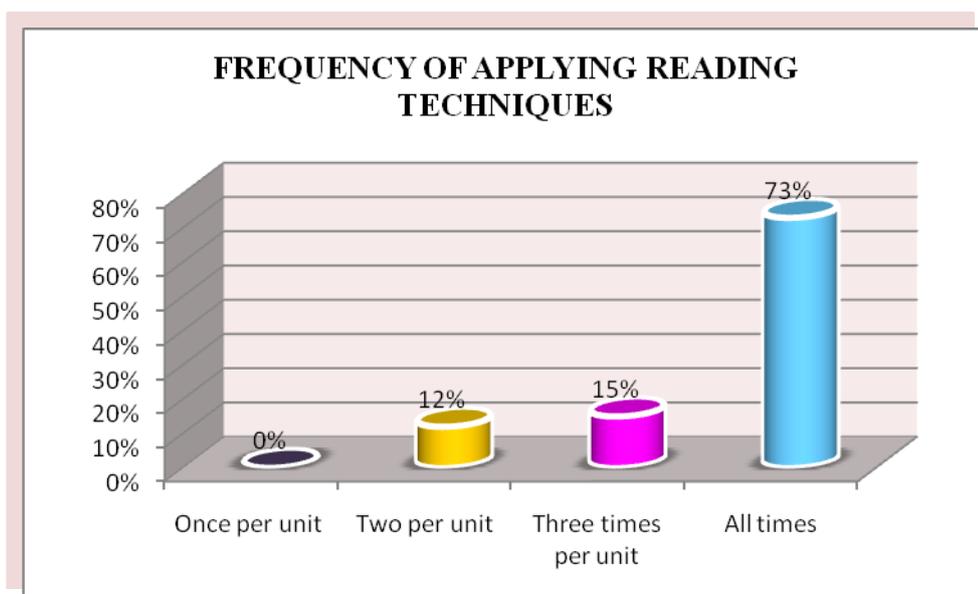
## 11.-How often does your teacher apply reading techniques in your classes?

### a) Statistic Table:

FREQUENCY OF APPLYING READING TECHNIQUES	f	%
Once per unit	0	0%
Two per unit	30	12%
Three times per unit	40	15%
All times	190	73%
TOTAL	260	100%

SOURCE: Students' survey  
ELABORATION: Research group.

### b) Graphic representation:



## Interpretation

According to the obtained data of the applied survey to the students at Manuel Cabrera Lozano High School, we can say that 73% of students said that the teachers apply the reading techniques all time, 15% said that these techniques are applied three times per unit, while 12% manifested that the teacher applies these techniques two per unit.

## Logical analysis

This information allow us interpret that the most of teachers at Manuel Cabrera Lozano apply the reading techniques all time, that's good because it help students to practice more and help to improve their English language learning.

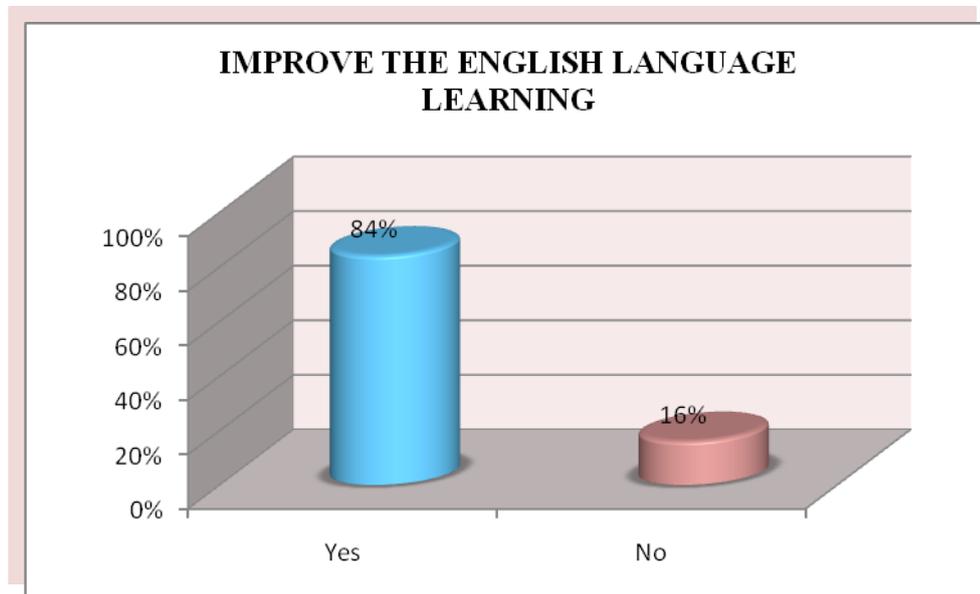
## 12- Do the reading techniques help you to improve the English Language learning?

### a) Statistic Table:

<b>IMPROVE THE ENGLISH LANGUAGE LEARNING</b>	<b>f</b>	<b>%</b>
Yes	118	84%
No	42	16%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data of the applied survey to the students of Manuel Cabrera Lozano school we can manifested that 84% of students said that the reading techniques help to improve their English learning while 16% said that these techniques doesn't help to improve their learning.

**Logical analysis**

In front of this information, we can manifested that the students know, that the reading techniques help in their English learning and the theoretical frame show us that these techniques are very important because help students to read in a very efficient way. Using them, they aim to get the maximum benefit from their reading with the minimum effort and so help to improve English learning.

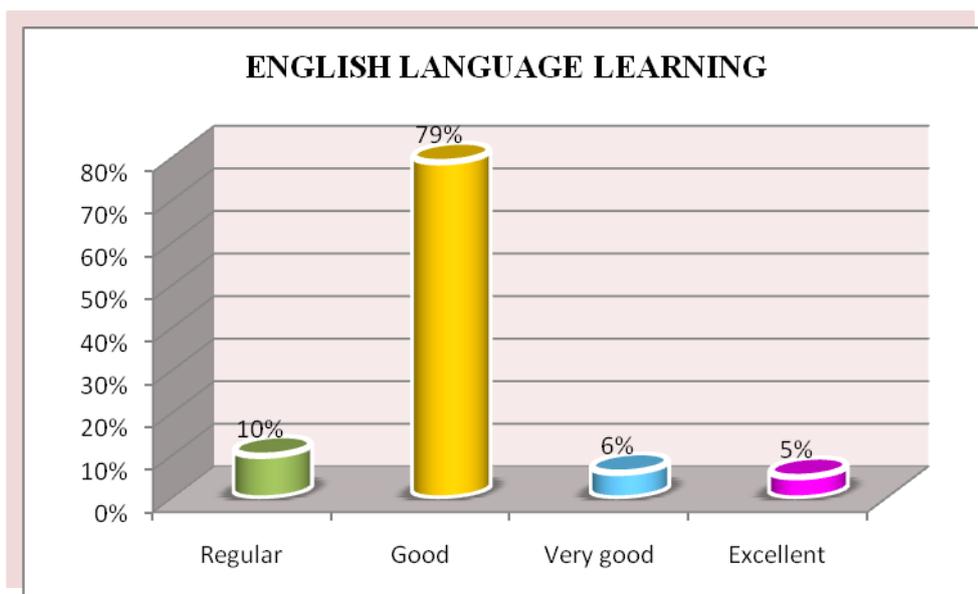
### 13.- How do you qualify your English language learning?

#### a) Statistic Table:

<b>ENGLISH LANGUAGE LEARNING</b>	<b>f</b>	<b>%</b>
	25	10%
Good	205	79%
Very good	16	6%
Excellent	14	5%
<b>TOTAL</b>	<b>260</b>	<b>100%</b>

SOURCE: Students' survey  
ELABORATION: Research group.

#### b) Graphic representation:



## **Interpretation**

According to the obtained data of the applied survey to the students at Manuel Cabrera Lozano High School we can manifested that 79% of students said that they qualify good their English learning, 10% said that they qualify regular their learning, while 6% said that their learning is very good and 5% manifested that their learning is excellent.

## **Logical analysis**

This information show us a considerable percentage of students have a good level of English learning, however the students need to reach a very good level in their learning, taking account as a second language it require of an effective teaching - learning process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

## 5.2. TEACHERS' SURVEY

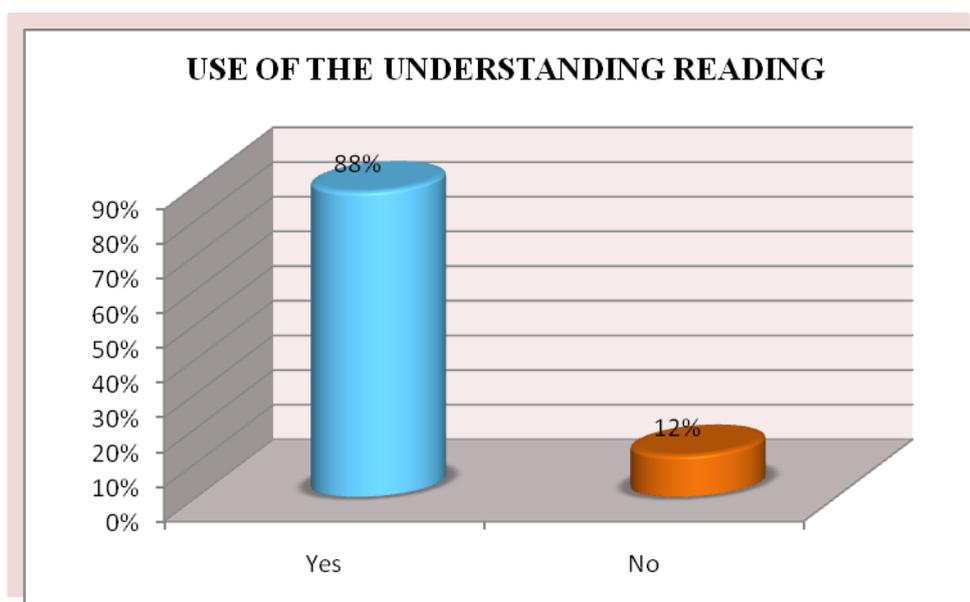
### 1. When your students read a text, do they understand after they read it?

#### a) Statistic Table:

<b>USE OF THE UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Yes	7	88%
No	1	12%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

#### b) Graphic representation:



## Interpretation

According to the obtained data, we can see that 88% of teachers at Manuel Cabrera Lozano School manifested that the students understand the text after read it. While 12% said that they don't understand anything.

## Logical analysis

This information allow us to interpret that most of students have a good level of understanding reading, it is so important because they can understand and decoding the writer's words the students use their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

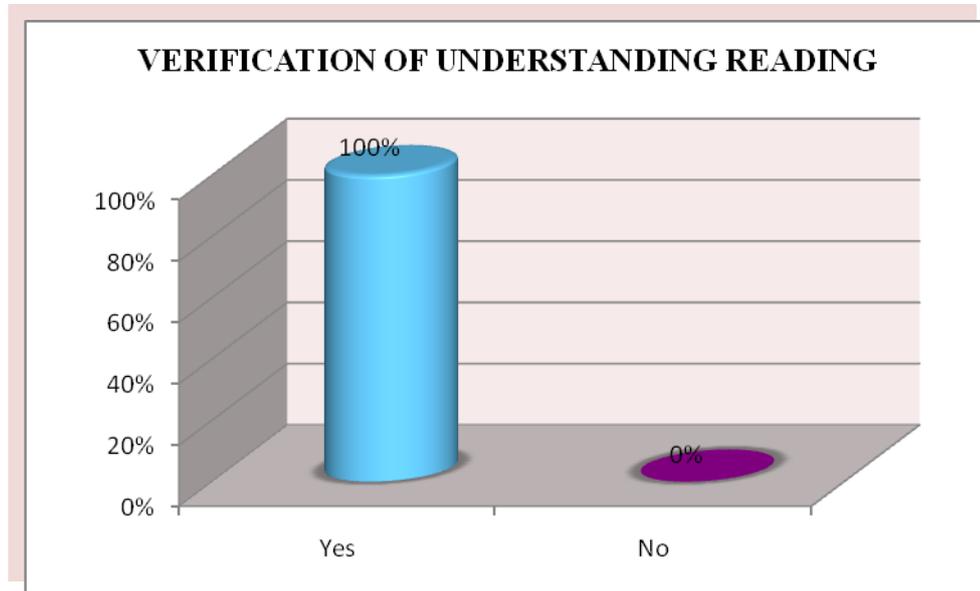
## 2.- Do you check the understanding reading?

### a) Statistic Table:

<b>VERIFICATION OF UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Yes	8	100%
No	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can say that 100% of teachers at Manuel Cabrera Lozano School manifested that they check the understanding reading.

**Logical analysis**

According to these results we can manifest that it is so important that the teachers check if the students understood the reading because the type of instruction that a student receives will also affect reading comprehension, with these activities the teacher can apply the same or different strategies to improve reading comprehension. These need to be taught directly as students learn to read simple sentences and this direct instruction need to continue in different forms throughout a student's elementary and secondary school experience.

### 3.- When do you check understanding reading?

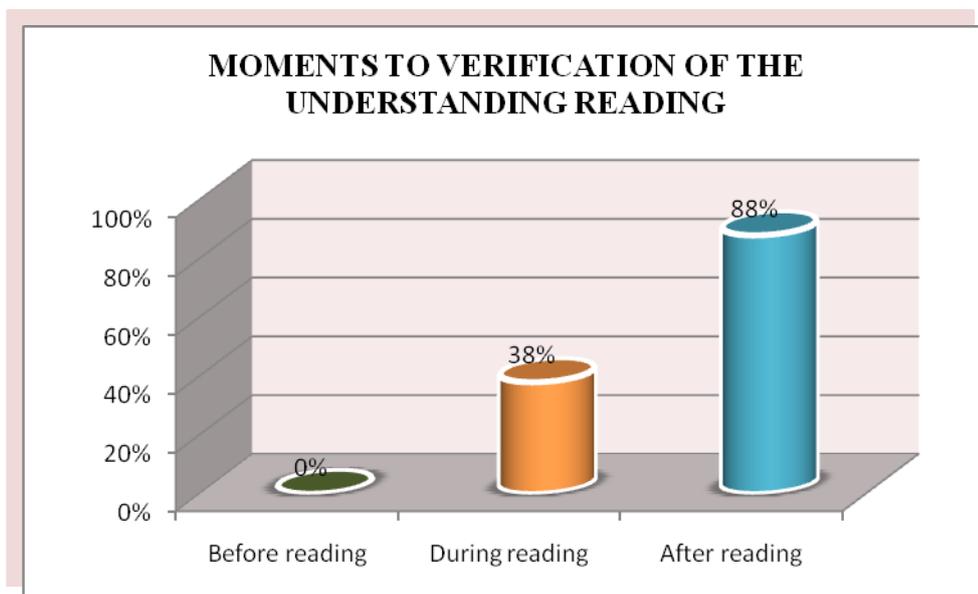
#### a) Statistic Table:

<b>MOMENTS TO VERIFICATION OF THE UNDERSTANDING READING</b>	<b>f</b>	<b>%</b>
Before reading	0	0%
During reading	3	38%
After reading	7	88%

SOURCE: Teachers' survey

ELABORATION: Research group.

#### b) Graphic representation:



#### Interpretation

According to the obtained data, we can see that 88% of teachers at Manuel Cabrera Lozano School manifested that they check the understanding reading after reading and the 38% check it during reading.

## Logical analysis

These results allow us to interpret that most of the teachers of Manuel Cabrera Lozano are checking the understanding reading after reading and few teachers during reading but we can manifest that in the theoretical frame show us that the most straightforward way of organizing comprehension strategies is to think about strategies that one might use before reading, during reading, and after reading. These strategies help the student in a correct way if they use those strategies while they are reading a text selection.

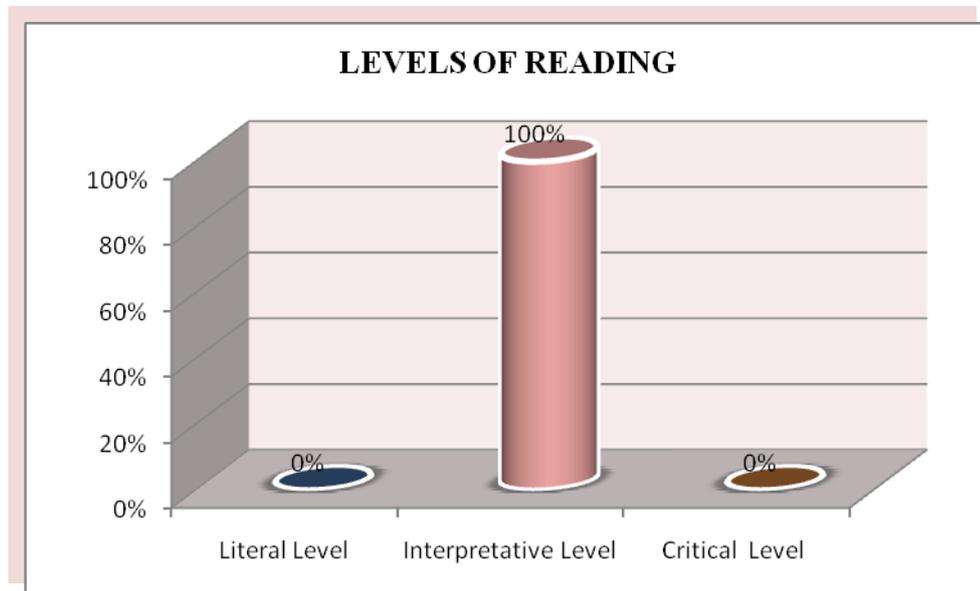
### 4.-What is the understanding reading level that your students have when they read a text?

#### a) Statistic Table:

<b>LEVELS OF READING</b>	<b>f</b>	<b>%</b>
Literal Level	0	0%
Interpretative Level	8	100%
Critical Level	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that the understanding reading level in the students when they read a text is interpretative, but the 50% said that they have only literal level.

**Logical analysis**

This information allow us to manifest that some students are only in the most simple level, at this level, you don't understand the true meaning of a paragraph, however, you could memorize the specific information, and most of the students can interpret the reading and they are able to understand that which they memorized at the literal level how is the information relates and connected to other scenery of what they are

studying, they can understand the implications of an idea how has already been mentioned. But the student's don't have yet the capacity to analyze, and then examining the message from the author and attempting to apply that message to other settings.

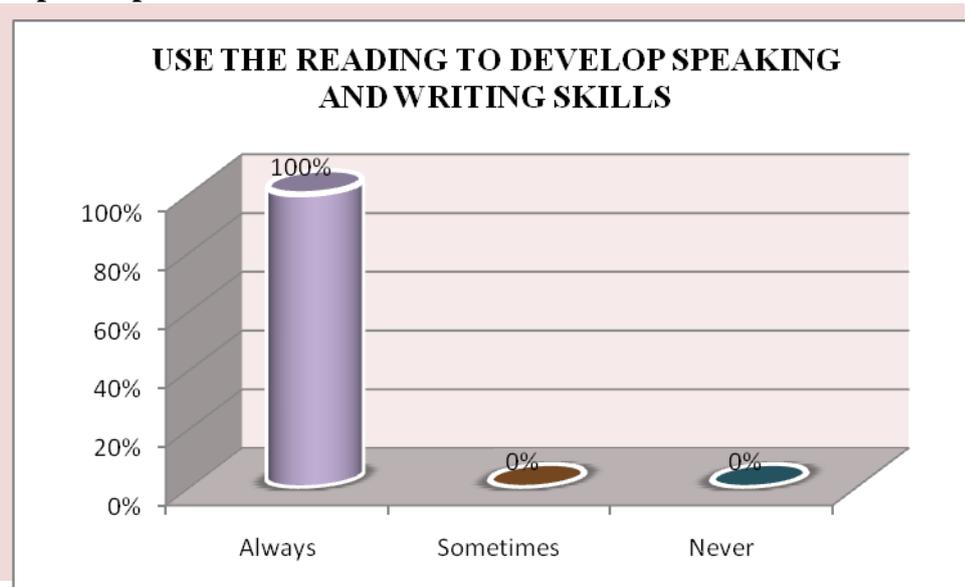
**5.- Do you use the reading to develop in your students the speaking and writing skills?**

**a) Statistic Table:**

<b>USE THE READING TO DEVELOP SPEAKING AND WRITING SKILLS</b>	<b>f</b>	<b>%</b>
Always	8	100%
Sometimes	0	0%
Never	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



## **Interpretation**

According to the obtained data, we can see that 100% of the teachers at Manuel Cabrera Lozano School manifest that they use always the reading to develop in your students the speaking and writing skills.

## **Logical analysis**

This information allow us to manifest that the teachers always use the reading to develop the speaking as a productive ability, it is used to give information the main characteristic is using a system of sounds with meaning, the teacher should give receptive model experiences in the form of language texts and offer wide opportunities for guided oral practice. And to develop the writing it is also a productive ability. It is characterized to use a graphical system with meaning. To develop the ability to speak, the teacher should give models of language written in text form and to offer appropriate guided practice.

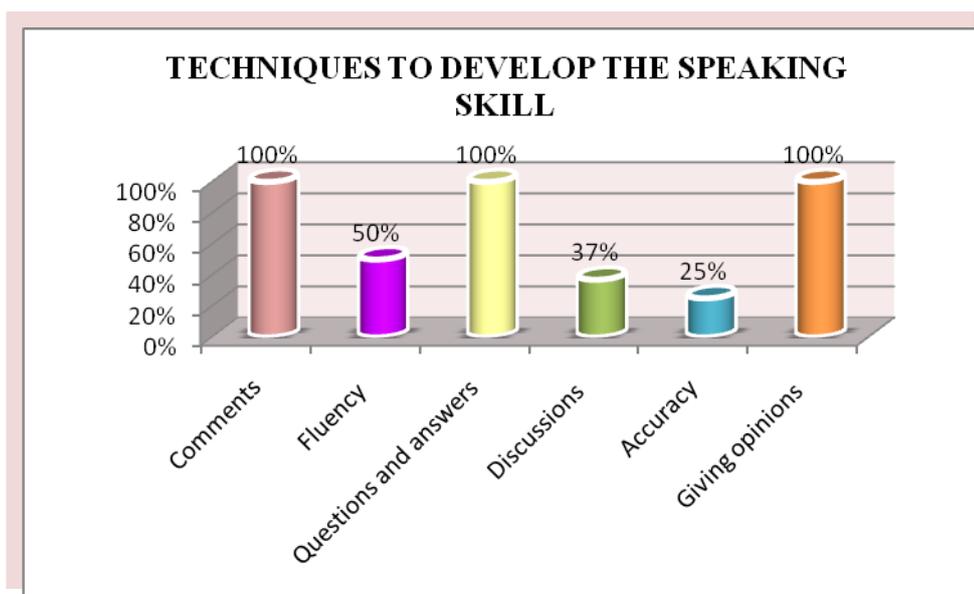
## 6.-Which of these techniques do you use to develop the speaking skill?

### a) Statistic Table:

TECHNIQUES TO DEVELOP THE SPEAKING SKILL	f	%
Comments	8	100%
Fluency	4	50%
Questions and answers	8	100%
Discussions	3	37%
Accuracy	2	25%
Giving opinions	8	100%

SOURCE: Teachers' survey  
ELABORATION: Research group.

### b) Graphic representation:



## **Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that they use comments, questions and answers and giving opinions techniques, while that 50% use fluency, 35% discussion, and the 25% accuracy techniques to develop in the students the speaking skill.

## **Logical analysis**

According to the results we can say that the teachers use most comments, questions and answers and giving opinions and they use rarely discussion and accuracy, so according to the theoretical frame these techniques are necessary to facilitate the develop the speaking skill, these techniques are very important because help students to find and share information, to express their ideas about any topic and they can prepare presentations, discourses and events.

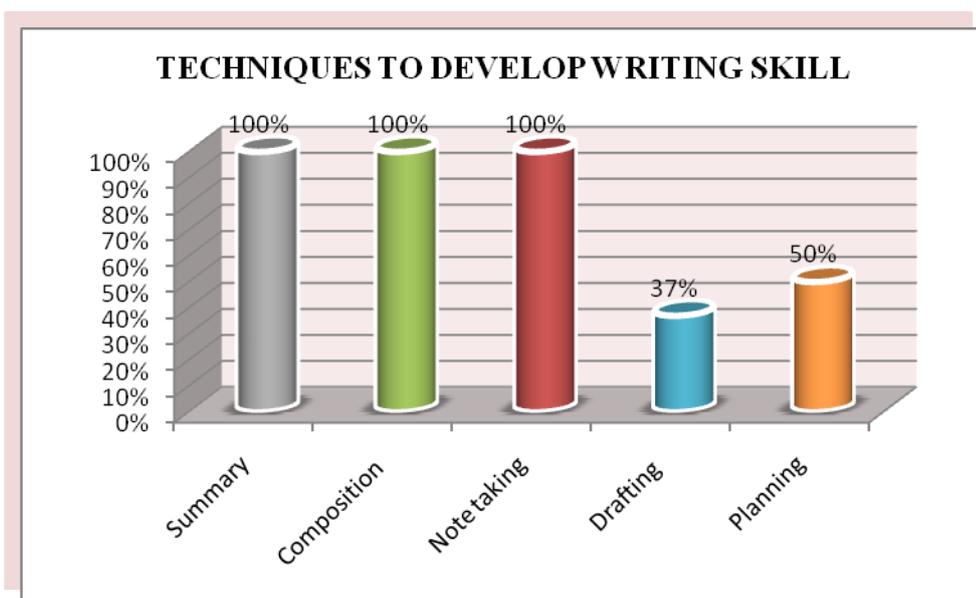
## 7.-Which of these techniques do you use to develop the writing skill?

### a) Statistic Table:

TECHNIQUES TO DEVELOP WRITING SKILL	f	%
Summary	8	100%
Composition	8	100%
Note taking	8	100%
Drafting	3	37%
Planning	4	50%

SOURCE: Teachers' survey  
ELABORATION: Research group.

### b) Graphic representation:



## Interpretation

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that they use summary, compositions, note taking techniques, while that 50% use planning, and the 37% drafting techniques to develop in the students the writing skill.

## Logical analysis

According to the results we can say that the most of the teachers use summary, compositions and note taking techniques to develop writing skill, these techniques are well because in the theoretical frame explain us that they are very important because help students to write well about they have read, seen or happened something, if the teachers applied all necessary techniques the students can have success in their writing.

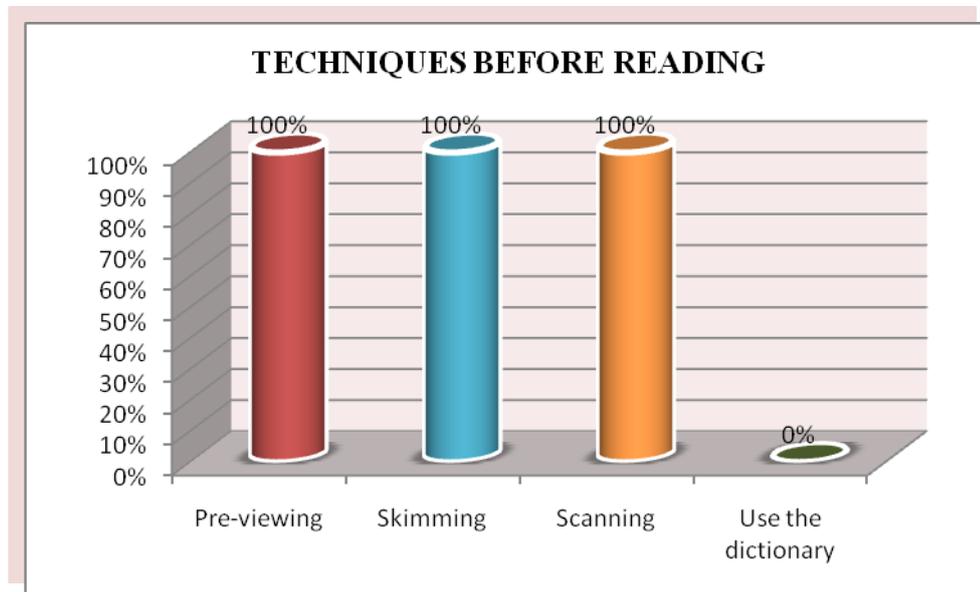
### 8.- Which of the following techniques are used before reading?.

#### a) Statistic Table:

<b>TECHNIQUES BEFORE READING</b>	<b>f</b>	<b>%</b>
Pre-viewing	8	100%
Skimming	8	100%
Scanning	8	100%
Use the dictionary	0	0%

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that they use previewing, skimming, scanning before reading.

**Logical analysis**

According to the results we can say that the teacher are using the correct techniques before reading, because in the theoretical frame we have that, in the first part the students do a brief pre-reading exercise to reviewing titles, section headings, and get a sense of the structure and content of a reading selection, after that they used skimming to identify the main ideas of a text, and finally they used scanning it is a reading technique to be used when you want to find specific information or when you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

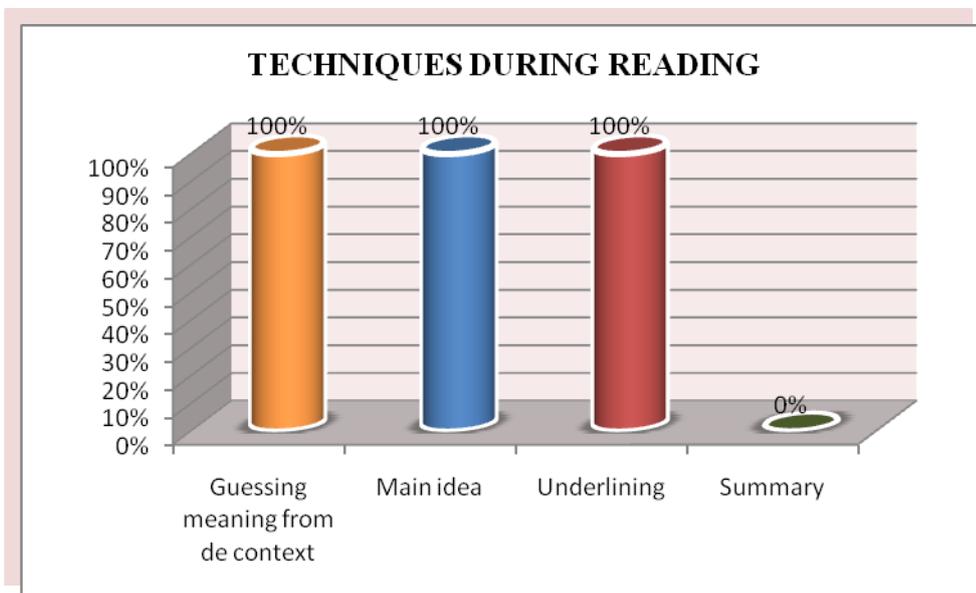
**9.- Which of the following techniques are used during reading?**

**a) Statistic Table:**

<b>TECHNIQUES DURING READING</b>	<b>f</b>	<b>%</b>
Guessing meaning from de context	8	100%
Main idea	8	100%
Underlining	8	100%
Summary	0	0%

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



## **Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that they use guessing meaning from the context, main idea, underlined during reading.

## **Logical analysis**

According to the results we can say that the teacher are using the correct techniques during reading, because in the theoretical frame we have that the main purpose of the teachers is to help the students to improve their ability to guess the meaning of unfamiliar words by using contexts clues, in this part the students must get the main idea and they can read the little because it may provide clues which will help them identify the main ideas which are covered, they must underline only the most important information that they have read in a predetermined section.

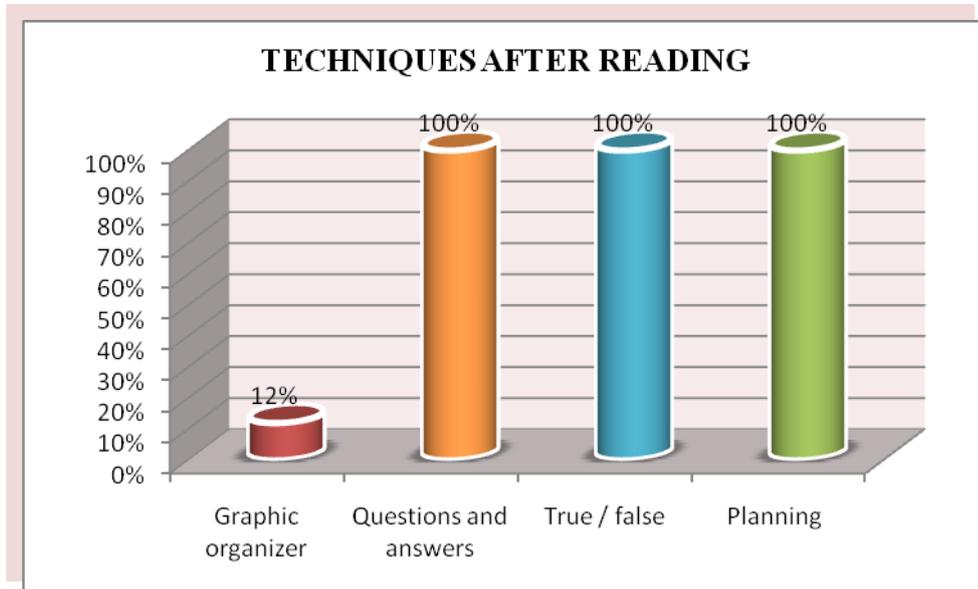
### **10.- Which of the following techniques are used after reading?**

#### **a) Statistic Table:**

<b>TECHNIQUES AFTER READING</b>	<b>f</b>	<b>%</b>
Graphic organizer	1	12%
Questions and answers	8	100%
True / false	8	100%
Planning	0	100%

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that they use question and answers, true or false and only that 12% use graphic organizers after reading.

**Logical analysis**

According to the results we can say that the teachers are use questions and answers; it is a good technique because asking a good question will help you motivate students' curiosity about the topic, and it will help you assess how well they understand the work, the students may give answers with true or false in this exercise

the students must remember all the reading because they have examine the question carefully before to say the answer. In this case the teacher manifest that they use rarely graphics organizers but it is so necessary to the students, if they use graphics organizers they can learn to select every piece of text read gives then some information and enriches their knowledge in some way always concentrate and read with concentration

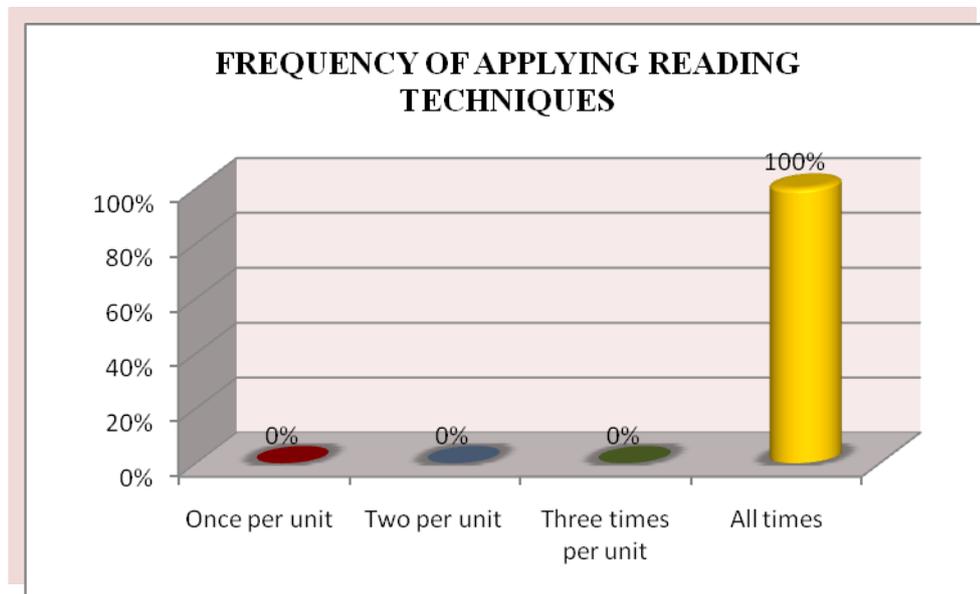
### 11.-How often do you apply reading techniques in your classes?

#### a) Statistic Table:

<b>FREQUENCY OF APPLYING READING TECHNIQUES</b>	<b>f</b>	<b>%</b>
Once per unit	0	0%
Two per unit	0	0%
Three times per unit	0	0%
All times	8	100%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School always apply reading techniques in their classes.

**Logical analysis**

According to the results we can say that the teachers have reading in each class and they use always reading techniques because it is so necessary to contribute to comprehend and retain the information most useful. The teacher can select techniques that are appropriate to the reading task and use them flexibly and interactively. Check comprehension while reading and when the reading task is completed. Monitoring comprehension it will helps to the students to detect inconsistencies and comprehension failures, helping them to learn to use alternate techniques.

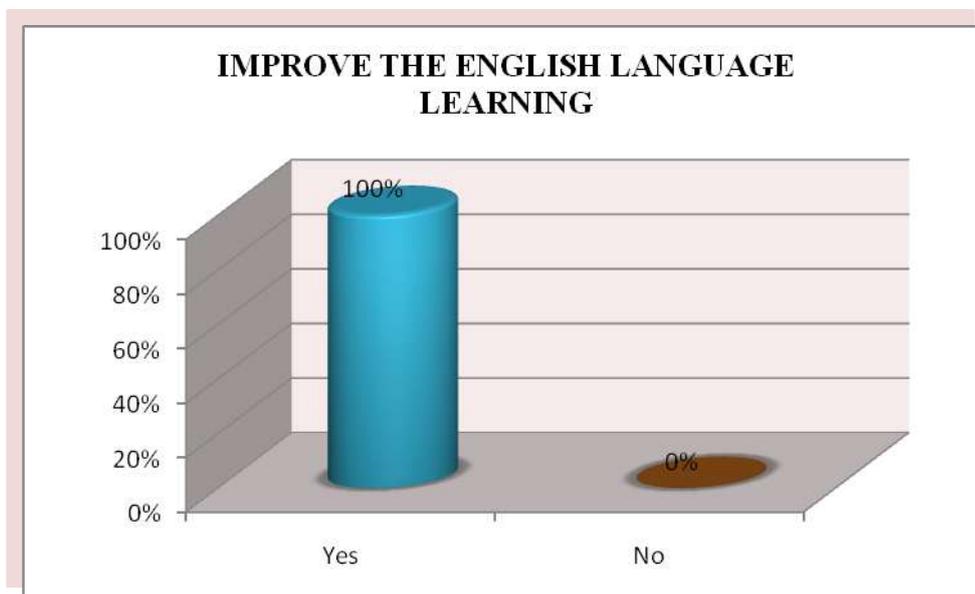
**12.- Do the reading techniques help to the students to improve the English Language learning?.**

**a) Statistic Table:**

<b>IMPROVE THE ENGLISH LANGUAGE LEARNING</b>	<b>f</b>	<b>%</b>
Yes	8	100%
No	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 100% of teachers at Manuel Cabrera Lozano School manifested that the reading techniques help to the students to improve the English Language learning.

## Logical analysis

According to the results we can say we can say that the teachers are use the correct strategies an techniques to learn English because it is a process of an extremely complex nature whose essence is the acquisition of a new knowledge, ability or capacity. So that this process can really be considered as learning instead of a simple short or fleeting retention, it should can to show future at one time and to contribute, also, to the solution of concrete problems, even different in its essence to those that motivated the development of the knowledge, ability or capacity initially.

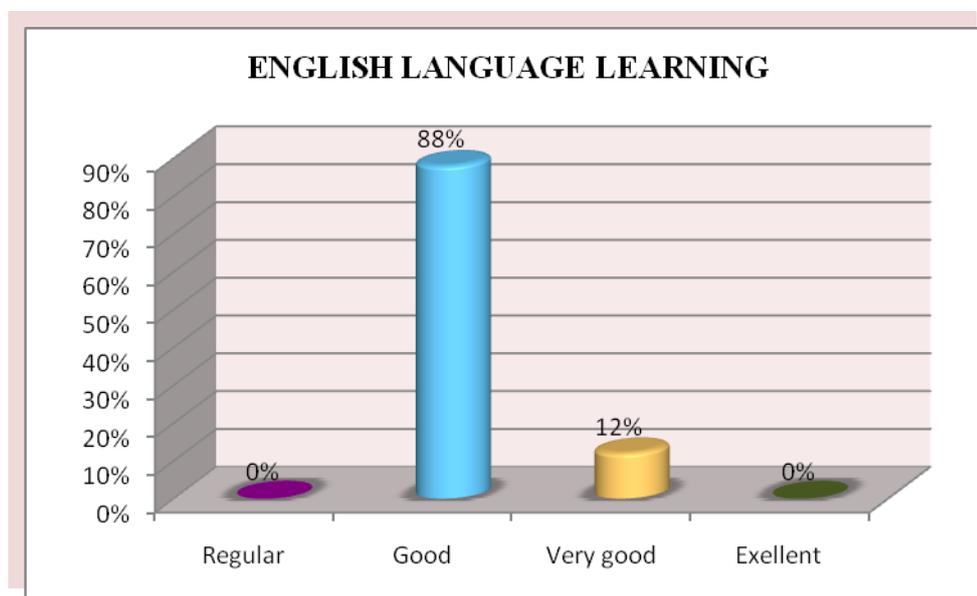
### 13.- How do you qualify the English language learning in your students?

#### a) Statistic Table:

<b>ENGLISH LANGUAGE LEARNING</b>	<b>f</b>	<b>%</b>
Regular	0	0%
Good	7	88%
Very good	1	12%
Exellent	0	0%
<b>TOTAL</b>	<b>8</b>	<b>100%</b>

SOURCE: Teachers' survey  
ELABORATION: Research group.

**b) Graphic representation:**



**Interpretation**

According to the obtained data, we can see that 88% of teachers at the Manuel Cabrera Lozano School manifest that they qualify that the English language learning in their students is good. While that 12% said that it is very good.

**Logical analysis**

According to the results we can say that the teacher manifest that the English language learning in their students is good because nowadays the English language learning is so important and it can truly change the life in the students forever, but most of all it will enrich you with knowledge. The learning can be considered equally as the product of an interaction between the teacher and the student. This role

depends on his professional ability the selection and presentation of the topics and activities for the students and, of course, his personality which should be flexible, allowing him to show his authority and friendship at the same time, to be part of the group and to recognize that he can also learn from his students.

## 6. DISCUSSION

### 6.1 HYPOTHESIS ONE

- **Statement**

- The “Understanding reading” is not used as an alternative to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

- **Demonstration**

After that we carried out the field investigation through the application of a survey to the students of first, second and third years of High School Curriculum and to the teachers at “Manuel Cabrera Lozano”, we has been processed and interpreted the information in qualitative and quantitative form and after represent the data in statistic tables to do the corresponding analysis, we determine that the understanding reading is used as an alternative to develop the speaking and writing skills, considering the following arguments:

-The most of teachers (88%) and students (77%) manifested that they (students) understand a text after read it.

- When we asked to the students in what moment the teacher checks the understanding reading more of the half (65%) manifested that the teacher checks during the process, while all teachers affirmed that check after reading.

- 100% of teachers affirm that they use the reading to develop the speaking and writing skills of English Language, while 75% of the students coincide with this opinion.

- 100% of the teachers use comments, questions and answers, give opinions and discussions to develop the speaking skill; in the same way the students coincide affirming that the teachers use questions and answers (87%), discussions (83%), opinions (82%) and comments (77%) to develop the speaking skill.

- All teachers manifested that they use the summary, compositions and note taking techniques, while the students coincide pointing out the same techniques, compositions (85%), summary (80%) and note taking (75%) to develop the writing skill.

- 100% of teachers manifested that the students reach an interpretative level into of the reading comprehension while 65% of students consider that they reach a literal level when they read a text.

- **DECISION**

After developing the analysis we reject this hypothesis since the pointed out arguments show that the understanding reading is used as methodological alternative to develop the speaking and writing skills with the students of first, second and third years of High school Curriculum at “Manuel Cabrera Lozano”.

## 6.2 HYPOTHESIS TWO

- **Statement**

The reading techniques that the teachers use, don't let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

- **Demonstration**

After have processed the field information, we proceeded to organize the information in qualitative and quantitative way through the statistic tables and graphs, and after the analysis and interpretation, we established that the reading techniques used by the teachers allow the English Language Learning in the students of first, second and third years of High School Curriculum at "Manuel Cabrera Lozano", considering the following reasons:

- The most of students manifest that the teachers use the following techniques before reading: : pre viewing (73%), scanning (72%) y skimming (64%); it's confirmed with the information 100% of the teachers manifest that before reading they use the same techniques.

- The students manifest that the teachers use the following techniques during reading: main idea (94%), underlined (68%) and guessing meaning from the context (60%), while 100% of teachers coincide pointing out the same techniques.
- The students affirm that the teachers apply questions and answers (95%), graphic organizer (73%) and True / false (67%); agreement with the opinion of the teachers that they use questions and answers and true / false.
- 100% of teachers and the most of students (73%) qualify the application of reading techniques as permanent; that is to say during all process of the reading.
- All investigated teachers and the most of students (84%), consider that the applied techniques help to improve the English language Learning.
- The teachers (88%) and (79%) of students coincide when qualify to the English language Learning in a good level.

- **Decision**

For the exposed arguments and after contrast with the variables, we proceeded to reject this hypothesis since the pointed out arguments show that the techniques used by the teachers, before, during and after reading allow the English language learning place it in a good level.

## 7. CONCLUSIONS

Finished the process of analysis and interpretation of the obtained information of the teachers and the students of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano” School of Loja city, we can infer the following conclusions.

- The teachers at Manuel Cabrera Lozano of Loja city use the understanding reading as a methodological alternative to develop the speaking and writing skills of English language in the students.
- The reading techniques used by the teachers let a good English language learning in the students of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano”.
- The students of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano” are able to understand a text after reading it, reaching a literal and interpretative level.
- In the teaching learning process of the English language, the teachers use didactic techniques to develop the speaking skill such as comments, questions and answers, give opinions and discussions; while to develop the writing skill the teachers use summaries, compositions and note taking.

- In the teaching learning of English Language, the teachers of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano” use appropriate techniques to each phase of the reading process; that’s to say, before, during and after reading.
- The techniques to develop the understanding reading are applied in permanent way, which allows improving the English language learning.

## 8. RECOMMENDATIONS

The conclusions that we arrived through the present researching allow to determine that the understanding reading is used as an alternative to develop the speaking and writing skills of English language learning with the students of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano”, moreover the techniques of understanding reading that the teachers use let the English language learning; for that reason, the hypothesis were rejected.

The reality before mentioned doesn't mean that the process and strategies are away from of limitations and these can be better; for that reason we propose the following recommendations:

- We suggest that the teachers continue using the understanding reading so that the students improve and consolidate the speaking and writing skills of the English language in the learning process.
- The teachers should go on using the techniques to develop the understanding Reading that allow an effective English language learning, to improve the good level to very good level in the students of High School Curriculum.
- The teachers must improve the use of the understanding reading techniques so that the students at “Manuel Cabrera Lozano”, improve

the literal and interpretative level that they have got so that they can express value judgments about the message of the text.

- The teachers must diversify and verify the use of didactic techniques such as role play, descriptions, contest of poetry and chant to strengthen the development of the speaking skill; while that to improve the writing skill is necessary to use activities such as writing news, interviews' guides, and descriptions.
- That the teachers must consolidate the phases of the reading process through participative extra class activities to improve the good level English learning to very good learning.
- If the techniques to develop the understanding reading are applied in permanent way it is necessary that the teachers reinforce this process to obtain better results in the English language learning.

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10.

ANNEXES

PROJECT

## **1. THEME**

**“UNDERSTANDING READING AS A METHODOLOGICAL ALTERNATIVE FOR THE DEVELOPMENT OF SPEAKING AND WRITING SKILLS WITH THE STUDENTS OF THE FIRST, SECOND AND THIRD YEARS OF HIGH SCHOOL CURRICULUM AT ”MANUEL CABRERA LOZANO” HIGH SCHOOL OF LOJA CITY, ACADEMIC PERIOD 2009–2010 ”**

## **2. APPROACHING THE PROBLEM**

### **2.1. BACKGROUND**

Manuel Cabrera Lozano High School was formed on September 28 1971 as an establishment annex to the philosophy, language and science education faculty, with the purpose to help as a teacher practice center for the professional to a medium level through the National University of Loja.

The education and culture ministry gave the order of the authorities at that time, to authorized the functioning of the Eighth Year of basic Education in the first academic year 1971-1972 by means of resolution N° 95 on January 29 1971, the first Rector being Lic. Mario Enrique Jimenez.

This high school began its academic work with 15 teachers, with the aim of linking the university with the community. In 1977 the Manuel Cabrera Lozano High School in Motupe sector branch was created to generate change alternatives to elevate the life conditions of this important sector of the city.

Considering the students aspirations, the community requirements and the scientific-technology advancements, the Technical High School Curriculum in Trade and Administration was created, counting especially on the agreement of Regional Sub secretary of Education and Culture of the Austro N° 041 on March 29 2001.

In 2001 the Department of Institutional Planning with the purpose of undertaking processes of evaluation, planned and carried out the curricular evaluation project the results led to innovative proposals and directions to improve the quality of the education offered.

At this time concerning the structure, the high school has five Academic Areas:

- 1) Natural and Exact Science
- 2) Social Science
- 3) Practice Activities
- 4) Art
- 5) Sport behavior and techniques

Moreover it has two kinds of high school bachillerates:

1. Physical-Mathematics, Chemical-Biological and Socials
2. Administration and accounting techniques specializing in administration.

Nowadays, the Manuel Cabrera Lozano High School has 197 students in Eighth Year of basic Education, 228 students in Ninth Year of Basic Education, 188 students in Tenth Year of Basic Education, and 155 in first Year of High School Curriculum, 160 in Second Year of High School Curriculum, 131 in Third Year of High School Curriculum, it has 1059 students in total.

The vision of this High School is to offer quality educative services in the scientific-technical order and the formation of values like the defense of the Human rights, social justice, conservation and development of the environment, dignity, liberty and responsibility, with this they count on a highly qualified professional profile. It also has a sufficient and pertinent infrastructure to contribute to the human development of this educative institution.

The mission of the Manuel Cabrera Lozano High School is to give integral education to the students that study in the Basic Education Level and the High School Curriculum under a scientific conception of the world, society, science, knowledge and learning, facilitating in the students, the development of creative, responsible, critical and reflective attitudes, the moral and social values that work and productive life demands. It also contributes as teacher practice center for the teachers and educative research; giving services of consultancy and pedagogical cooperation in this area.

## **2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT**

Nowadays English is the most widespread language, consisting of a talkative code highly applied in all branches of knowledge and social organizations around the World.

Taking into account this antecedent, in the Ecuadorian curriculum structure, the teaching of the English Language is an essential part of the program.

With the coming of new technologies, students familiarize quickly with English and therefore the necessity to instruct themselves in the semantic and grammatical aspects as well as reading and writing.

The teaching - learning process of the English language is imparted in a regular schedule that include a minimum of three hours per week at high school level (varying according to the nature of the educational center) and these classes are thought by teachers specialized in the English Language.

But, certain failures exist in the teaching - learning process of the English language because there aren't the necessary didactic resources, few capacitating in new teaching techniques and at the same time low motivations in the students towards the English Language subject as part of their studies.

We have summarized this introduction affirming the important role of the English Language inside education and the society as a highly historical process in the development of nations. In the educational context, the teaching of the English Language allows students to relate in a better way in the competitive world that requires new integral focuses to generate viable proposals in individual and collective progress.

In our research we will center our efforts in the investigation to establish if the conditions in one of the most decisive elements in the practiced of teaching - learning of the English language is the “understanding reading” as a resource that articulates and propitiates the development of the basic skills in the student.

The necessity is to establish the current state of the “understanding reading” and its role to generate learning of the English language in secondary education, taking into account that the understanding reading is very important because it allows the reader to interact with the text in a meaningful way. It’s the bridge from passive reading to active reading -- from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading -- a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of recreational and enjoyment reading. For that reason it needs a special process to contribute to developing other skills such as speaking and writing.

To define the study problem we decided to work in the first, second and third years of the high school curriculum at Manuel Cabrera Lozano High School and to establish the problem we used a preliminary survey applied to the English teachers in the above mentioned institution. <sup>1</sup>

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<sup>1</sup> Survey applied to the teachers of the Manuel Cabrera Lozano High School (January 2010).

75% of the teachers indicated that the main problems found in the teaching - learning of the English language were caused by the failures in “understanding reading”

90% of teachers pointed out that the students don't practice the “understanding reading”.

35% of the teachers said that the “understanding reading” improves the skills of the English Language.

100% of the teachers indicated that they lack the technical means and materials to improve the practice of this foreign language. The shortages of audiovisual and didactic materials make it difficult to apply the correct treatment of the different topics and for that reason it doesn't allow a true execution of the proposed perspectives.

The teachers use the “Understanding reading” in class but they don't apply all techniques to develop the understanding reading which contribute to development of the skills of the English Language.

The teachers point out the necessity to have a methodological guide in they can establish unified approaches in regard to the use of the understanding reading in the development of the reading, listening, writing and speaking skills.

### **2.3. FORMULATION OF THE PROBLEM**

**How does “Understanding reading” as a methodological alternative impact in the development of speaking and writing skills, with the students of first, second and third years of High School Curriculum at “Manuel Cabrera Lozano High School, academic period 2009–2010?.**

### **2.4 SUB PROBLEMS**

- In what way the understanding reading contributes to the development of the speaking and writing skills in the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009 -2010?.
  
- How do the reading techniques let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009 – 2010?.

### **3. JUSTIFICATION**

The lapsed years in the learning of the English Language, be they primary, secondary, university students, and in the teaching specialty, has allowed us to arrive at a position from which observe with interest, that English teaching in the high schools has not achieved satisfactory results.

The factors that give rise to this situation can be very diverse and complex and it is not our intention to discuss them, neither to establish responsibilities; it is simply an undeniable fact, which is necessary to correct, because the technological advancement and professionalism of the country depends in a great part on technology, which is generally written in English.

Technical and university professionals, students of superior education, directors, coordinators and teachers consulted, invariably are in agreement that the basic objectives in this area have not been achieved.

The present investigation has as an objective to analyze the incidence of “understanding reading”, as a support element to the development of the speaking and writing skills that we hope will be developed by the students of the high school degree.

The cognitive theory is assumed and is given and it enhances the integrative paper of “understanding reading” in the integral formation within the assimilation of a second language by the students.

The investigation is convenient since it will allow us to know the level of application of the teachers in regards to “understanding reading” and the relevancy or not of the methods used in its execution.

We will be solving the practical problem in order to know if the techniques used by the teachers in the teaching - learning process of the English Language area, allow the development of speaking, writing, and reading skills.

Also, we will analyze if the teaching - learning techniques used by the teachers are pertinent to apply in an effective way “understanding reading” in the English language.

We will be able to establish if in reality, “understanding reading” constitutes an important element in the development of the speaking and writing skills, of the students of first, second and third years of high school degree.

We will be analyze to see if the didactic material used by the teachers is a support to the teaching learning based on “understanding reading” of the English language or on the contrary if it doesn't present the necessary functionality.

The investigation is viable since we have all the necessary resources to apply it; at the same time it will allow us to receive our academic degree, as shown in the regulations of the Education, Art and Communication Area of the National University of Loja.

## **4. OBJECTIVES**

### **4.1. GENERAL OBJECTIVE**

To determine how the “understanding reading” as a didactic alternative contribute to the development of the speaking and writing skills with the students of first, second and third years at Manuel Cabrera Lozano high school of Loja city, academic period 2009-2010.

### **4.2. SPECIFIC OBJECTIVES:**

- To determine if the “understanding reading” is used as an alternative to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city , academic period 2009-2010.
  
- To analyze if the reading techniques that the teachers use to let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009 –2010.

## **5. THEORETICAL FRAME**

### **5.1. UNDERSTANDING READING**

Understanding reading is defined as the level of understanding of writing, it is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

Proficient reading depends on the ability to recognize words quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

The importance of the understanding reading is the ability to understand a written passage of text. It's answering "yes" to the question, "Did you 'get' what you read?"

Understanding Reading is what allows the reader to interact with the text in a meaningful way. It's the bridge from passive reading to active reading -- from letters and words to characters and contexts. Reading comprehension is the crucial link to effective reading -- a strong factor in our educational and professional lives. For many, reading comprehension also unlocks the door to a lifetime of reading recreation and enjoyment.

The Understanding Reading should be a habitual, continuous and traverse practice in the learning of the contents of all the areas. This learning takes place direct and indirectly. To learn by means of the texts is an example of this last modality. The understanding is a condition for the significant learning, therefore the understanding of the texts is the first step so that the students understand, relate, assimilate and remember the specific concepts of each area.

The reading has a means and an end. As means it is good to obtain information and specifically to learn by means of the written language, as end it finishes in their understanding and interpretation.

People read a newspaper, scientific text to be informed to know, but a story, poem, novel is read, for the aesthetic pleasure and intellectual and the operation of reading doesn't transcend to another sphere of the knowledge.

There are many different purposes for reading. Sometimes you read a text to learn material, sometimes you read for pure pleasure, and sometimes you need to follow a set of directions. As a student, much of your reading will be to learn assigned material. You get information from everything you read and yet you don't read everything for the same reason or in the same way or at the same rate. Each purpose or reason for reading requires a different reading approach. Two things that influence how fast and how well you read are the characteristics of the text and the characteristics of you, the reader.

### **5.1.1 The factors that affect the Understanding reading**

While word identification is a process that results in a fairly exact outcome (i.e., a student either reads the word "automobile" or not) the process of comprehending text is not so exact. Different readers will interpret an author's message in different ways. Comprehension is affected by the reader's knowledge of the topic, knowledge of language structures, knowledge of text structures and genres, knowledge of cognitive and meta-cognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

Reading comprehension is also affected by the quality of the reading material. Some writers are better writers than others, and some writers produce more complex reading material than others. Text that is well organized and clear is called "considerate text" and text that is poorly organized and difficult to understand can be called "inconsiderate text." The more inconsiderate the text, the more work will be required of a reader to comprehend the text. Readers who do not have the background, abilities, or motivation to overcome the barriers presented in inconsiderate text will have more difficulty comprehending these types of texts.

Students who had trouble learning to decode and recognize words often will have difficulty with reading comprehension. Students who struggle with decoding rarely have a chance to interact with more difficult text and often learn to dislike reading. As a result, these students do not have sufficient opportunities to develop the language skills and strategies necessary for becoming proficient readers.

Readers with poorly developed language skills and strategies will not have the tools to take advantage of the obvious structures and comprehension cues that are part of considerate text nor will they have the extra tools needed to overcome the barriers of inconsiderate text.

The type of instruction that a student receives will also affect reading comprehension. Strategies for improving reading comprehension must be taught directly by teachers. Simply providing opportunities or requiring for children to read will not teach many students the comprehension strategies they need to be proficient readers. These need to be taught directly as students learn to read simple sentences and this direct instruction need to continue in different forms throughout a student's elementary and secondary school experience.

### **5.1.2 The components of teaching the understanding reading**

There are many ways to think about reading comprehension and many factors that affect reading comprehension. Teachers should keep in mind two overriding questions about how to organize how to teach reading comprehension. These questions are, "What strategies should I teach?" and "How should I teach strategies?"

*What strategies should I teach?* The most practical way of thinking about teaching reading comprehension is to organize instruction according to how you want students to think about strategies. For this reason, the most straightforward way of organizing comprehension strategies is to think about strategies that one might use *before* reading, *during* reading, and *after* reading.

*Before Reading Strategies* consist of those strategies that a student learns to use to get ready to read a text selection. These strategies help the student get an idea of what the author *might* be trying to say, how the information *might* be useful, and to create a mental set that *might* be useful for taking in and storing information. These strategies could include previewing headings, surveying pictures, reading introductions and summaries, creating a pre-reading outline, creating questions that might need to be answered, making predictions that need to be confirmed, etc. The primary question for a teacher here is: "What steps (observable as well as unobservable) should I teach students to do regularly and automatically that will prepare them in advance to get the most out of a reading selection that needs to be read more thoroughly?"

When a *teacher* introduces a reading selection to students, walks students through the text, helps the students get ready to read through the use of advance organizers, or creates pre-reading outlines, he/she is ensuring content learning by compensating for the fact that students have not developed good *Before-Reading Strategies*. Teachers will need to continue to lead students in these types of before-reading activities to ensure content area learning occurs until students have been taught to fluently use *Before-Reading Strategies*. Teacher use of before-reading prompts and activities does not necessarily lead students to develop and use *Before-Reading Strategies* independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use *Before-Reading strategies*.

*During Reading Strategies* consist of those strategies that students learn to use while they are reading a text selection. These strategies help the student focus on how to determine what the author is actually trying to say and to match the information with what the student already knows. These strategies should be influenced by the *Before Reading Strategies* because students should be using or keeping in mind the previews, outlines, questions, predictions, etc. that were generated before reading and then using this information to digest what they are reading. The *During Reading Strategies* that help a student understand during reading include questioning, predicting, visualizing, paraphrasing, elaborating (i.e., comparing what is read to what is known), changing reading rate, rereading, etc. The primary question for a teacher is: "What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically figure out the intended meaning of the text and how it connects to what they already know?"

When a teacher develops reading guides and outlines that need to be completed during reading, requires students to ask and answer questions, creates summaries as they read, etc., they are compensating for the fact that students have not developed good *During-Reading Strategies*. Teachers will need to continue to lead students in these types of during-reading activities to ensure content area learning occurs until students are taught to fluently use *Before-Reading Strategies*. Teacher use of during-reading prompts and activities does not necessarily lead students to develop and use *During-Reading Strategies* independently without direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use *During-Reading strategies*.

*After-Reading Strategies* consist of those strategies that students learn to use when they have completed reading a text selection. These strategies are used to help the student "look back" and think about the message of the text and determine the intended or possible meanings that might be important. These strategies are used to follow up and confirm what was learned (e.g., answer questions or confirm predictions) from the use of before and during reading strategies. However, After-Reading Strategies also help the reader to focus on determining what the big, critical, or overall idea of the author's message was and how it might be used before moving on to performance tasks or other learning tasks. The primary question for a teacher is: "What steps (observable and unobservable) should I teach students to do so that they will regularly and automatically stop when they are finished reading a text selection and try to figure out the intended meaning of the text to determine what is most important and how they will use it?"

When *a teacher* reviews a reading selection, leads a discussion on what was important about the author's message, helps students summarize or "look back" at what was read, provides a post-organizer, or asks students to complete a study guide over what was learned from reading text, the teacher is compensating for the fact that students have not developed good *After-Reading Strategies*. Teachers will need to continue to lead students in these types of before reading-activities to ensure content area learning occurs until students have been taught to fluently use *After-Reading Strategies*. Teacher use of after-reading prompts and activities does not necessarily lead students to develop and use *After-Reading Strategies* independently without

direct and explicit instruction. This is why it is important to directly teach and provide practice that gradually requires students to use *After-Reading strategies*.

### **5.1.3 How do you teach comprehension strategies?**

A majority of the research indicates that the most successful way to teach comprehension strategies to students with limited reading proficiency is to use very direct and explicit instruction. The stages of instruction that are most often cited as being effective in helping a student learn a strategy are: (1) orient students to key concepts, assess, and ask students to make a commitment to learn, (2) describe the purpose of the strategy, the potential benefits, and the steps of the strategy, (3) model (thinking aloud) the behavioral and cognitive steps/actions involved in using the strategy, (4) lead verbal practice and elaboration of the key information and steps related to the strategy, (5) provide for guided and controlled practice of the strategy with detailed feedback from the teacher and/or knowledgeable peers, (6) gradually move to more independent and advanced practice of the strategy with feedback from the teacher and/or knowledgeable peers, and (7) posttest application of the strategy, and help students make commitments to generalize its use. Once the strategy is learned, the teacher must then ensure that students begin to transfer or generalize the strategy to new and different situations. The eighth stage, generalization, includes four distinct phases: (1) orientation and awareness of situations in which the strategy can be used, (2) activation by preparing for and practicing strategies in content-area classes, (3) adaptation of the strategy steps for use in other tasks, and (4) maintenance of the strategy for continued application in a variety of real-life learning and work place settings.

## 5.2 Levels of Reading Comprehension

The reading is a thinking activity. This process involves getting meaning from the printed word or symbol. College instructors will expect that you, as a college student, will be able to read at all levels of meaning or comprehension. In this case, **LEVELS** mean different depths of understanding, different analysis of what is meant. In other words, you will be expected to read at different levels of comprehension. These three different levels of comprehension can be called the **literal level**, the **interpretive level** and the **critical level**. Let's examine what each means briefly.

### 5.2.1 Literal level

The first level of comprehension can be called the literal level for the sake of wording because it is the most simple. At this level the reader or student can attempt to answer the question: *Question: What did the author say?*

At this level, you would not have to understand the true meaning of a paragraph, however, you could memorize the information. Instructors might ask you to read a chapter dealing with dates or specific facts. At the *literal level*, you would memorize these dates and facts. However, even though you have memorized these facts, this does not mean that you necessarily understand their full meaning or see the **implication** of these dates and facts applied to other situations. At the *literal level*, you are looking at what was written by an author at "face value", little interpretation is needed.

Let's suppose you are taking a history course to satisfy a humanities credit...say, **HIS 101** or **HIS 102** (Western Civilization). Let's further suppose that an instructor asks you this question: *What year did King Henry the VIII ascend the throne of England?*

Now let's examine this more carefully. If you memorized that King Henry VIII *ascended the throne of England in 1509*...knowing this date does **NOT** make you a historian! On the contrary, all through our lives we have memorized various dates and specific facts. The memorization of these facts does not make us an expert necessarily, but it does allow us to recall information.

At the *literal level* of comprehension, you are at the most basic of levels. You are building your knowledge but you do not necessarily have command of it.

When we first approach brand new information, we are at the *literal level* of comprehension. We are unfamiliar with the information and must simply report on: "What was said on page 68?" We haven't spent enough time building **dendrites** on that subject to feel like we could "explain" it. We probably wouldn't see the **implications** of the information...meaning we probably couldn't yet see how that information was **connected** to other information.

### **5.2.2 Interpretive level**

The second level of comprehension is called the *interpretive level*. At the interpretive level the reader or student can attempt to answer this question: *Question: What was meant by what was said?*

At this level, you are attempting to understand what the author meant by what s/he said in the story, paragraph or textbook. It is presumed that you have already memorized certain facts at the *literal level* and now you are attempting to see the **implications** of the author's words. At this level, you are attempting to "*read between the lines.*" as they say. At this level, you are attempting to understand that which you memorized at the *literal level* of comprehension.

Instead of looking at the facts concerning **when** King Henry VIII ascended the throne of England, perhaps now you are attempting to understand the **social implications** and the **political implications** of his ascension to the throne. Perhaps a teacher might ask you,

***"How did King Henry VIII wield his power as King of England?"***

This question is decidedly more complex than the previous one, where you are ONLY asked to report **what year** he became King. This new question about "how" he wielded his power would force you to understand more than the date that he became King. Do you see this dramatic difference?

Knowing the how's and why's behind this level of understanding is obviously a much deeper or profound level of thinking. Interestingly, it is this level of comprehension that college instructors will most likely expect you to get to in their courses. Of course they want you to "memorize" dates, facts, details, but they also want you to be able to understand how that information relates to and is connected to the "bigger picture" of what you are studying.

Understanding the **implications** of an idea is like "reading between the lines," as has

already been mentioned. **Seeing what the author has implied in his/her written work or what the instructor has said is like trying to understand what they meant even though they did not directly state it!** This last sentence is MOST important. Re-read it again!

### **5.2.3 Critical level**

The last level is called the *critical level*. At this level the reader or student can attempt to answer this question: ***Question: How would the author's message apply to other situations given what you memorized and understood at the other two levels?***

At this level, you are attempting to elevate or raise your thinking one more “notch” or level to a more critical, analyzing level. This presumes that you have already reached the previous two levels. At this level, you are “reading between the lines” and then examining the message from the author and attempting to apply that message to other settings.

For example, still following the ideas about King Henry VIII, what if the history professor lectured on “power,” the power that monarchs have, assume, take control of, etc. In that discussion, if s/he asked you to consider this question, think about how you would respond:

***How does power affect a person?***

In this pretend scenario from history, a student started at the *literal level* memorizing dates from history. At the *interpretive level*, the student would have examined the

implications of those dates...what else was going on, what impact King Henry might have had on England, on the politics of the time, etc. At the *applied level*, the student has now spent a fair amount of time building his/her *learning curve* and is now more able to see the larger *implications* of people who either are born “powerful” by their lineage of birth or have assumed power like someone elected into office. Either way, if an instructor asks you to write an essay *explaining* how people are affected (controlled or influenced) by power and you responded appropriately...you would be at the *applied level* of comprehension.

## **5.3 READING TECHNIQUES**

### **5.3.1 Pre-Reading**

It consists of a brief pre-reading exercise and question about the controlled nonfiction reading selection on the chapter theme; scan for the subheads in the selection and the main topic. In academic reading, it often helps to survey (get an overview of) the material before you begin to read it.

### **5.3.2 Skimming**

It is a reading technique which enables you to identify specific information in a text as opposed to getting a more general idea.

Skimming is used to quickly identify the main ideas of a text. When you read the newspaper, you're not probably reading it word-by-word; instead you're scanning the text. Skimming is done at a speed three to four times faster than normal reading. People often skim when they have lots of material to read in a limited amount of

time. Use skimming when you want to see if an article may be of interest in your research.

There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

### **How to Skim:**

Read the title.

Read the introduction or the first paragraph.

Read the first sentence of every other paragraph.

Read any headings and sub-headings.

Notice any pictures, charts, or graphs.

Notice any italicized or boldface words or phrases.

Read the summary or last paragraph.

### **5.3.3 Scanning**

It is a reading technique to be used when you want to find specific information quickly. In scanning you have a question in your mind and you read a passage only to find the answer, ignoring unrelated information.

You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is

also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it.

When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

### **How to Scan:**

- State the specific information you are looking for.
- Try to anticipate how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.
- Use headings and any other aids that will help you identify which sections might contain the information you are looking for.
- Selectively read and skip through sections of the passage.

### **5.3.4 Use of the dictionary**

We know that we don't need to look up every in a dictionary because we can often guess the meanings from the context. Sometimes, however, we may want to use a dictionary for other purposes, for instance, to find out the part of speech of a word or to learn related words.

To develop this strategy we should understand the organization of a dictionary such as:

- a) A headword is called an entry and it is in bold type. If several headwords have the same spelling, they are in the alphabetic order of their parts of speech and each one has a small number.
- b) The word that comes from another word is called derivative.
- c) After every entry there is the phonetic spelling and stress marks to show us 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 meaning, and they show when to use the words.

### **5.3.5 Main ideas**

To get the main ideas we can follow the next steps.

- Read the title of the selection carefully.
- Check to see if there are headings and subheadings in the text.

- Check if there are italicized words or phrases in the text.
- Find any list of points that are set off with numbers or paragraphs that begin with first, second, etc.
- Sometimes the same idea is repeated.
- Read the first and the last paragraph of the selection, because main ideas are generalizations.
- Read the first and last sentence of each paragraph if the main ideas are still unclear. Often the author states the main idea in what is called “topic statement” at the beginning of the paragraph.

### **5.3.6 Previewing**

- Learning about a text before really reading it. Previewing enables readers to get a sense of what the text is about and how it is organized before reading it closely.
- Contextualizing. Placing a text in its historical, bibliographical and cultural context.
- Questioning to understand and remember. Asking questions about the content. As students, you are accustomed to teachers asking you questions about your reading. These questions are designed to help to understand a reading and respond to it more fully, and often this technique works.

### 5.3.7 Guessing meaning from context.

- Look at the unknown word and decide its part of speech. Is it a noun, a verb, an adjective, or an adverb?
- Look at the clause or sentence containing the unknown word.
  - a) If the unknown word is a noun, what adjectives describe it? What verb is it near? That is, what does this noun do and what is where to it?
  - b) If the unknown word is a verb, what noun does it go with? Is it modified by an adverb?
  - c) If the unknown word is an adjective, what noun does it modify?
  - d) If the unknown word is an adverb; what verb does it modify?
- Look at the relationship between the clause or sentence containing the unknown word and other sentences or paragraph. Sometimes this relationship will be signaled by a conjunction like but, because, if or when, by and adverb like however or as a result in English.
- Use your knowledge gained from steps 1-3 to guess the meaning of the word.
- Check that your guess is correct.
- Break unknown words into its prefix, root, and suffix, if possible.

### **5.3.8 Making inferences**

Making inferences is an important comprehension skill. Students have to draw conclusions from ordinary events in their lives, and they also have to learn to figure out what an author implied, or didn't write.

If you infer that something has happened, you do not see, hear, feel, smell, or taste the actual event. But from what you know, it makes sense to think that it has happened.

Proficient readers know how to connect the dots between what the authors says and what he implies, or leaves unsaid. They use clues from the text or their prior knowledge.

Students will match information from ordinary events with what they already know to understand why, when, where, and how an event took place.

Students will read between the lines, or infer, what the author is implying in a newspaper article, book, or magazine.

### **5.3.9 Underlining**

Underline only after you have read a predetermined section of the material. Never underline a whole sentence. Instead, underline major points and important or forceful phrases by picking out words which summarize the content. A great deal of underlining can be deceptive in that a completely underlined chapter gives one the impression that something has been accomplished. In reality, this can be one of the least efficient methods of study.

### **5.3.10 Questions And Answers**

Questions and answers are essential components of teaching and learning. You will ask questions of your students and answer questions from them.

Asking a good question will help you motivate students' curiosity about the topic, and it will help you assess how well they understand the material.

## **5.4 UNDERSTANDING READING EXERCISES**

### **5.4.1 Exercises for the stages of the exploitation of the reading**

For a better preparation of the reading activity, the teacher will consider three moments or phases: first before the reading; second, during the reading of the text and, finally, after the reading of the text.

a. **The first phase** should, above all, give the student a state of appropriate motivation that allows him to enjoy the text to which he will face, to be challenged by that which is and know and significant and for the activities that he will carry out.

Among these they are:

A.1. The anticipation of the content: When reading the title or subtitles that appear in the text, the student can brainstorm ideas on the topic which, in this case, he or she will already know ahead of time of that which will be seen in the didactic video.

A.2. The association to a certain video: with the title of the reading and a video that it is not more than the result of a fixed picture starting from the freezing of the image , the student can develop an idea about the topic .

A.3. Explanation of the essential vocabulary: the fundamental words for the understanding that were not worked on with the video, should, with this activity, be explained with the different procedures used in the teaching of the foreign language: in the context, with analogy, expressions, with the real objects, among others.

A.4. Explanation of the reading activity: the demonstration or explanation of what will be carried out, their objectives and the delivery of guides of exercises.

b. **The second phase**, during the exploitation of the reading text, he or she should be organized from the most general understanding in the text until the aspects more particular. In this phase attention will be centered on the subtitles or epigraphs, the localizing of central ideas and the logical order that the material offers. Among the activities that can be developed with the text, it should be mentioned to:

B.1. The overall understanding: This will locate the student in the fundamental ideas that are developed in the text and which coincide or not with those in the first phase.

B.2. Selection of the main idea: The exercises in this activity can refer to looking for another title for the text, selecting certain part of a list of possibilities or to find the central idea of the paragraphs.

B.3. Exploitation of the text in detail: These exercises highlight more the specifics of the text. Among them, those that complement the written information, to highlight synonyms or antonyms of well-known words, to compare the information of the text with that of the video, to detail instructions, to connect ideas and others.

B.4. Inferences of the text: These exercises allow the students to analyze aspects related with the reading that don't appear in an explicit way. These types of exercises that can be developed through inference are: to make suppositions, to analyze personal interpretations, to discover the purpose that is pursued, etc.

B.5. Recognition of specifics of the foreign language: the exercises that are applied cooperatively to interiorize English's particularities as a foreign language and the differences that exist with the maternal language. A number of tasks are developed here; of lexical cluster for the context, formation of words, translations of terms, work with the grammar and the pronunciation.

B.6. Reading aloud: although it is not an activity guided properly for the development of the understanding of the reading, it allows an establishing of

relationship between the sound, text and the elements with punctuation signs, with what the internal language would reinforced which was explained in this epigraph.

During this second phase of the work with the reading one can return to the video, whenever some element that is verified exists or needs comparison while they carry out the exercises of this phase.

- c. **The third phase**, Finally, in the third phase, after the reading of the text, one will work on precision from the answers to the guide of exercises and the way toward another ability of the language, especially, the writing and the oral expression, which will be able to have as a base, the information of the video, as much as that of the text.

The activities that the teacher can implement in this stage should allow the students to make generalizations on everything studied, among which are dramatizations mentioned, the oral or written evaluations, the summary, exercises of recreational logic and linguistic games and the preparation for the seminars, among others.

## **5.5 THE DEVELOPMENT OF THE SKILLS IN THE ENGLISH LANGUAGE**

Instruction and reading usually begins with an oral approach until one has the capacity of reading explicitly, which means that the student acquires knowledge and reinforces his/her ability to read.

In reading explicitly, the students learn simple methods about the treatment of books and texts, new vocabulary, diversity of knowledge and also, to achieve this, they appealed to the silent and oral readings through which the ability to understand is developed In this case, we recognized the necessity to follow the following steps.

- To read the paragraphs at one given time.
- To ask questions and answer them.
- To develop the practices to follow the line and to move the eyes on to the next one in order.
- To underline the new vocabulary.
- To be interested in the reading.
- The development of the aptitude to write, making it possible to capture and self control the thoughts.

The didactic work develops so much the expression as the student's thinking capacity by means of written expression. Therefore, if the students read more, they will write

with more fluency, without prejudice of considering that the ability to write is essentially acquired by means of the practice of writing.

The capacity of the students in the exercise of the basic skills in the use of the English language can be examined in different ways, which produce the conditions of use of the language. Complementing this, it considers the abilities and relative skills:

#### **5.5.1 Grammar**

Teaching grammar is important because it allows the students to have a real order on the language using models and contrasting them with others. The students should develop inside the linguistic habits that they acquire in both ways, receiving and producing the language.

#### **5.5.2 Vocabulary**

This is the ability to understand words as they are used in different concrete situations. The students should learn the exact meaning of the words just as they are used, as well as in special situations, considering that each word can have 4 or 5 meanings, by which the student will choose the correct one.

#### **5.5.3 Pronunciation**

The base for the pronunciation is in phonetics and phonology; theoretically understanding is needed how to work the vocal organs and how the language can be

described for the purposes of the teaching through English's phonetic structure. In the practical aspect we need training of the hearing to listen and of the vocal organs to produce English's sounds.

The sound system used when speaking and listening is made up of vowels, consonants, intonation, rhythm, its sequence in the pronunciation which is constituted by the succession of phonemes.

## **5.6 SKILLS OF ENGLISH LANGUAGE**

### **5.6.1 Receptive skill.**

#### **5.6.1.1 Listening**

Listening is a receptive ability and its main characteristics are the silence maintained by the person that is listening and the selective attention that he/she gives to what is said, according to their purpose. Therefore, the student needs a reason to listen, and the professor should create that necessity giving him tasks according to the class text that the student should learn to process.

#### **Specific skills of listening**

- To hear the words
- To understand instructions
- To infer the meaning of words

- To identify reinforcements, contradictions, etc.
- To recognize and to dominate characteristic in narrations, descriptions, etc.
- To recognize the contextual meaning of the speech
- To interpret linguistic signs
- To respect the shifts in the conversations, etc.

### **5.6.1.2 Reading**

Reading is equally a receptive skill. Through reading we receive information, and which its main characteristics are similar to listening. That is to say that the person who is reading maintains silence selects and processes information according their needs and purposes.

To develop the ability to read, the teacher needs to give certain appropriate tasks that develop this ability. That is to say, to specify reasons to read according to the organization of the different class texts that the student should learn to process.

#### **Specific skills of reading:**

- To read orally with fluency, clarity, rhythm, intonation and expression according to written instructions
- To classify elements of the text (data, characters, etc)
- To identify elements of the text (data, characters, etc. )
- To infer the meaning of words and sentences
- To elaborate simple definitions

- To consult a dictionary.

## **5.6.2 Productive Skills.**

### **5.6.2.1 Speaking**

Speaking is a productive ability. It used to give information. Its main characteristic is using a system of sounds with meaning. To achieve the development of this ability, the teacher should give receptive model experiences in the form of language texts and offer wide opportunities for guided oral practice.

#### **Specific skills of speaking**

- To articulate and to pronounce the words correctly
- To participate actively in dialogues and conversations
- To adapt the intonation, the rhythm, the expression and the voice tone
- To formulate questions according to the circumstances
- To formulate watch words or oral instructions
- To narrate real or imaginary facts
- To describe objects, environments and characters orally, etc. vocally

### **5.6.2.2 Writing**

Writing is also a productive ability. It is like speaking and is used to give information. It is characterized to use a graphical system with meaning. To develop the ability to speak, the teacher should give models of language written in text form and to offer appropriate guided practice.

**Specific skills of writing:**

- To write words in their correct form
- To select, enlarge and adapt the vocabulary
- To achieve logical sequence in writing
- To build families of words according to their order
- To use norms of general writing
- To use correctly according to their punctuation
- To maintain the fundamental parts of the structure.

To deal with the English language as a study matter which is part of the information that a student receives, and that he/she is being formed with in a Technical college or in a University, it is necessary that people in charge of carrying out the programs understand the characteristics of a language. Languages are communicative means that are born in the human's necessity to interact with their fellow people, and are by nature arbitrary, they are not sciences with absolute truths neither unquestionable law.

The four skills that should be acquired to dominate a language are:

1. Auditory understanding reading
2. Oral expression
3. Understanding Reader

#### 4. Writing

The natural order of acquisition of these dexterities is the order given here. That is to say that an individual begins to understand what people of his environment are saying, then generally through a rehearsal error process and , to begin to produce oral expressions to try to imitate what already is recognized vocally and in this way to obtain an answer from people that hear them. These two dexterities are generally acquired in non formal education that is to say, the education received outside of the school or before having entered schooling.

To develop all these skills together can take years of constant contact to the diverse manifestations of the language and it requires the individual's constant interaction with other speakers of the language. This process never stops and it is part of the real life of an individual and of its integral development as person. One could say that the individual's intellectual capacity depends on the degree of complexity of the language that he/she is able to understand and to express so much in oral form as having in the written.

#### **5.7 RELATION BETWEEN READING AND SPEAKING SKILL**

“In great many classrooms the reading lesson is used as an opportunity to deal pronunciation, encourage fluent and expressive speaking and so on.” (Nuttall, 1982, p. 2). For the purpose of learning how to speak up a language reading aloud is thus

very important especially at early stages of language learning which may, according to Nuttall, last for two to three years. Good reading texts introduce interesting topics, stimulate discussions, excite imaginative responses and are the springboard for well rounded, fascinating lessons (Harmer, 1998, p. 68).

Sometimes the teacher gives a chance to students to speak on a certain topic. Each student for the said topic has to study a lot. It improves his listening, thinking as well as speaking abilities. “Students find it interesting to see other students sharing the news they have gleaned. It makes them better listeners and in turn better speakers as well” (Sewjee, 2001, p. 23).

## **5.8 RELATION BETWEEN READING AND WRITING SKILLS**

“It is also true that students who read avidly usually write more complex and develop stories than those who don’t...” (Senior, 2007, p. 119). Reading texts provide good models for writing and provide opportunities to study language vocabulary, grammar, punctuation and the way sentences, paragraphs and texts are constructed (Harmer, 1998, p. 68).

Sewjee (2008, p. 23) writes that may be reading has more important part to play than speaking and listening for a learner as without reading he cannot achieve his goals. While reading a book he can travel to all around the world while sitting in his place and can make contact with all kinds of people and comes across all sorts of dialects. He learns to distinguish between good and bad and acquires all kinds of information, which helps to be a better speaker and a better writer.

Hafiz & Tudor (1989) investigated whether extensive reading for pleasure could affect an improvement in ESL students' linguistic skills, with particular reference to reading and writing. The results showed a marked improvement in the performance of the experimental subjects, especially in terms of their writing skills.

According to Addison (n.d.), reading and writing are very closely related. If someone does not understand the material which he is supposed to write about, chances are there that he will not write about it very well. Improving reading skills may very well have a positive effect on writing.

## **5.9 TECHNIQUES TO DEVELOP WRITING AND SPEAKING SKILLS**

### **5.9.1 Prewriting**

Prewriting is the first stage of the writing process and the point at which we discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing. Listed below are some of the most common types of prewriting techniques. You should become familiar with all of these and figure out the one that works best for you. The different types of prewriting that we will explore here are free writing, brainstorming, clustering, tagmemics, and journalistic technique.

### **5.9.2 Revising**

Revising is:

Making decisions about how you want to improve your writing

Looking at your writing from a different point of view

Picking places where your writing could be clearer, more interesting, more informative and more convincing.

### **Why is revision important?**

Writing is a process of discovery, and you don't always produce your best stuff when you first get started. So revision is a chance for you to look critically at what you have written to see.

#### **5.9.3 Role play**

Role Play is one of the best ways to simulate conversation and can be an excellent teaching tool if done properly. It is often helpful to teach beforehand phrases and vocabulary to be used in the context of the role play. Sometimes both roles (A and B) can be given; otherwise the role play can be open-ended with only Part A being used as a stimulus.

#### **5.9.4 Composition**

Composition helps the student to express his views on what is happening in the world around him, besides expressing personal thoughts, feelings and experiences.

A composition is a temporary input state that enables a text service to specify both to the application and the user that the input text is still in a state of change. An application can and should obtain display attribute information about the composition and use this information to display the composition state to the user.

One example of the use of a composition is during speech input. While the user is speaking, the speech text service creates a composition. This composition will remain intact until the entire speech input is complete. When the session ends, the speech text service terminates the composition.

An application uses the presence and absence of a composition to determine how to display text and what, if any, processing should be performed on the text. For example, if the user is using the speech engine to input text, the application should not perform any spelling or grammar checking on any composition text. The text is considered incomplete until the composition is terminated.

## **5.10 TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE**

### **5.10.1 Teaching process**

Before beginning the analysis of the essence of the teaching process we consider it necessary to respond to the following question: Is the teaching a process, and if true, what characteristic distinguish this process?

“The word “process” point out the different phases of a phenomenon. The term “process” doesn’t mean an a abrupt change, but gradual, and framed in time”. Does the teaching possess this characteristic? Unquestionably in teaching the presence of phases or stages. The student, the youth, the adult, way of a teaching level to other, in a successive way, until concluding their instruction. Also the existence of degrees or

teaching courses in certain levels and of different periods in the school course, constitute tests that demonstrate that teaching is a process.

### **5.10.2 Learning process**

Learning is a process of an extremely complex nature whose essence is the acquisition of a new knowledge, ability or capacity. So that this process can really be considered as learning instead of a simple short or fleeting retention, it should be able to show future at one time and to contribute, also, to the solution of concrete problems, even different in its essence to those that motivated the development of the knowledge, ability or capacity initially.

Learning, although being a process, also results in a product since the products attest the processes, in a concrete way .

For somebody to learn, it is not more than summing up an active process of construction that he/she carries out in their interior the person that learns (constructivist theories).

The mind of the educating, their substrate material-neuronal doesn't behave as a photocopy system that it reproduces in form mechanics, more or less exact and in an instantaneous way, the aspects of the objective reality that introduce in the referred support.

The person before the influx of the environment of the objective reality, it doesn't simply copy, but rather it also transforms the reality from what reflects, or what is the same thing, it builds something own and personal with the data that the reality contributes him. If the transmission of the essence of the reality, interferes with in an adverse way or the student doesn't put the interest and the necessary will that it is equal to say the attention and required concentration, alone they will achieved fragile learning and of short duration.

The meaning of what memorizes for the individual influences also, in an important way in the learning. It can be distinguished among the logical and psychological meaning. For very excellent that is their content, it is necessary that the student works it , builds it and, at the same time assigns him a certain degree of subjective significance so that it is captured or sum up in a significant learning that is equal to say that takes place a real assimilation, acquisition and retention of this content.

The learning can be considered equally as the product or fruit of a social interaction and, from this point of view, it is intrinsically a social process, as much for its contents as for the forms in that is generated. A person learns of other and with the other ones; in this interaction he develops his practical and reflexive intelligence, he builds and internalizes new knowledge or mental representations along all his life. This way the first ones favor the acquisition of other and so forth. Of here, the learning can be considered as a product and a result of the education and not simple

prerequisites, so that she can generate learning: the education will become, then, in the conductive thread of the command of the development.

### **5.10.3 The Role of the Teacher of English Language in the Teaching Learning Process.**

Traditionally, the teacher of foreign languages has had an easy task because he has trained in languages speaking exercises, structures to teach and all that passed in the classroom which was foregone.

The student on the other hand has played a passive role. Their work, historically, had been one of repeating in a mechanical form. In the presentation phase, the students listen and they try to understand, they say very little, and become receivers. In the fixation phase they are a little more active and in the production phase they need opportunities to use the language.

Starting from the application of the talkative focus in the teaching of foreign languages, and is based on the creativity and the unpredictable character of the linguistic situation demands a change in the teacher's and the student's role. The teacher should play different roles like Facilitator, informant, driver and monitor like a guide.

The teacher should facilitate what passes in the classroom, he should realize that the class is not centered in its activity, he should propitiate the constant exchange and frankness of the students with him, the discussion of individual approaches and its valuation through the interests of the community, to controlling influence of these approaches, with each student and each collective activity.

Also, there is a role that the teacher cannot relegate at any time, which is being motivational. This role depends on his professional ability the selection and presentation of the topics and activities for the students and, of course, his personality which should be flexible, allowing him to show his authority and friendship at the same time, to be part of the group and to recognize that he can also learn from his students.

The new learning tendencies in science outline to the teacher other roles that are very important and that the teacher of foreign languages should also play. These are:

#### **5.10.3.1 The teacher as an innovator.**

The teacher has to help or in some cases provide the students with the linguistic and material resources, the orientations and strategies to create a good learning environment and to help them to perceive the valuable ideas of other students.

### **5.10.3.2 The teacher as an experimenter.**

The teacher should be in contact with other colleagues and exchange experiences obtained in his work. The teacher should experiment, to look for new roads and forms, to teach more efficiently, so that the student learns more, in accordance with his/her interests, necessities and aspirations. The teacher should constantly evaluate how the teaching-learning process is going.

### **5.10.3.3 The teacher as an evaluator.**

All the information that the teacher should know for the benefit of the teaching-learning process of the language, should be obtained with the application of a frequent diagnosis. This way, the teacher of foreign languages should choose between a teaching determined by the contents and objectives that appear in the programs and books of texts or a teaching determined by the necessities and the students' interests that can constantly change.

The perspective that puts the student as the center of didactic considerations on the making of the materials and the class activities has obtained acceptance at the present time.

Starting from the necessities and the students' interests is an important role is granted to the students, because they can be integrated in the decisions related with the

selection of the objectives, contents and didactic activities, in a process in that both, students and teachers negotiate.

The teacher's important function of language learning is the promotion of the autonomy that doesn't mean autodidactic and auto learning, neither loss of the initiative and of control on the part of the teacher. The fear that this can happen is something groundless.

The teacher should contribute to the achievement of the autonomy of the students by means of the development of their personal responsibility , his active participation in class activities, his independence to organize his learning inside and outside the class and to follow his studies once finished these in the school.

#### **5.10.4 The Task of the Teaching - Learning process in the English Language.**

Those who study methodologies consider that extra curricular activity will be effective if one keeps in mind the following conditions:

1. Fulfillment or conscious execution in the pedagogic guide of the independent activity of the students.
2. Presence of special materials of learning for independent work.
3. Organization of a control, guided toward an objective on the part of the teacher.

Keeping in mind the first condition, the professor plays an important part as moderator of the activity. He should not only help the students toward an active independent activity, teaching them the procedure or method of acquisition and of transformation of the information, but showing them the possible roads for their execution.

In the preparation of the students toward an independent work, the teacher teaches them the correct use of the bilingual dictionaries, work habits in the language laboratory, how to carry out the investigations, how to prepare a seminar, consulting a bibliography in English and how to take notes of such a bibliography.

As the practice demonstrates, if the task motivates, if the student understands the necessity objective for his/her execution, then he/she works at home with pleasure. To accelerate the student's motivation for the guided task, the teacher should not only foresee the revision of the task, but the necessary means for the realization of the student's independent work during the development of this task and in the study of new material.

The presence of a methodological base, that is to say, of teaching materials with tasks or activities created for their execution in an independent way constitutes the second condition of effectiveness in the work, because it will allow the development of the individual capacities of the students.

The organization of a control, guided toward an objective on the part of the teacher constitutes the third necessary condition so that the independent extracurricular activity is effective. This resides mainly in a control directed to stimulate the cognitive activity of the students; he/she proves by doing it alone. The valuable functions of the control in some measure are replaced by the principle he or she made, or he or she didn't make. To this continues the analysis: Why didn't he or she make it? And is the teacher's reaction understandable with the cause of the nonfulfilment.

Frequently the students claim that in these situations the causes of the nonfulfilment reside in: the difficult characteristics of the task, or that they didn't have enough time, but they hardly ever award it to the lack of their own will to work independently.

"The task is defined as a coherent group of activities (steps, operations or behavior elements) that arrives to a visible and measurable final result. In the realization of a task, it will always be given a sequence in the execution, although at some points several possible alternatives can exist. A task implies that the different actions or activities are related and graduated in difficulty; these two aspects are equally necessary so that the task is carried out with success". (Coll, 1987). (18)

Different experts in didactics offer the following definitions for task. Following Breen (1989), a task for the learning of certain language can be considered as a work unit. In a wide sense it is a structured plan that offers opportunities to acquire or to

improve the knowledge and the dexterities of this language and to be able to use them in communication. Its organization has specific purposes with appropriate contents on those that the teacher wants to insist and of work procedures to finish the task (19).

According to Candlin (1987), when designing the tasks in the learning of a foreign language we should keep in mind the following considerations (20):

1. That they have a purpose and allow the negotiation between the teacher and the students.
2. That the end of the task is based in the talkative necessities of the pupil.
3. That allows different realization ways, through means and participation forms.
4. That facilitates different solutions, depending on the used dexterities.
5. That contemplates the attitudes and contributions of the pupil.
6. That the degree of difficulty is not excessively superior to the abilities of the students neither too simple that it doesn't demand a some effort.
7. That the resolution of the problem is the student's competition and considers the most frequent communication situations in real life.
8. That the foreign language is used in the resolution of tasks, favoring its practice and making use of the communication strategies.
9. That the task propitiates its combined evaluation and values each student's progress and of the group as a class.

10. That they help the student to identify and solve problems that imply the development of such capacities as summarizing, inference, deduction, generalization, transferable, etc.
11. That it favors reflection on the operation of the language.

After the analysis of the different definitions made on the task, you could conclude, affirming that the extracurricular tasks are a group of activities with a gradation in their contents, that they go from a simple thing to a complex thing, that the student should carry out in an independent way outside of the class and without the teacher's presence, with view to consolidate and to perfect such linguistic abilities as reading with understanding, auditory understanding, oral expression and written expression, dependent on the objective to reach, the type of task and of the level that is demanded.

This group of activities can be integrated by a system of exercises that allows the domain of the selected ability or of the chosen material on the part of the student in an independent and gradual way.

#### **5.10.5 The Creative Student's Profile**

Next, carding and others point to the main characteristics that a good student of languages should possess:

- a. Self awareness** -. The students understand their reasons and feelings toward the language learning. These attitudes are not necessarily positive for example; I hate to learn the English grammar because I think that it is illogical, I don't enjoy speaking English because I am afraid of making errors.
- b. Curious and tolerant.** – The student is discovering interested in more about how the language functions and how they can apply this knowledge to learn more effectively, for example; “What difference is there between English grammar and Spanish?. How many English varieties are spoken in the world?. They are also prepared to accept the differences between their maternal language and the study language and to tolerate the ambiguity and the uncertainty.
- c. Self evaluation.** – The student evaluates and monitors his/her progress regularly.
- d. Realist.** - Understands that to learn a foreign language takes a lot of time and work, to which they make short term objectives that allows them to see their own progress in learning.
- e. Willing to experiment.** – The student is willing to experiment different learning strategies, practical activities and to select those that suits him/her more.
- f. Actively committed.** – The student has enough security not only to experiment with the language but to run the risk that this process implies.

**g. Organized.** – The student organizes their time and materials in a form that personally suits him/her and exploits the available resources completely for the learning of the language as much outside as inside the class.

If we defined that the student should be responsible for their learning, the teacher must facilitate the development of this autonomy. Therefore, the main objective of this technique consists in boost the self learning.

The student should be able to choose and to use the material that facilitates learning, and this material must give him the possibility to be corrected and /or to enlarge his/her knowledge in an autonomous way. This system offers, therefore, the possibility to learn according to the own style and learning rhythm of each student. This material, however, has to be carefully prepared, so that it offers a systematic support and structure for the student.

The autonomy of the students presupposes that the students have certain basic knowledge of the subject matter, and a defined clear objective so in this way, all understand the task and dominate the methods and possible roads for their solution. All this implies the achievement of an independent activity in the students and the development of their cognitive independence.

## **5.11 PARTICIPATION TECHNIQUES IN THE TEACHING LEARNING OF THE ENGLISH LANGUAGE.**

It is considered that the participative techniques help to perfect the teaching, to energize the educational processes and the teaching-learning inside the institutional marks, in the school. They arise in answer to the necessity of creating an atmosphere of active participation, between the teacher and the student, of a dialogued education that he or she allows to build on new knowledge. The teaching-learning process should be characterized by the use of active methods and participative activities.

These techniques are tools which help to strengthen the organization and understanding; they are resources and procedures of a dialectical methodology which allows a transforming and creative practice, in which the student completes a protagonist list in the activity. With that, the individual's formation is guaranteed so that he or she acts in a participative and democratic society.

### **5.11.1 Methodological orientations for the application of the participative techniques**

The participative techniques are composed with two types of techniques: to practice and to fix the linguistic content and to develop the oral talkative competition. That is to say, participative linguistic techniques and talkative participative techniques.

In each case the objective sort to achieve is specified with its application, which coincides with the purpose that the student should try to achieve in each technique; this is the talkative function that the students should put into practice in the realization of the activity.

In the linguistic participative techniques, the linguistic content is specified to use as fact, the aspect that is practiced through the talkative function and that he/she should receive certain treatment in term of accuracy. So as not to forget about fluency the talkative intention is of prime importance.

In the participative talkative techniques, the linguistic content is not specified. In this case, the student seeks to complete a certain talkative task using the function that corresponds, without imposition of any linguistic content. The student should feel freedom to use, that adapted to the activity which he carries out.

All the techniques offer the possibility to be easily adapted to different moments of the course or trimester, in dependence of the content.

## **6. HYPOTHESIS**

### **GENERAL HYPOTHESIS**

“Understanding reading” as a methodological alternative contributes to the development of speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

#### **6.1. Hypothesis one:**

- ✚ The “Understanding reading” is not used as an alternative to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

#### **6.2. Hypothesis two:**

- ✚ The reading techniques that the teachers use don't let an effective English language learning” with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.

## **7. METHODOLOGY**

### **7.1. TYPE OF STUDY**

This research is defined as **no experimental** because it is an educational theme, and we won't have the opportunity to manipulate the variables. We will describe the real object and it will be developed through a critical analysis of the results and it will help to propose alternatives of solution to the found problem.

To develop this research work in responsible, valid and confinable form will be necessary use different methods, techniques and adequate instruments.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

#### **7.2.1 METHODS**

##### **SCIENTIFIC METHOD**

To formulate the present project and to carry out the investigation we take as a base the Scientific Method, because it will let us carry out a systematic and ordered process to do a logic explanation of the relations that are established in the researched object and its variables which will let us derivate some alternatives or solutions to this problematic.

This method will allow organizing the available resources and the procedures, with which we will reach the outlined objectives, as so as the confirmation of hypothesis.

### **INDUCTIVE - DEDUCTIVE METHODS**

The induction will be good for the delimitation of the problem and to raise its solutions, that is to say to generalize all the particular knowledge.

This method will be present especially in the elaboration of the conclusions and recommendations to those that we will arrive at.

### **THE DESCRIPTIVE METHOD**

This method will be used to describe the main results that we obtain in the applied instruments and it will facilitate the description of the understanding reading, techniques and the strategies that the teachers use to develop speaking and writing skills.

It will also serve to confirmation of the hypothesis and the final redaction of the research report.

## **ANALYTICAL – SYNTHETIC METHOD**

It will help us to analyze the obtained results through the field instruments and to make the interpretation of the data and to establish the conclusions, based on the results of mayor tendency. It will also help us to analyze the relation between the understanding reading and the speaking and writing skills.

## **EXPLICATIVE METHOD**

This method will serve to explain the implicit relation of the variables established in the research objects to give our point of view according to the obtained results and to explain to the theoretical reference about the understanding reading and the speaking and writing skills in the researched High School. It's important to mention that the descriptive statics will be used as a tool that will facilitate the representation of the data in tables and graphs that will let us the comprehension of the information.

## **7.2.2 TECHNIQUES AND INSTRUMENTS**

To obtain the best results in our research work we will apply the **survey** to the teachers of the English Language in order to know the way that they work the Understanding reading and the development of speaking and writing skills.

It also will be applied to the students of first, second and third years of High School Curriculum to know their level of development of speaking and writing skills and

their English language learning. It will be applied through a questionnaire that will be elaborated with objective questions about the indicators that will guide our research work. To apply the survey we will explain the purpose of the project and the intention of the survey to the authors so they deny supporting us in the development of this important work.

### **7.3 PROCEDURES**

To make this research work we will develop the following procedures:

#### **7.3.1 TO PROCESS THE INFORMATION**

After we have picked up the research instruments we will make the processing of the information that involves these steps:

- The tabulation of the data will carry out in a quantitative way in the case of the objective questions and the criteria questions will be classified by categories in order to facilitate their information. The tabulation of all the applied instruments will let us to contrast the information and to analyze the obtained results.
  
- The organization of the empiric information will be made according to the specific variables that will guide the classification of the questions by hypothesis.

- The graphic representation of the information in tables and graphs that will let us the visualization of the data easily and the tendency of the indicators in each variable.
- The analysis and interpretation of the obtained information, the results in percentages and the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical frame.
- The formulation of conclusions will be done with worth judgments that will be derived of the analysis and interpretation of the data and they will be based on the specific objectives which have guided the investigative process.
- The verification of the hypothesis will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame.
- To elaborate the final report it will be necessary to integrate all the components of the researching with the logic integration among them, this will require a new revision of the theme, objectives, hypothesis and theoretical frame to get a good relation among them.

#### **7.4 POPULATION AND SAMPLE**

The population that will help us in the field work is constituted by all the English teachers because they are only eight and it is a small population.

In the case of the students there are 446 for that reason we will take a sample, because the population is wide.

### **STUDENTS**

<b>YEARS OF HIGH SGHOOL</b>	<b>NUMBER OF STUDENTS</b>
First year of High School Curriculum	155
Second year of High School Curriculum	160
Third year of High School Curriculum	131
<b>TOTAL</b>	<b>446</b>

### **TEACHERS OF ENGLISH AREA**

<b>HIGH SCHOOL</b>	<b>f</b>	<b>%</b>
MANUEL CABRERA LOZANO	8	100
<b>TOTAL</b>	<b>8</b>	<b>100</b>

## 7.5 DESCRIPTION OF THE SAMPLE

### DETERMINATION OF THE SAMPLE SIZE ( $n$ )

$$n = \frac{N}{1 + NE^2}$$

#### VALUATION:

$n$  = Sample size

$N$  = Population

$E$  = maximum admissible error

#### Data:

$N = 446$  (Population)

$E = 0,04$  (maximum admissible error)

$n = ?$  (Sample)

$$n = \frac{446}{1 + 446 \times (0,04)^2}$$

$$n = \frac{446}{1 + (446 \times 0,0016)}$$

$$n = \frac{446}{1 + 0,7136}$$

$$n = \frac{446}{1,7136}$$

$$n = 260,27$$

$$n = 260$$

To distribute the sample of 260 students in the first, second and third years of High School Curriculum we will apply the following statistic formula:

$$F = \frac{n}{N}x\#c$$

<b>YEARS OF HIGH SGHOOOL</b>	<b>NUMBER OF STUDENTS</b>
First year of High School Curriculum	90
Second year of High School Curriculum	94
Third year of High School Curriculum	76
<b>TOTAL</b>	<b>260</b>

## **8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH WORK**

### **8.1. RESOURCES**

#### **8.1.1. HUMAN**

**Research Group:** Patricia Sigcho Macas

Jeny Viteri Jumbo

- Teachers of first, second, and third Year of High School Curriculum
- Students of first, second, and third Year of High School Curriculum

#### **8.1.2. MATERIALS**

- **Office material:** books, copies, paper, notebooks, and folders
- **Technical material:** computer, printer, flash memory

### **8.2 BUDGET**

- Project	\$	300
- Thesis draft	\$	200
- Final report	\$	300
- Unforeseen	\$	200
	TOTAL\$	<u>1.000</u>

### **8.3 FINANCING**

The expenses derived from the present work will be the research group.

## 9. CHRONOGRAM

Month Activities	JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST				SEPTEMB.				OCTOBER				NOVEM.			
	2010				2010				2010				2010				2010				2010				2010				2010				2010				2010							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Construction of the project	x	x	x																																									
Presentation of the proyect				x																																								
Approval of the project					x	x	x																																					
Application of the instruments								x																																				
Tabulation of data									x	x	x	x																																
Analysis and synthesis													x	x	x	x																												
Writing of the report																	x	x	x	x																								
Presentation of the report																					x																							
Correction of the report																						x	x																					
Presentation of the thesis																																												
Approval of the thesis																																												
Sustentation of the thesis																																												
Graduation																																												x

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## 12. ANEXOS



### NATIONAL UNIVERSITY OF LOJA EDUCATION, ART AND COMMUNICATION AREA

#### **Distinguished Teacher:**

The present survey has the purpose to find the applicability of “understanding reading” as methodological alternative for the development of speaking and writing in the teaching –learning process of English language in your students. We request you support us with your valuable insights, which will allow as developing our investigative process.

#### **1. When your students read a text, do they understand after they read it?**

Yes (     )

No (     )

#### **2.- Do you check the understanding reading?**

Yes (     )

No (     )

#### **3.- When do you check understanding reading?**

Before reading (     )

During reading (     )

After reading (     )

**4.-What is the understanding reading level that your students have when they read a text?**

Literal level ( )

Interpretative level ( )

Critical level ( )

**5.- Do you use the reading to develop in your students the speaking and writing skills?**

Always ( )

Sometimes ( )

Never ( )

**6.-Which of these techniques do you use to develop the speaking skill?**

Comments ( )

Fluency ( )

Questions and answers ( )

Discussions ( )

Accuracy ( )

Giving opinions ( )

**7.-Which of these techniques do you use to develop the writing skill?**

Summary ( )

Composition ( )

Note taking ( )

Drafting ( )

Planning ( )

**8.- Which of the following techniques are used before reading?.**

Previewing ( )

Skimming ( )

Scanning ( )

Use the dictionary ( )

**9.- Which of the following techniques are used during reading?**

Guessing meaning from the context ( )

Main idea ( )

Underlining ( )

Summary ( )

**10.- Which of the following techniques are used after reading?.**

Graphic organizer ( )

Questions and answers ( )

True/False ( )

Planning ( )

**11.-How often do you apply reading techniques in your classes?**

Once per unit ( )

Two per unit ( )

Three times per unit ( )

All time ( )

**12.- Do the reading techniques help to the students to improve the English Language learning?.**

Yes ( )

No ( )

**13.- How do you qualify the English language learning in your students?**

Regular ( ) good ( )

Very good ( ) excellent ( )

THANK YOU FOR YOUR COLLABORATION



## NATIONAL UNIVERSITY OF LOJA

### EDUCATION, ART AN COMMUNICATION AREA

Dear student:

With the propose to know the techniques that your English teacher use during the practice of the “understanding Reading” and if these contribute to the development of the speaking and writing skills, we request you to answer this survey with all sincerity.

**1.- When you read a text, do you understand after you read it?**

Yes (     )

No (     )

**2.- Does your teacher check if you understood the reading?**

Yes (     )

No (     )

**3.- When does your teacher check understanding reading?**

Before reading (     )

During reading (     )

After reading (     )

**4.- When you read a text, what level do you reach?**

Literal level (     )

Interpretative level ( )

Critical level ( )

**5.- Does your teacher use the reading to develop the speaking and writing skills?**

Always ( )

Sometimes ( )

Never ( )

**6.-Which of these techniques does your teacher use to develop the speaking skill?**

Comments ( )

Fluency ( )

Questions and answers ( )

Discussions ( )

Accuracy ( )

Giving opinions ( )

**7.-Which of these techniques does your teacher use to develop the writing skill?**

Summary ( )

Composition ( )

Note taking ( )

Drafting ( )

Planning ( )

**8.- Which of the following techniques are used before reading?**

Previewing ( )

Skimming ( )

Scanning ( )

Use the dictionary ( )

**9.- Which of the following techniques are used during reading?.**

Guessing meaning from the context (     )

Main idea (     )

Underlining (     )

Summary (     )

**10.- Which of the following techniques are used after reading?.**

Graphic organizer (     )

Questions and answers (     )

True/False (     )

Planning (     )

**11.-How often does your teacher apply reading techniques in your classes?**

Once per unit (     )

Two per unit (     )

Three times per unit (     )

All time (     )

**12- Do the reading techniques help you to improve the English Language learning?**

Yes (     )

No (     )

**13.- How do you qualify your English language learning?**

Regular (     )     good (     )

Very good (     )     excellent (     )

**THANK YOU FOR YOUR COLLABORATION**

**PROJECT MATRIX**

**THEME: "UNDERSTANDING READING" AS A METDOLOGICAL ALTERNATIVE FOR THE DEVELOPMENT OF SPEAKING AND WRITING SKILLS WITH THE STUDENTS OF FIRST, SECOND AND THIRD YEARS OF HIGH SCHOOL CURRICULUM AT "MANUEL CABRERA LOZANO" HIGH SCHOOL OF LOJA CITY, ACADEMIC PERIOD 2009 - 2010".**

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>How does "understanding reading" as a methodological alternative impact in the development of speaking and writing skills, with the students of first, second and third years of High School Curriculum at "Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010?"</p> <p><b>Sub problems</b> In what way the understanding reading contributes to the development of the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano of Loja city, academic period 2009 – 2010? How do the reading techniques let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009 – 2010?</p>	<p><b>GENERAL OBJECTIVE</b> To determine if the understanding reading as a didactic alternative contribute for the development of the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.</p> <p><b>Specific objectives</b></p> <ul style="list-style-type: none"> <li>- To determine if the "understanding reading" is used as an alternative to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city , academic period 2009-2010.</li> <li>- To analyze if the reading techniques that the teachers use to let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009 – 2010.</li> </ul>	<p><b>GENERAL HYPOTHESIS</b> "Understanding reading" as a methodological alternative contributes for the development of speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.</p> <p><b>Hypothesis one:</b> The "Understanding reading" is not used as an alternative to develop the speaking and writing skills with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.</p> <p><b>Hypothesis two:</b> The reading techniques that the teachers use, don't let an effective English language learning with the students of first, second and third years of High School Curriculum at Manuel Cabrera Lozano High School of Loja city, academic period 2009-2010.</p>	<p><b>Independent variable:</b> The understanding reading</p> <p><b>Dependent variable:</b> Speaking and writing skills</p> <p><b>Independent variable</b> Understanding reading.</p> <p><b>Dependent variable</b> Speaking and writing skills</p> <p><b>Independent variable</b> Reading Techniques</p> <p><b>Dependent variable:</b> English language learning.</p>	<p>Literal level Interpretative level Critical level</p> <p>Summary Roll play Questions and answers Composition Giving opinions Discussions Note taking Drafting Comments</p> <p>Previewing, Guessing meaning from de context Skimming, scanning Underlining Questions and answers Graphic organizers Main ideas</p> <p>Regular Good Very good Excellent</p>