



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

“THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF EIGHTH , NINTH , TENTH YEARS OF BASIC EDUCATION, AFTERNOON SECTION AT THE PIO JARAMILLO ALVARADO HIGH SCHOOL OF THE CITY OF LOJA, ACADEMIC YEAR 2007-2008”.

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

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CERTIFIES:

That the present thesis titled. **“THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF 8TH, 9TH, 10TH YEARS OF BASIC EDUCATION, AFTERNOON SECTION AT THE PIO JARAMILLO ALVARADO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007-2008”**, done by Cuenca Quiñonez Edwin Homero and Loarte Gutierrez Paulo Enrique, has been supervised and controlled in all its construction process in charge of my supervision therefore I authorize its presentation and sustentation.

Loja, January 8th , 2009

.....

Dra. Carmen Aurora Ojeda

THESIS DIRECTOR

AUTHORSHIP.

The present thesis of licentiate was carried out with absolute seriousness. The results, judgments, the analysis of the information and the conclusions emitted are of the authors' exclusive responsibility.

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ACKNOWLEDGMENT

Our more sincere gratitude to the National University of Loja especially to the Education, Art and Communication Area, English Language Career, which works in benefit of the national education.

To our Thesis Director Dra. Carmen Ojeda, and all the teachers of the English Language Career from the National University of Loja for having shared their valuable knowledge with us, knowledge that will fall on benefit of the childhood and youth of our fatherland.

The Authors

DEDICATION

I dedicate this research work to my Family especially to my Parents: Homero and Magdalena; who after God have been my valuable and constant support along of my career.

EDWIN

I dedicate this research work to my Parents Paulo and Maria, to my two sisters Ana and Paola who have helped me during my career.

PAULO

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SUMMARY

In the researching process about *"The teaching techniques used by the teachers and their incidence on the reading and speaking skills of English*, the survey and the direct observation were applied to gather the data and the scientific, descriptive, deductive, inductive and analytical- synthetic methods were used to guide the research process.

The main problems that were found in the researching work are the following: the teachers did not apply appropriate techniques, the teachers were confused among techniques and types of reading and speaking, the teachers did not encourage to students to read extra materials, on other hand the students have a low level in the development of the reading and speaking skills.

With the finality to solve these problems it is proposed that the teachers attend some seminaries and training courses to learn the manage, use and application of the appropriate techniques especially into the reading and speaking skills.

INTRODUCTION

English is one of the most used languages around the world and we as students in English Language need to know which are the most appropriate techniques that will help us improve the language skills; especially in reading and speaking, through the theoretical information we could notice that the use of techniques are very important in the teaching learning process because they permit us to get better results in the development of English language skills. The present research work was done at the "Pio Jaramillo Alvarado" High School of Loja City and had the purpose of knowing about the techniques that the teachers use to develop the reading and speaking in order to determine the students' performance in the development of these skills.

Our group is aware that the teaching techniques of English language are very wide and complex and the lack of application of appropriate techniques and methods affects the development of the four skills of the English language, we were interested in knowing if the techniques have been well applied by the teachers and if the students of eighth, ninth, and tenth years of the basic education of the "Pio Jaramillo Alvarado " High School of Loja City have knowledge and apply those techniques to get a good performance in reading and speaking.

For a better comprehension and development of this research work, it has been divided in the following chapters:

Chapter One: It refers to the methodology used in the development of researching work. Here are described the methods, techniques and procedures applied in this research; it also mentions the investigated population.

Chapter Two: At this point it is presented all the gathered data and the respective results presenting tables and graphs. It also contains the interpretation of the data and critical analysis of the theme. The chapter also refers to the hypothesis contrast. “The teaching techniques used by the English teachers influence decisively in the development of reading and speaking skills in the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city”.

Chapter Three: At this step the conclusions and recommendations are presented, they are the product of comparing the obtained results from the gathered data and the formulated hypothesis.

CHAPTER I

METHODOLOGY

1. MITHODOLOGY

1.1 METHODOLOGICAL DESIGN OF THE INVESTIGATION

In the first place, our research group chose an important theme in order to know "How the techniques used by the teachers influence on the development of reading and speaking skills of students. The institution designated was the "Pio Jaramillo Alvarado" High School for it is an important institution from Loja City, and moreover because it has a good quantity of students at the afternoon section. Through it, we wanted to know what reading and speaking techniques the teachers apply in their classes, and to know if the students develop the reading and speaking activities in class.

The methodological process has been established according to the characteristics of the problem, justification, objectives, theoretical frame and variables that are fundamental aspects of the investigation.

All investigative process is a very complex act and requires an adequate methodology so we have done bibliographic and field investigation. Through this we did many activities that have helped us to get a better development of our work.

Regarding the methodology used during the investigation process, it has been held by the following methods:

1.2 METHODS

✓ **The Scientific Method:** during the development of this work we have used the scientific method because it is the most appropriate to join the theory with the practice and gave us the rules to follow when we proposed the problem, this method was used in the formulation of the general and specific objectives based on the hypothetical answers to the problem. Moreover, through this method we could determine the definition of variables, the selection of the analysis model of data and verification of the hypothesis which permitted us to establish the conclusions and recommendations according to the obtained results.

✓ **Descriptive method:** this method was used in the delimitation of the problem, the formulation of objectives and hypothesis, the collection and organization of data until we got the conclusions and recommendations about the problem.

The foundation of the referential and empirical theories determined the structure of the hypothesis with their corresponding variables, indicators, which were put into a logical matrix that made possible the elaboration of instruments to gather the empirical information like survey applied to the teachers and students, and a direct observation to the English classes applied to the students and teachers too.

✓ **Deductive and Inductive method:** these methods were used in order to give a logical explanation to the hypothesis and so to get the theoretical conclusions. Through them, we carried out a real interpretation and data analysis to explain the investigated phenomenon.

✓ **Analytical-synthetic method:** were used to process the obtained information and interpret it appropriately. The gathered data served us to prove the hypothesis.

1.3 TECHNIQUES AND APPLIED INSTRUMENTS

In order to get better results in our research work we required the application of the following techniques:

DIRECT OBSERVATION: We applied this technique in order to know in a direct way “how are the students learning reading and speaking skills” and contrast this information with the students’ and teachers’ information. It was applied to a course of each level.

SURVEY: It was designed to obtain confident information about reading and speaking skills, it was applied to the English teachers and courses from eighth to tenth of basic Education.

1.4 POPULATION AND INVESTIGATED SAMPLE:

The population was constituted by teachers and students from basic level of "Pío Jaramillo Alvarado" High School, period 2007-2008.

The population was represented by three (3) English teachers of the basic level of the "Pío Jaramillo Alvarado" High School of the city of Loja, we consider it was a small population, for that reason we applied the survey to all the teachers.

The students population was represented by 156 students of the basic level at the "Pío Jaramillo Alvarado" High School of Loja City, we considered that it was a considerable number, for that reason we decided to apply the surveys to all the students.

| POPULATION | Number |
|-------------------|---------------|
| STUDENTS | 156 |
| TEACHERS | 3 |
| TOTAL | 159 |

The population surveyed is constituted by three English Teachers and one hundred and fifty-six (156) students of eighth, ninth and tenth years of basic level at "Pío Jaramillo Alvarado" High School of the city of Loja , during the school year 2007-2008.

1.5 PROCESS TO DEMONSTRATE THE HYPOTHESIS

The final step of our research process consists in the comparison between the reality of the problem found through the researched hypothesis, and the results of these two variables which let us affirm or deny the hypothesis posed during the thesis process.

We used some techniques and processes from the descriptive statistic, moreover, for the verification of hypothesis, we used the logical analysis. It is important to mention this because the methodology used in this research helped us to obtain excellent results.

The hypothesis verification was done throughout the theory-deductive reference, the logic process and taking into account the principles that were the argument to know the truth about the lack of application of appropriate reading and speaking techniques used by the English teachers and their incidence on the development of the reading and speaking skills with the students of eighth, ninth and tenth years of basic education at "Pío Jaramillo Alvarado" High School.

1.6 PROCESS TO STRUCTURE THE FINAL REPORT

The information gathered was processed by means of the simple tabulation of frequencies and percentages, representing graphically the most important data for the demonstration of the hypothesis and to support the conclusions and recommendations.

The elaboration of the final report has been carried out with a logical classification of chapters that allows the understanding of the theory and empiric references with the purpose to solve the proposed problem.

Finally we present the corresponding conclusions and recommendations to improve the development of these skills, moreover we make the appropriate suggestions, it helps the authorities, teachers and students of eighth, ninth, and tenth years of the basic education of the "Pío Jaramillo Alvarado" High School of Loja City, scholar year 2007-2008 in the teaching of the English language.

CHAPTER II

EXPOSITION AND DISCUSSION OF THE RESULTS

2.EXPOSITION AND DISCUSSION OF THE RESULTS AND HYPOTHESES VERIFICATION.

2.1 TEACHERS' SURVEY.

1. Do you apply specific techniques to teach English?

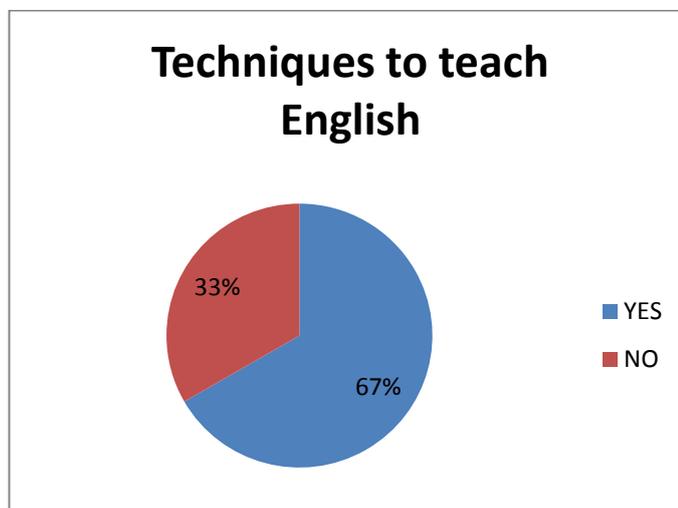
a) STATISTICS CHART

| Techniques to teach English | Frecuency | % |
|-----------------------------|-----------|------|
| YES | 2 | 67 |
| NO | 1 | 33 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

In this question we asked the teachers if they apply specific techniques to teach English and the result was the following:

Two teachers answered that they apply specific techniques that represents 67%, they apply the techniques of the “Our World through English” book. The main objective of the “Our World through English” book is to try that students establish firm bases in the management of the English language. These bases will be a starting point for their future development, according to their needs, after high school.

On the other hand, one teacher answered us that he does not apply specific techniques but he applies them according to the topic and skill.

According to the Real Spanish Academy dictionary, teaching is communication of knowledge, abilities, ideas and experiences, system or method that is useful for teaching and learning. It is a set of knowledge, means, people and activities that make the education possible.

The teaching techniques are part of didactics; in this study they are conceived as the group of activities that the teacher structures so that the students build their knowledge, transform it, and evaluate it; also of participating together with the students in the recovery of their own process. In this way the didactic techniques occupy a medullar place in the process of teaching and learning, they are the activities that the teacher plans and makes to facilitate the construction of the knowledge

2. How often do you plan the English class?

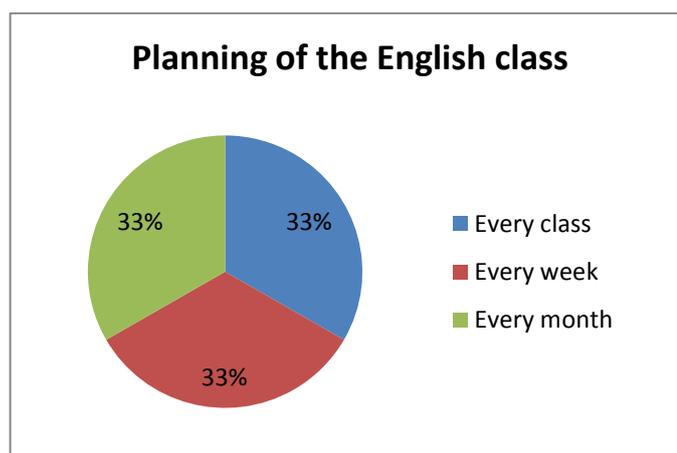
a) STATISTICS CHART

| Planning of the English class | frecuency | % |
|-------------------------------|-----------|-------------|
| Every class | 1 | 33 |
| Every week | 1 | 33 |
| Every month | 1 | 33 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

With the purpose of knowing the planning of the English classes we made this question, so one teacher that represents 33% answered that he plans the English subject every class, another teacher that represents 33% answered us that he plans the English classes every week, and finally one teacher answered that he plans the English classes every month.

The planning involves what45

it is necessary to do ahead of time, therefore taking into consideration that every class has a presented objective, we do the planning to achieve a determined objective. The planning of the English classes are indispensable and very useful because through this we can get the maximum benefit of each class, it allows to carry an order of the classes and also we can be more prepared to answer any question from the part of the students.

It does not have importance if the planning is done every class, every week or every month, the most important is to do it to avoid improvisations from the part of the teachers and consequently to achieve a better distribution in the period of time of each class.

3. Do you apply any reading techniques?

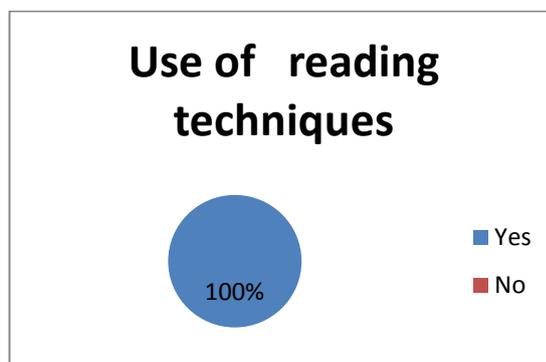
a) STATISTICS CHART

| reading techniques | frecuency | % |
|--------------------|-----------|------|
| Yes | 3 | 100 |
| No | | |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

As we can appreciate, all the teachers that represents to 100%, answered us that they applied some reading techniques with their students.

With regards to this question we affirm that the teachers apply some reading techniques but they are not the most suitable, for that reason the students don't know those techniques and they can not apply them.

The use of reading techniques has some objectives that the teachers have to develop in their students, objectives such as:

To read texts of a general nature with comprehension

To read flexibly according to the purpose

To learn language and content from reading (i.e. be able to continue learning)

To read with some degree of critical awareness.

Taking into account that the use of techniques helps us to understand the reading, it must be seen as an acquired ability. But acquiring implies a lot of practice, a good vocabulary background, good speed and intonation and the knowledge of some techniques that can guarantee comprehension.

4. Mark the reading techniques that you use. (✓)

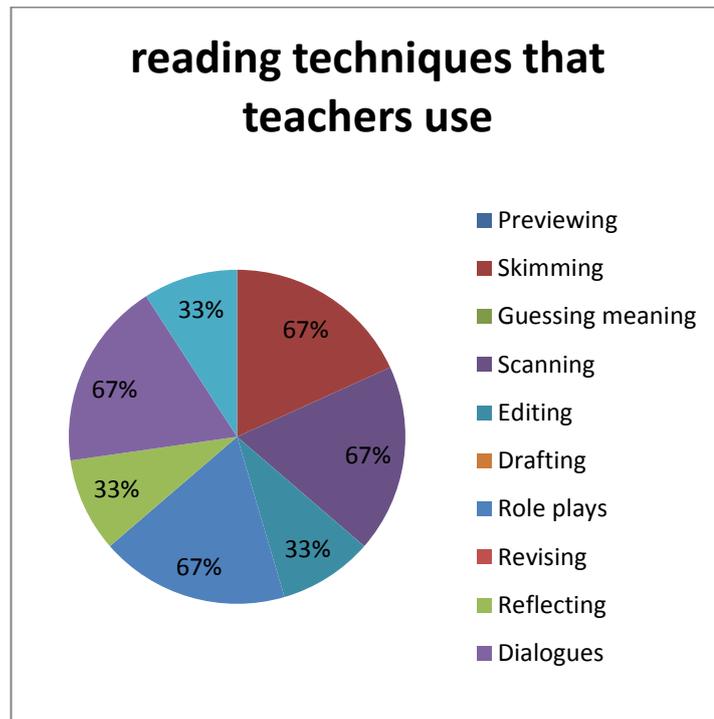
a) STATISTICS CHART

| reading techniques that teachers use. | frecuency | % |
|---------------------------------------|-----------|-------------|
| Previewing | | |
| Skimming | 2 | 67 |
| Guessing meaning | | 0 |
| Scanning | 2 | 67 |
| Editing | 1 | 33 |
| Drafting | | 0 |
| Role plays | 2 | 67 |
| Revising | | 0 |
| Reflecting | 1 | 33 |
| Dialogues | 2 | 67 |
| Vocabulary | 1 | 33 |
| Others | | 0 |
| Total | 3 | 100% |

Source: survey applied to the teacher

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

In this question we can observe that there are some techniques used by the teachers. Skimming was marked 2 times that represents 67 %, scanning was marked 2 times, that represents 67%. Another technique was Role plays, that was marked 2 times, equivalent to 67%. Dialogue was marked 2 times too, that represents 67%. Other

options were Editing, Reflecting and Vocabulary that were marked once, that represents 33% to each one.

As we could note teachers can not distinguish among reading techniques and some distracters, because they chose other techniques that aren't used in the development of the reading skill. It shows us the lack of knowledge about reading techniques. With the purpose of improving these weaknesses, there are some strategies that can help students to read more quickly and effectively such as:

Guessing the meaning from context, because sometimes we do not have time to use a dictionary to look for the new words and it is necessary to use the context, which can be defined as the elements that surround the term and help to clarify its meaning.

Skimming; reading rapidly for the main points. It's not essential to understand each word when skimming. For example: The newspaper (quickly to get the general news of the day)

Scanning; is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need.

Previewing; through it we can review the titles, subheadings to get a sense of the structure and content of reading selection.

Predicting; It tries to guess the meaning through the title and subheading of an article.

5. How many readings do you develop in a unit?

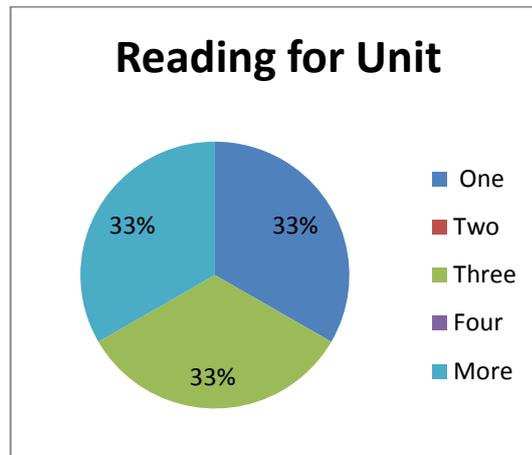
a) STATISTICS CHART

| readings for unit? | frecuency | % |
|---------------------------|------------------|-------------|
| One | 1 | 33 |
| Two | | 0 |
| Three | 1 | 33 |
| Four | | 0 |
| More | 1 | 33 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

With the purpose of knowing how many readings teachers develop in a unit we asked this question. The result was the following.

One teacher answered us that he develops one reading in each unit, that represents 33%. Another teacher answered us that he develops three readings for each unit, that represents 33% and finally the last teacher answered us that he develops more than three readings for unit.

We could appreciate that most of the teachers develop more than three readings in each unit, which is so important because it incentives in the students the reading habit.

A simple and provisional definition of reading is that it is a process whereby one looks at and understands what has been written. Without doubt selfinstruction is undergoing through the reading, because the adults that read most are able to catch up with higher levels and it is probable that they get jobs with a better remuneration, but the scarce bibliographic written material in this language does not allow the

students to develop the reading habit, for this reason they only do the readings of the “Our World Through English” book.

6. Do you know if your students are able to speak about different topics?

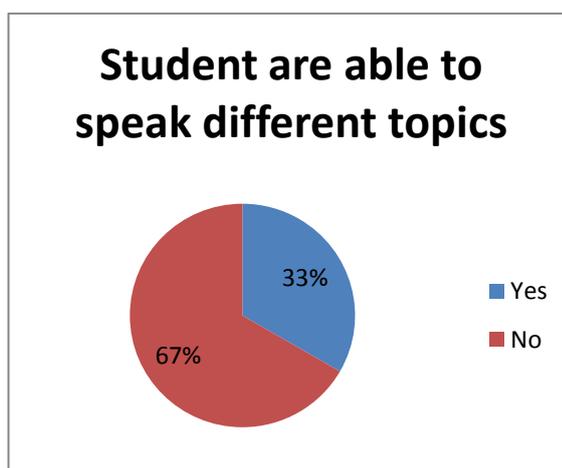
a) STATISTICS CHART

| students are able to speak about different topics | frecuency | % |
|---|-----------|------|
| Yes | 1 | 33 |
| No | 2 | 67 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

Two teachers, that represent 67%, affirmed that their students are not able to talk about different topics for different reasons:

Teachers consider that students come from different schools of the rural area and all of them are in the basic level. For these two reasons they are not able of establishing a conversation about any topic.

While only one teacher answered us that his students are able to talk about different topics, because the English book gives some topics to practice the speaking skill.

We consider that the students are not able to speak about different topics because they have little vocabulary and a bad pronunciation, we affirm it with the results obtained in the direct observation that we made to some courses of the basic level at the Pio Jaramillo Alvarado High School, afternoon section.

Speaking is a productive skill in the oral mode. Therefore is very important that the teachers establish interesting topics according our reality with the purpose that the students debate and give their different points of view and, this way, have the opportunities to speak English more spontaneously and creatively.

7. What techniques do you know for teaching speaking?

a) STATISTICS CHART

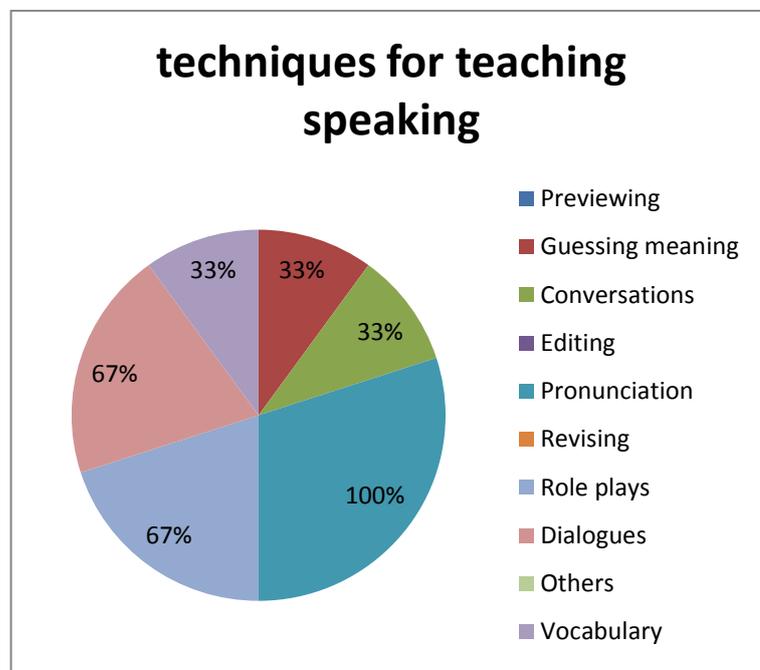
| techniques for teaching speaking | frecuency | % |
|---|------------------|----------|
| Previewing | | |
| Guessing meaning | 1 | 33 |
| Conversations | 1 | 33 |
| Editing | | 0 |
| Pronunciation | 3 | 100 |
| Revising | | 0 |
| Role plays | 2 | 67 |

| | | |
|--------------|----------|-------------|
| Dialogues | 2 | 67 |
| Others | | 0 |
| Vocabulary | 1 | 33 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

As we can appreciate in this question **Pronunciation** is the most used technique by the teachers. It was marked 3 times, that represents 100%. **Role plays** and **Dialogues** were marked two times, that represents 67% each one. And finally we have **vocabulary, conversation** and **guessing meaning from the context**, which were marked once, that represents 33% to each one.

As we can appreciate there are some teachers that can not distinguish among speaking techniques, because they have marked incorrect techniques for the development of the speaking skill.

Role-play is any speaking activity when you either put yourself into somebody else's shoes. The joy of role-play is that students can 'become' anyone they like for a short time. It's a fun and motivating activity that helps the students to develop the speaking skill.

Dialogues help students develop their speaking skill; it is a conversation between two or more people, through it students can interchange information and communicate thoughts, feelings and desires.

Discussion Groups assists students in the development of reasoning, critical thinking, and problem-solving skills. It gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions.

8. How many times do your students practice speaking in a unit?

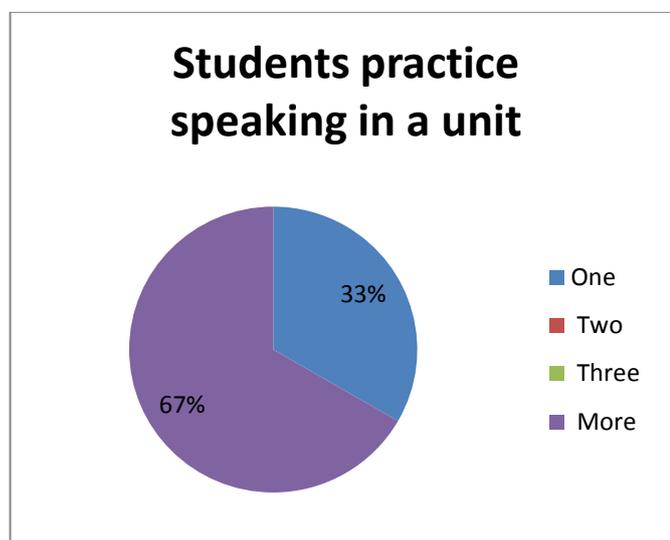
a) STATISTICS CHART

| students practice speaking in a unit | frecuency | % |
|--------------------------------------|-----------|------|
| One | 1 | 33 |
| Two | | 0 |
| Three | | 0 |
| More | 2 | 67 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

Two teachers answered us that they practice more than three speaking activities, that represents 67%, while one teacher answered us that he practices once, that represents 33%.

As we can see most of the teachers develop more than three speaking practices. This is good because it helps the students to develop the speaking skill. Also we can affirm that the teachers dedicate more time to develop the speaking skill than the reading skill.

Taking as reference the proverb “the practice makes the master”, the “Our World Through English” book has many interesting topics to do speaking practice, but according to our direct observation we can affirm that the teachers don’t give enough time and the respective importance to develop these speaking activities.

Teachers are the ones who have to create an interactive and dynamic environment with the purpose of obtaining the maximum benefit of these speaking practices and try to develop the objectives of speaking.

- recognize that talk is an important tool for communicating, thinking, and learning
- practise the behaviors of effective speakers
- speak fluently and confidently in a variety of situations for a variety of purposes and audiences

Improving your English speaking skill will help you communicate more easily and effectively. For this reason is advisable *practise where you can, when you can*. Any

practice is good - whether you speak to someone who is a native English speaker or not.

9. What percentages of reading have your students developed in this year?

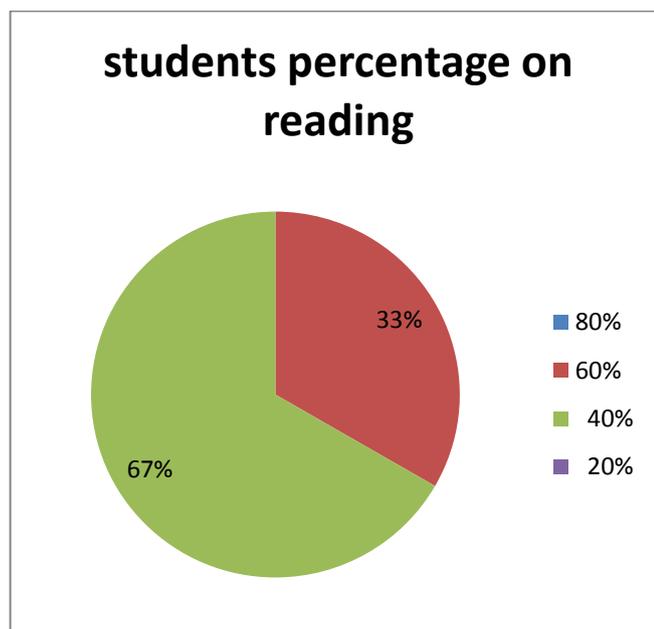
a) STATISTICS CHART

| Students percentage on reading | frecuency | % |
|---------------------------------------|------------------|----------|
| 80% | | |
| 60% | 1 | 33 |
| 40% | 2 | 67 |
| 20% | | |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

Regarding the students' percentage on reading we can appreciate on the statistic chart that two teachers marked (40%) equivalent to **67%** and one teacher marked 60%, equivalent to **(33%).**

According to our direct observation made to the students of Eight, Ninth and Tenth years of Basic Education, we consider that the students have developed a low percentage in reading skill, because they only read the readings of "Our World Through English" book. Also teachers don't encourage them to read other kind of materials, such as newspapers, magazines or other types of books that could be very useful to develop the reading skill.

The average of Reading has relation with the quantity of reading practices developed in the classroom, but taking it as reference the kind of reading material that teachers use, we can affirm that there is not enough reading practices, since they only work with the before-mentioned book.

10. What percentages of speaking have your students developed in this year?

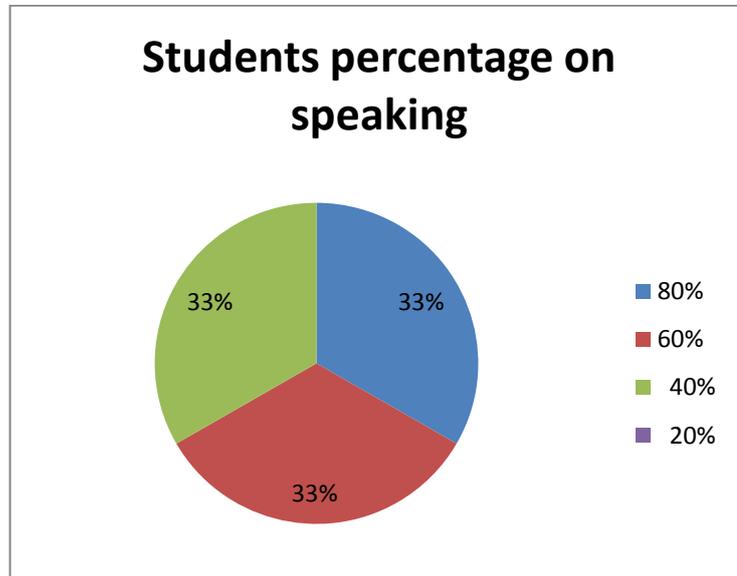
a) STATISTICS CHART

| Students percentage on speaking | frecuency | % |
|--|------------------|-------------|
| 80% | 1 | 33 |
| 60% | 1 | 33 |
| 40% | 1 | 33 |
| 20% | | 0 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

In this question we can see that all the teachers marked a different percentage into speaking skill. One teacher marked (80%), which represents 33%, we consider that it is a high percentage. Then we have another teacher that marked (60%) it represents 33% and finally we have another teacher who marked (40%), that represents 33%.

We, as teachers, must always remember that we have to achieve in our students the ability to interact freely with others. Students' speaking skill develop best in dynamic interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas.

“Classrooms should be places where students can ask and answer meaningful questions and in which the teacher and students are co-learners, collaborating with one another to communicate ideas and information”¹. But according to our direct observation we can affirm that, the limited vocabulary, the fear to make mistakes and the bad pronunciation are impeding the students to interact in the classroom.

Our advice for the students is: **if they forget a word**, do what native English speakers do all the time, and say things that 'fill' the conversation. This is better than keeping completely silent. Try using **um**, or **er**, if you forget the word.

11. How often do you use reading and speaking techniques?

a) STATISTICS CHART

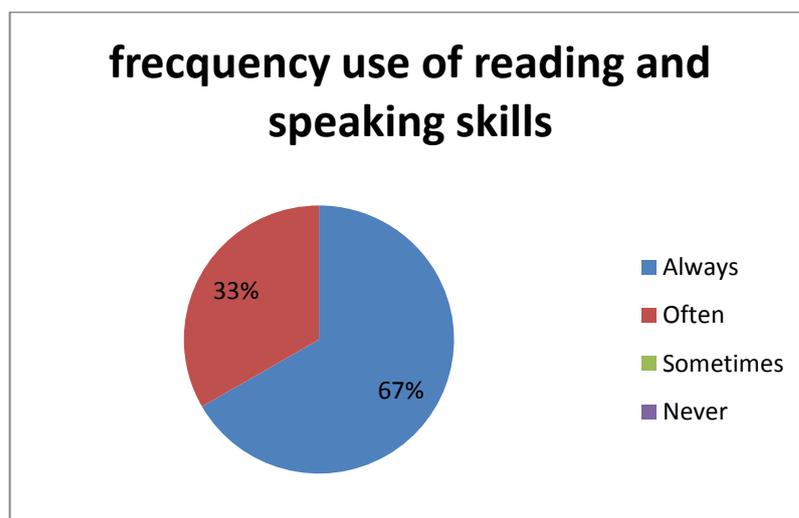
| Use of reading and speaking techniques | frecuency | % |
|--|-----------|------|
| Always | 2 | 67 |
| Often | 1 | 33 |
| Sometimes | | 0 |
| Never | | 0 |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

¹ <http://www.teachingenglish.org.uk/blogs/shakeel-amjad/improving-speaking-skill>

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

As we can appreciate, 2 teachers affirmed that they **always** apply the reading and speaking techniques, it represents 67 %, and only one teacher answered that he **often** applies reading and speaking techniques and it represents 33 %.

We consider that the English teachers have to apply frequently the reading and speaking techniques in their daily activities in class, also they should use the appropriate techniques to develop the reading and speaking skills in their students and so facilitate the teaching of English and increase the students' learning.

12. According to your evaluation register what is the student´ average level into reading and speaking skills? Mark with a tick (√)

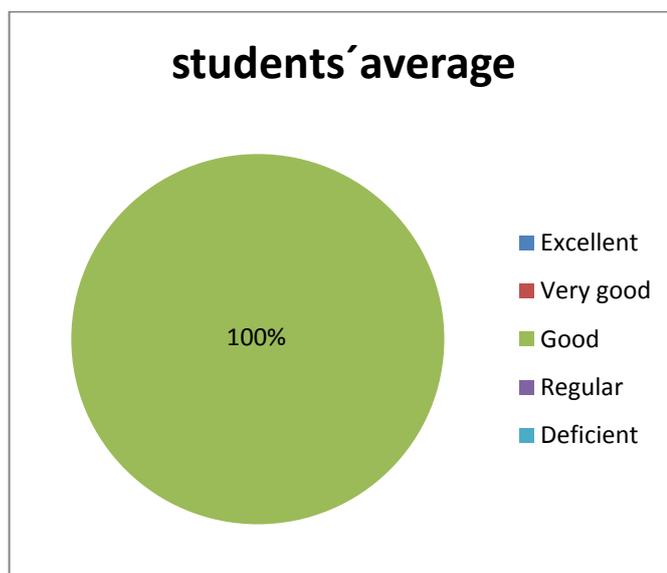
a) STATISTICS CHART

| Student´ average level into reading and speaking skills | frecuency | % |
|---|-----------|------|
| Excellent | | |
| Very good | | |
| Good | 3 | 100 |
| Regular | | |
| Deficient | | |
| Total | 3 | 100% |

Source: survey applied to the teachers

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

In this question we can observe that all the teachers answered that the average in reading and speaking skills in their students is good. As we can observe in the chart that most of the students have a good average in reading and speaking skills, but after our direct observation made with some students we can say that their average is regular because they need their teacher to translate every word to understand. Besides, reading and speaking are a developmental process and they are acquired abilities and therefore require a lot of practice.

Taking into account these two skills we can say that the readers and speakers need to have a good vocabulary, good speed and intonation and the use of some techniques that help them in the development of these abilities.

2.2 STUDENTS' SURVEY

1. Do you like English language?

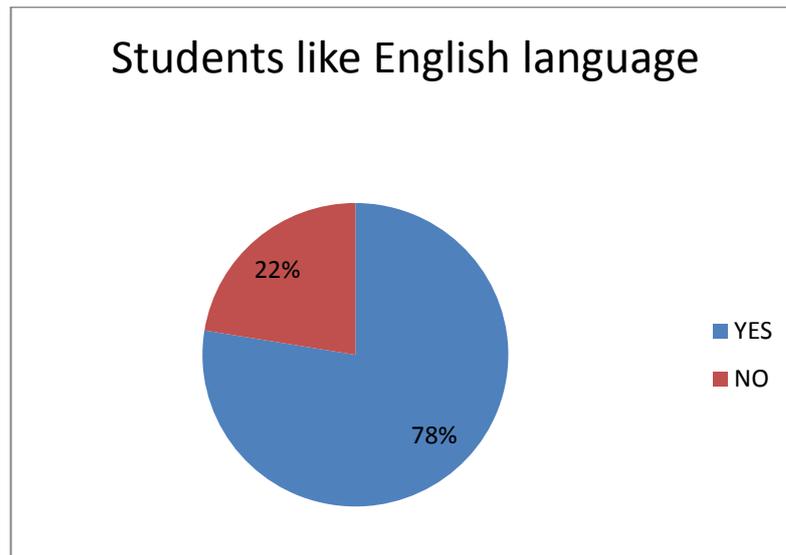
a) STATISTICS CHART

| Students like English language | frecuency | % |
|---------------------------------------|------------------|----------|
| YES | 121 | 78 |
| NO | 35 | 22 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

In the results, 121 students, equivalent to 78%, answered us that they like the English Language for different reason:

They consider that English is a very important language in the present time, because more than 80 % of the science and technology is written in this language. Therefore is it an important element in their future as students and professionals, for that reason they are interested in learning this language as a second language.

On the other hand, there are 35 students, equivalent to 22%, who don't like the English Language for different reasons:

They consider that the English is a difficult language and the main problem that the students have is pronunciation, since the English language is written in a way and pronounced in another way.

Another problem that the students have is the scarce vocabulary that makes it difficult for the students to establish a conversation or dialogue between students or with their teachers.

“English language opens many doors, in the personal as much as professional field”. So that the English teachers have to look for the techniques and best suited means for the teaching of English language in order to create a dynamic and amusing environment inside the English classes.

2. How do you like to learn English language?

a) STATISTICS CHART

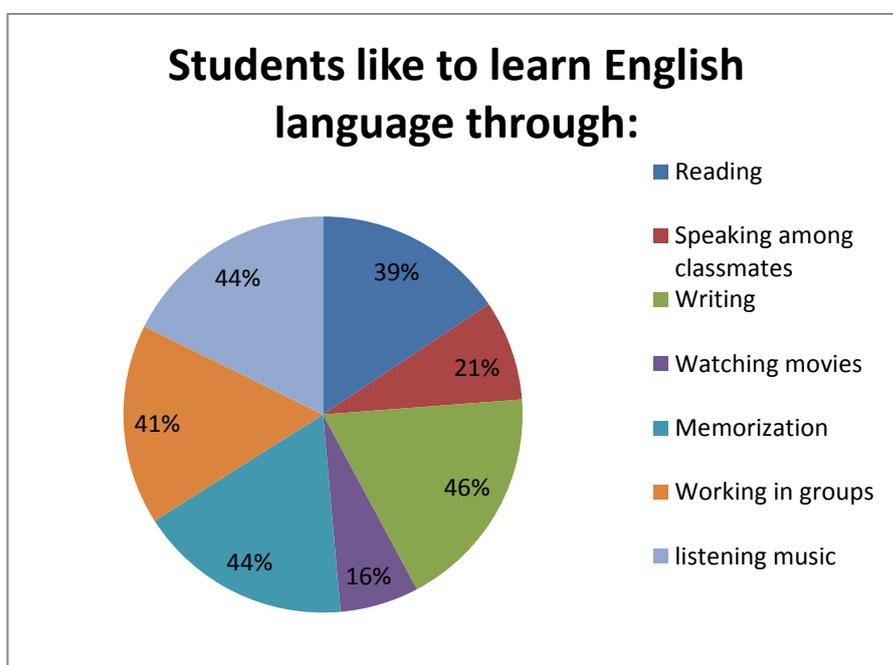
| Students like to learn English language through: | Frecuency | % |
|---|------------------|----------|
| Reading | 61 | 39 |
| Speaking among classmates | 32 | 21 |
| Writing | 72 | 46 |
| Watching movies | 25 | 16 |
| Memorization | 68 | 44 |

| | | |
|-------------------|----|------|
| Working in groups | 64 | 41 |
| listening music | 69 | 44 |
| Total | | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

As we can appreciate, **writing** was marked 72 times, that represents the 46 %, next we have **listening music** that was marked 69 times that represents 44%, then **memorization** that was marked 68 times, which represents 44%. Another option was **working in groups** that was marked 64 times, that represents 41%. **Reading** was another option marked 61times which represents 39%. **Speaking among classmates** was marked 32 times that represents 21%, and finally we have **movies** that was marked with 25 times that represents 16%.

We consider the motivation as an important element of the English teaching. As Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language."² Therefore, if students do not learn how to speak and read or do not get any opportunity to speak or read the English language in the classroom, they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking and reading in class can be a lot of fun.

All these data give us to understand that the students like to learn the English language through different ways and the teachers have to take into account all these aspects for a better teaching and learning.

3. What skill do you prefer?

a) STATISTICS CHART

| Skills that the students prefer | Frecuency | % |
|---------------------------------|-----------|----|
| Speaking | 64 | 41 |
| Writing | 53 | 34 |
| Listening | 70 | 45 |
| Grammar | 32 | 21 |
| Vocabulary | 36 | 23 |

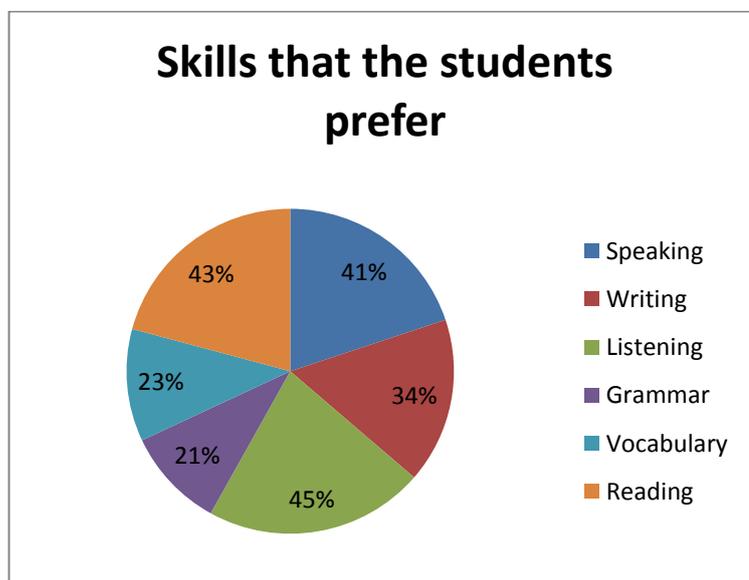
² www.yahoo.com.Strategies for Developing Speaking Skills.

| | | |
|--------------|-----|------|
| Reading | 67 | 43 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

According to the results we can appreciate that listening was marked 70 times that represents 45%, then we have reading with 67 times, that represents 43%. Another skill was speaking with 64 times, that represents 41%, writing was marked 53 times , that represents 34% and finally we have vocabulary and grammar with 36 and 32 times each one, that represents 23% and 21%respectly.

A technique is an ability, talent to do something and looking at the statistic table we can say that there is not a skill that established a big preference from the part of the students; all the main skills have a good percentage, besides reading and speaking are two skills that concern us because they are the topic of our research work, they have an acceptable percentage, but here the teachers have to apply the best techniques to teach the English language especially in the development of the reading and speaking skill.

Reading.- is a multifaceted process involving word recognition, comprehension, fluency, and motivation. The reading purpose must be authentic and the students must read for reasons that make sense and have relevance to them.

Speaking. - is the productive skill in the oral mode. Consequently try *not* to translate into and from your own language. This takes too much time and will make you more hesitant. Also don't speak too fast! It's important to use a natural rhythm when speaking English, but if you speak too fast it will be difficult for people to understand you.

4. Which skills do you think are better to learn English language?

a) STATISTICS CHART

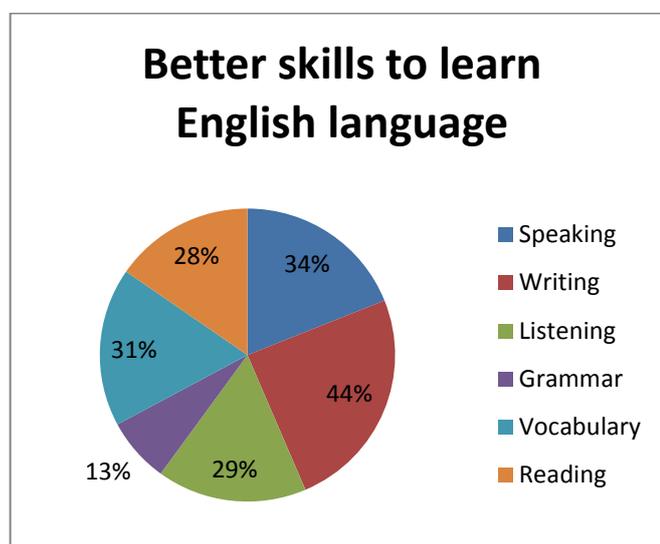
| better skills to learn English language | Frecuency | % |
|---|-----------|----|
| Speaking | 53 | 34 |
| Writing | 69 | 44 |
| Listening | 46 | 29 |
| Grammar | 20 | 13 |

| | | |
|--------------|-----|------|
| Vocabulary | 49 | 31 |
| Reading | 43 | 28 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

In this question we can observe that **writing** is the option with the most percentage, it was marked 69 times, that represents 44% .We can say that Writing may well be considered as the most difficult of the English language skills.

Then we have **speaking** with 53 times, that represents 34%, the students answered that the speaking is very important for the communication.

Vocabulary was marked 49 times that represents 31%, the students consider that it is very necessary to have a good vocabulary because it helps to understand and interpret the rest of the skills.

Next we have **listening** with 46 times, that represents 29%. They answered us that the English is an auditive language.

Another option was **reading** with 43 times, that represents 28%, the students consider that the “reading is the entrance door of the knowledge”.

Finally, we have grammar with a low percentage. It was marked 20 times, that represents 13%, they do not consider that the grammar is important in the English language, but we can appreciate that the low percentage of the grammar is because they don't understand some grammatical rules.

English has been considered like science and technology language. For that reason we as English teachers have to apply the most appropriate techniques to develop the basic skills in equal percentage.

5. Does your teacher apply techniques to develop speaking and reading skills?

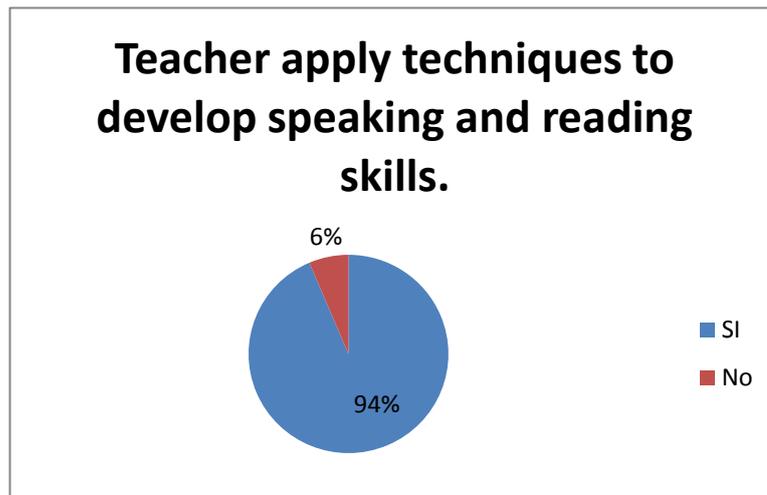
a) STATISTICS CHART

| Teachers apply techniques to develop speaking and reading skills | Frecuency | % |
|---|------------------|-------------|
| Yes | 146 | 94 |
| No | 10 | 6 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

We can observe in this graph that 146 students of basic level which, represent 94%, answered that their English teachers apply techniques to develop the reading and speaking skills, and 10 students, that represents 6% answered that teachers do not apply techniques to develop these skill.

We do not want to deny that the teachers use techniques but we can affirm that they do not apply the appropriate techniques to develop these skills and show that in the teacher's surveys they made mistakes at the moment of pointing to the reading and speaking techniques, because they selected other techniques that were distracters and they didn't have relation with reading and speaking techniques.

A teaching technique is a kind of specific action, planned for the teacher and carried out for the teacher and his students with the purpose of getting specific learning objectives.

6. Mark the reading techniques that your English teacher uses

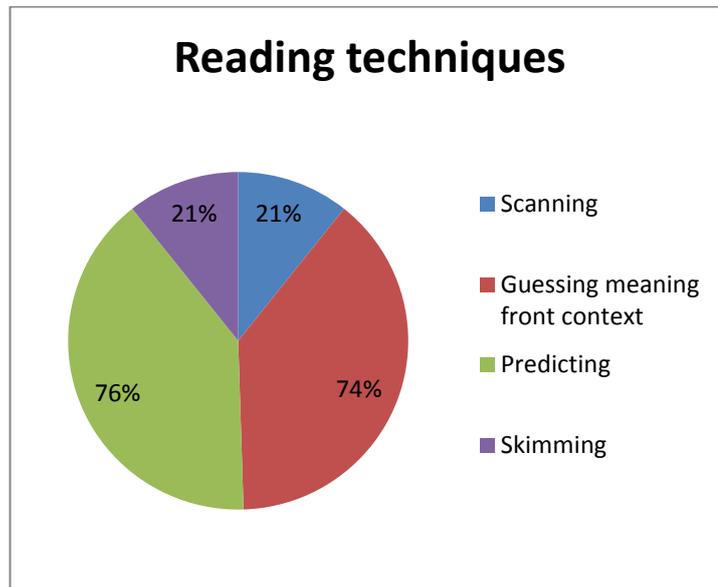
a) STATISTICS CHART

| Reading techniques | Frecuency | % |
|--------------------------------|------------|-------------|
| Scanning | 32 | 21 |
| Guessing meaning front context | 116 | 74 |
| Predicting | 119 | 76 |
| Skimming | 32 | 21 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

In this question we can observe that the most applied technique by teachers is predicting. It was pointed out 119 times that represents 76 %. Then we have guessing meaning from context; with 116 times that represents 74 %. Finally, scanning and skimming were pointed out with 32 times each one, that represents 21%.

We can notice that students only mark the techniques at random because they do not know the techniques, for that when we asked them about the meaning of the reading techniques they could not answer, and they tried to guess the meaning.

But as we know, the strategies could be used according to the purpose of reading and should be taught appropriately. For example:

Scanning: Reading quickly in order to find a specific point or item

Guessing meaning from the context: Its main purpose is to help students improve their ability to guess the meaning of unfamiliar words by using context clues.

Skimming: Reading quickly to get a general idea of what the text is about.

Predicting: Guessing the meaning through the title and subheading of an article.

7. How does your English teacher develop the reading skill?

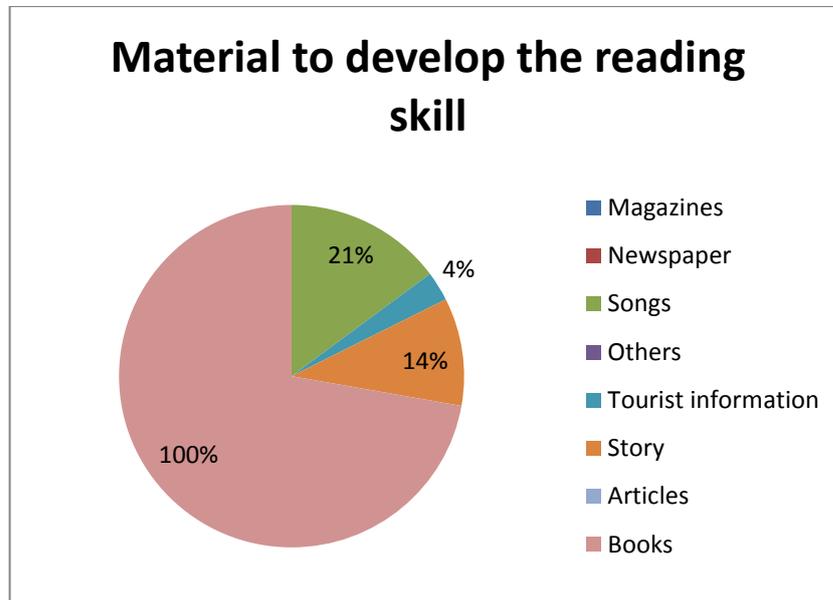
a) STATISTICS CHART

| English teacher develop the reading skill through: | Frecuency | % |
|--|------------|-------------|
| Magazines | | 0 |
| Newspaper | | 0 |
| Songs | 32 | 21 |
| Others | | 0 |
| Tourist information | 6 | 4 |
| Story | 22 | 14 |
| Articles | | 0 |
| Books | 156 | 100 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

As we can appreciate the option books was marked 156 times, which represents 100 %, but the only book that they read is the “Our World through English” they do not read another book. We have songs that was marked 32 times, that represents 21% , stories was marked 22 times, which represents 16 % and finally with only 6 times that represents 4 %, was the tourist information material.

According to the results all the students use books, a low percentage use other material to develop the reading skill but we think that they do not use this material frequently.

The following material is useful to improve the reading skill: *newspaper*.- this kind of reading material you can obtain with much facility every Saturday in the La Hora newspaper. Some students might get interesting reading topics.

Comic Books: Are also good for struggling readers because they are entertaining and combine pictures with text as in a picture book, but do not have the stigma of a traditional picture book that is for young children.

Songs: They are interesting material because the students can practice reading and speaking at the same time, but we have to choose songs that they like to make the English classes more entertaining.

The reading material must be authentic: It must be the kind of material that students will need and want to read when they are traveling, studying, or using the language in other contexts outside the classroom.

8. Tick (✓) when you read how do you understand the unknown word?

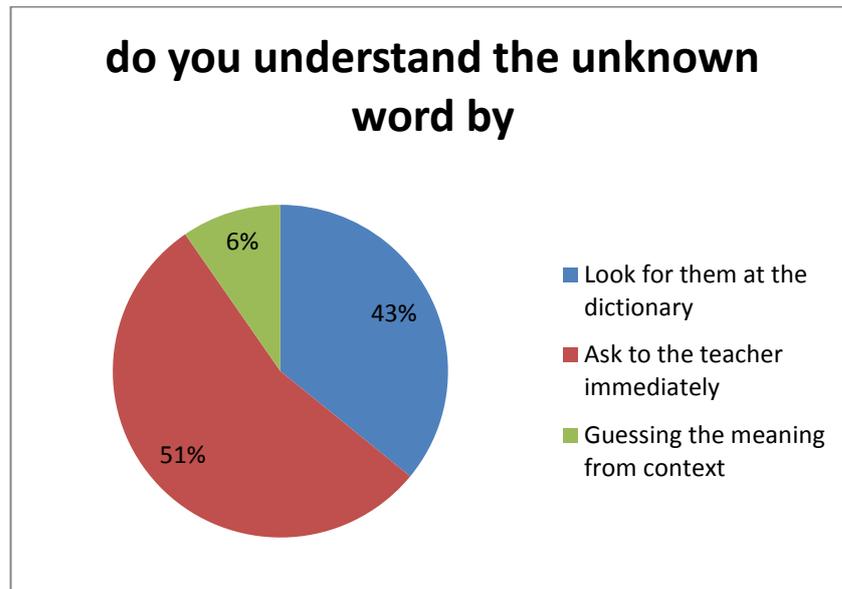
a) STATISTICS CHART

| You understand the unknown word by. | Frecuency | % |
|--|------------------|-------------|
| Look for them at the dictionary | 56 | 43 |
| Ask to the teacher immediately | 85 | 51 |
| Guessing the meaning from context | 15 | 6 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

As we can appreciate in this question 85 students, equivalent to 51 %, said that they ask the teachers when they do not know the meaning of the words, while 56 students, that represent 43 %, answered that they look for the meaning of unknown word in the dictionary and 15 students, equivalent to 6 %, answered that they guess the meaning of the words from the context.

We consider that students do not use the most suitable techniques to understand the meaning of unknown words because most of the students ask the teacher the meaning of unknown words and or a high percentage looks in the dictionary and only a few number of the students guess the meaning from the context.

They need to use the context because through it we can guess the meaning of the new words reading the entire paragraph and looking for the terms that are around of them,

and so students can expand their vocabulary. It is an important technique that helps students understand when they read.

9. Mark the speaking techniques that your English teacher uses?

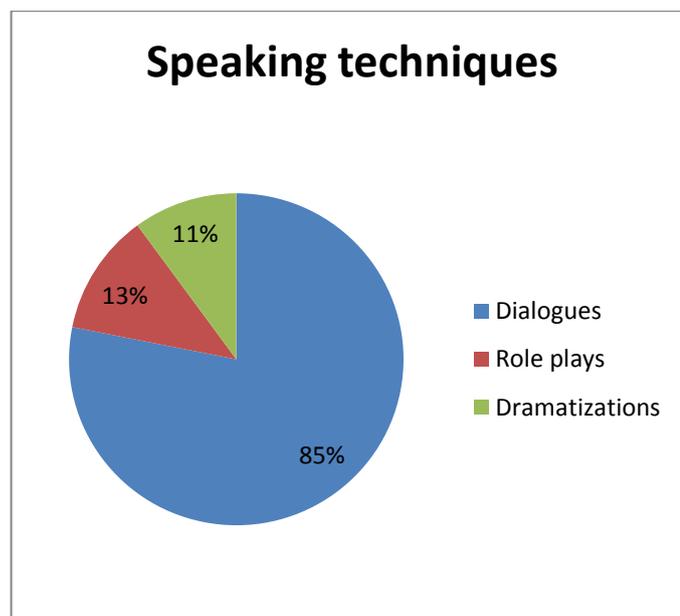
a) STATISTICS CHART

| Speaking techniques | Frecuency | % |
|---------------------|------------|-------------|
| Dialogues | 132 | 85 |
| Role plays | 20 | 13 |
| Dramatizations | 17 | 11 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

Watching the results we can observe that *Dialogues* was pointed out 132 times, that represent 85%, it is a very high percentage, taking as a reference the data of the statistic table we can say that most of the teachers use the **dialogue** technique to develop and improve the speaking skill. Besides the students' basic level book brings some dialogues to practice the speaking among classmates.

Continuing with the analysis, *role plays* was pointed out 20 times, the same that represents 13%, it is a low percentage, besides it gives us to understand that the teachers only follow the instruction of the "Our World Through English" and they do not take to consideration other options like the role plays.

Finally we found *dramatization* that was marked 17 times, that represents a very low percentage too, showing us that they do not have much interest in this technique.

Learning to speak in a second or foreign language will be easier when learners are actively engaged in attempting to communicate. Learners learn to speak by speaking. It is, then, our role give our students opportunities to speak English more spontaneously and creatively.

10. How does your English teacher develop the speaking skill?

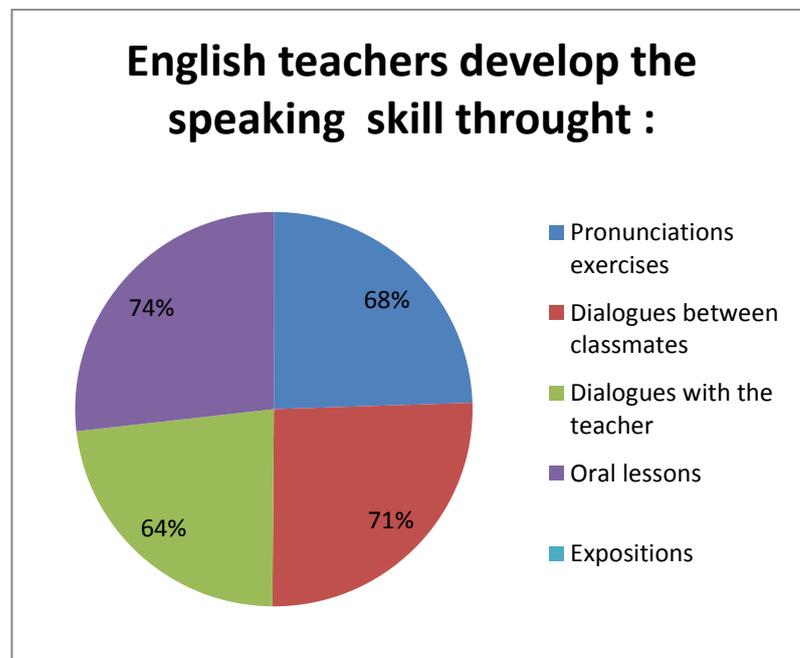
a) STATISTICS CHART

| English teachers develop the speaking skill through: | Frecuency | % |
|---|------------------|-------------|
| Pronunciations exercises | 106 | 68 |
| Dialogues between classmates | 111 | 71 |
| Dialogues with the teacher | 100 | 64 |
| Oral lessons | 116 | 74 |
| Expositions | 0 | 0 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



c) INTERPRETATION

With the objective of knowing the way in which the English teachers develop the speaking skill with their students we made this question: The **oral lessons** were marked 116 times, it represents 74%, so it is a very high percentage. In accordance with the data obtained in the table we can notice that the teachers take oral lessons to increase this skill. Also we have **dialogues among classmates** that was marked 111 times, that represents 71%. It is a high percentage too, due to that the fact the student's book of the basic level contains some dialogues and practices to develop this skill.

Additionally we have **pronunciation exercises**, pointed out 106 times each one, which represents 68%, it is a very good percentage taking into account that the Student's book does not have enough exercises about it. Pronunciation is the main problem that the students have, for this reason we consider that it is very important and useful that the teachers do some pronunciation exercises to develop the speaking skill.

Besides we have **dialogues with the teacher**, this option was marked 100 times each one that represents 64%, it is a high percentage too, and it makes us understand that the teachers have interest for the speaking skill.

Students' speaking skills develop best in dynamic interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas. Also teachers must motivate at the beginning of the class to create a suitable environment and give students the opportunities to gather information, ask, and interpret this information in the classroom.

11. How often does your English teacher use the reading and speaking techniques?

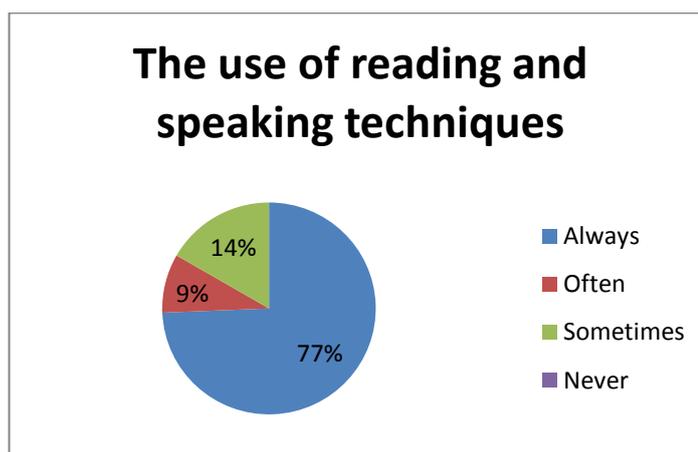
a) STATISTICS CHART

| The use of reading and speaking techniques | Frecuency | % |
|--|-----------|------|
| Always | 116 | 77 |
| Often | 14 | 9 |
| Sometimes | 26 | 14 |
| Never | | 0 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

We can observe that 116 students, that represent 74%, affirm that their English teachers always apply techniques to develop the reading and speaking skills, 26 students, that represent 17%, answered us that the teachers sometimes apply the techniques, 14 students said that the teachers often use some reading and speaking techniques, no student affirmed that their teachers never apply the techniques.

“The success of English teacher is reflected in his students' learning”, and as we can observe in the graph, teachers always apply some techniques to develop the reading and speaking skills. But we believe that their use have to be appropriate and constant and they have to be used according to the type of the activity developed in the classroom.

12. What is your average into reading and speaking skills?

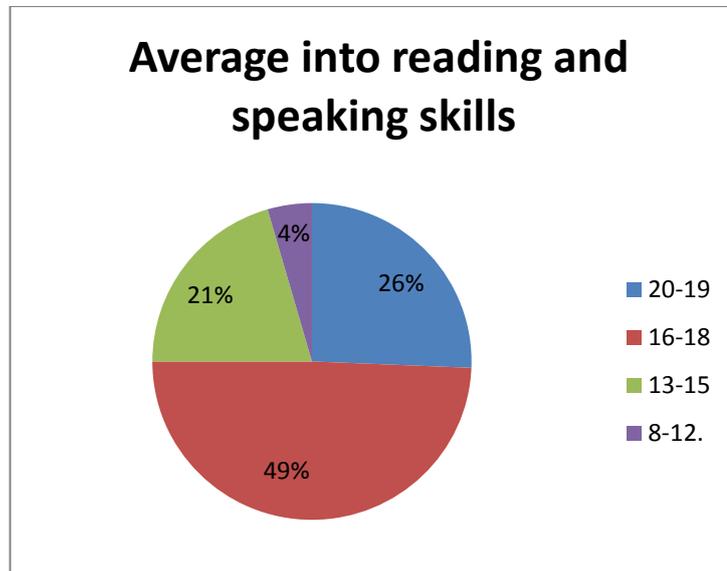
a) STATISTICS CHART

| Average into reading and speaking skills | Frecuency | % |
|--|-----------|------|
| 20-19 | 40 | 26 |
| 16-18 | 77 | 49 |
| 13-15 | 32 | 21 |
| 8-12. | 7 | 4 |
| Total | 156 | 100% |

Source: survey applied to the students

Responsible: Research group

b) GRAPHIC REPRESENTATION OF DATA.



C) INTERPRETATION

Referring to the average in English language of the students of "Pio Jaramillo Alvarado" High School afternoon section we could obtain the following results:

77 students, that represents 49%, affirm that their average in English is Very Good, 40 students, that represents 26%, answered that their average in English is excellent, 32 students, which represents 21%, affirm that their average in English is good, and 7 students, which represents 4%, affirm that their average in English language is Regular.

As we can note most of the students affirm that they have a good development in English language, especially in the learning of reading and speaking, but the reality is different because as we have analyzed the questions before, the teachers affirm that their students have a low average in the English language, because the teachers do not incentive students to read and speak and the students do not put their best effort in order

to learn the English language. Besides, the students are only interested in approving the scholar year and do not care about developing the reading and speaking skill.

Learning English becomes in a bigger need for those who do not wish to be looking of the other side of the sidewalk the scientific and technological changes. For resulting the students are who have to get the maximum benefit to all the English classes with the purpose of every day to learn something new and to put it in practice.

2.3 CONTRASTING AND VERIFICATION OF THE HYPOTHESIS

To contrast and verify the hypotheses our researching group used the obtained results from the logic analysis of the information gathered from the teachers as well as from the students from the "Pío Jaramillo Alvarado" High School of Loja City. This information allowed us to prove if the proposed hypotheses were positive or negative and then, we were able to suggest some recommendations to improve the teaching in this educative institution.

2.5 HYPOTHESIS ONE

a) Statement

- The lack of application of the appropriate techniques affects the development of the reading and speaking skills in the students of 8th, 9th, 10th years of the Basic Education of "Pío Jaramillo Alvarado" High School of Loja city, scholar year 2007-2008.

b) Demonstration:

The first hypothesis involves two variables: a) **the lack of application of the appropriate techniques** and, b) **affects the development of the reading and speaking skills** in the students of eighth, ninth and tenth years of the basic education at "Pío Jaramillo Alvarado" high school, This hypotheses is demonstrated with the

students' questions number seven and eight and by the teachers' questions number four and seven.

About students' questions for the first variable: **How does your English teacher develop the reading skill?** According to the results a 100% of the students use the Our World Through English Book and a low percentage use other material to develop the reading skill, but we think that they do not use these materials frequently. It shows us that the students don't have enough reading material to develop the reading skill.

About **when you read how do you understand the unknown word?** As we could appreciate in the interpretation of this question 51 % of the students ask the teachers when they do not know the meaning of the words, 43 % look in the dictionary the meaning of unknown word; and only 6 % of the students guess the meaning of the words from the context. It is for the lack of use of the reading techniques.

Regarding teacher's questions for the first variable: **Mark the reading techniques that you use** (Previewing, Skimming, Guessing meaning Scanning, Editing, Drafting, Role plays, Revising, Reflecting, Dialogues, Vocabulary). As we could note teachers can not distinguish among reading techniques because 67% of them marked **Skimming and Scanning**. They are true, but they marked too some distracters as Dialogue, Role plays that aren't used to the development of the reading skill. It shows us the lack of knowledge about reading techniques.

Concerning the seventh question, **What techniques do you know for teaching speaking** (Previewing, Guessing meaning, Conversations, Editing, Pronunciation, Revising, Role plays, Dialogues, Vocabulary)

According to the results 100% of the teachers apply the **Pronunciation** technique, 67% **Role plays** and **Dialogues** and finally we have **vocabulary, conversation** and **guessing meaning from the context** with a 33%.

This result is similar to the question related to the reading techniques; teachers can not distinguish among reading techniques and speaking techniques, because they have marked incorrect techniques for the development of the speaking skill.

On the other hand, the other variable affects the development of the reading and speaking skill. We have the questions eight and twelve for the students and the questions six and twelve for the teachers.

Relating to the eighth question about **when you read how do you understand the unknown word?**, we consider that students do not use the most suitable techniques to understand the meaning of unknown words because most of the students ask the teacher the meaning of unknown words and a high percentage look in the dictionary and only a few number of the students guess the meaning from the context.

Concerning students' twelfth question, **what is your average into reading and speaking skills?** 49% of the students affirm that their average in English is **Very Good**, 26%, answered that their average in English is excellent, 21%, affirm that their average in English is **Good**, and finally 4%, affirm that their average in English language is **Regular**. As we can note, most of the students affirm that they have a

good development in English language, specially in the learning of reading and speaking, but the reality is different, because students have a low average into the reading and speaking skills and this information is corroborated with the obtained results in our direct observation because of they don't understand the instructions and when they work in groups they speak more in Spanish than English.

With reference to the teachers' questions for the second variable we have the question number six about **whether your students are able to speak about different topics?** 67% of teachers affirm that their students are not able to talk about different topics, for that reason they can not establish a dialogue or conversation with a classmate or with their teacher.

Continuing with the question twelve **According to your evaluation register what is the student' average level in reading and speaking** (Excellent, Very good, Good, Regular, Deficient). 100% of the students have good average into reading and speaking, but after of our direct observation we can say that their average is regular because when they read, they make a lot of mistakes and also they need that their teachers translate every instruction from English to Spanish to understand the task .

So these results let us a total explanation and understanding of the studied problem. The teachers of basic level of "Pio Jaramillo Alvarado" high school don't apply appropriate techniques to develop the reading and speaking skills in the English language and, for that reason we say that the lack of appropriate techniques by the teachers effects the development of the reading and speaking skills with the students of the basic level.

c) Discussion and Conclusion

The researching group accepts the first hypothesis as real because the field investigation has proved that the lack of application of appropriate techniques into reading and speaking does not make a good level of learning in the English language.

2.6 HYPOTHESIS TWO

a) Statement

➤ The little use of reading and speaking techniques used from the part of the English teachers affects the development of reading and speaking skills in the students of 8th, 9th and 10th years of the Basic Education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008.

b) Demonstration:

To demonstrate the variables of this hypothesis we analyzed the students' questions six and nine and the teachers' question six, related to *the little use of teaching techniques used from the part of the English teachers in their classroom*. The other variable about *affects the development of the reading and speaking skills* is demonstrated in the questions number seven and ten for the students and nine for the teachers.

About students' questions for the first variable **Mark the reading techniques that your English teacher uses** (Scanning, Guessing meaning from context, Predicting, Skimming)

The students' answers show us that 76 % of the teachers use predicting, 74 % use guessing meaning from context, but a low percentage of teachers use scanning and skimming. But here we found a contradiction because according to the four questions of the teachers' survey the most used techniques by the teachers' survey are skimming and scanning with 67% each one. They are not sincere.

During the application of our surveys we can notice that students only mark the techniques at random because they do not know the techniques, for that, when we asked them about the meaning of the reading techniques they could not answer, and they tried to guess the meaning. But the most clear here is the little use of reading techniques from the part of the teachers.

Following the contrast we have question nine: **Mark the speaking techniques that your English teacher uses?** (Dialogues, Role plays, Dramatizations). The dialogue is the most used technique with 85%. On the other hand there are other techniques such as Role play and Dramatizations with 13% and 11% respectively. It is a low percentage and all these aspects confirm that there is a little use of speaking techniques.

Concerning the teacher's question for the first variable of the second hypothesis we have the question number four about **Mark the reading techniques that you use.**

(Previewing, Skimming, Guessing meaning, Scanning, Editing, and Drafting), 67% of the teachers apply Skimming, and Scanning and only 33% of them apply Editing, they don't use the rest of the techniques.

About students' question for the second variable of the second hypothesis we have the question number seven **how does your English teacher develop the reading skill?**, 100% of the teachers use the Our World Through English Book and only a little percentage of teachers use other kind of reading material to develop the reading skill. It gives us to understand that there is not enough reading practice.

Regarding question tenth, **how does your English teacher develop the speaking skill?**. Teachers do some activities to develop the speaking skill; there is a high percentage in these activities. Oral lessons with 74%. Dialogues among classmates with 71%, pronunciation exercises with 68%, dialogues with the teacher 64%. This question does not help to accept this hypothesis for the variety of activities that they use to develop speaking skill, but we take into consideration that when we did our direct observation the teachers did not do all these activities, most of them only did an activity to work in groups following the instruction of the English book.

About teacher question for the second variable of the second hypothesis we have the question number nine **what percentages of reading have your students developed this year?** Regarding the reading percentage developed for the students we have the following percentages. 67% of the teachers answered that students have developed

40%, it is a regular percentage and 33% answered that the students have developed 60%, it is a good percentage. We agree with the teachers' results because most of the students have a regular and in some cases an insufficient percentage in the development of this skill.

But the teachers, as we can observe in the analysis of these questions, do not teach their students the constant use of these techniques, whereas the little exposure affects the development of reading and speaking skills in the English language in the students of "Pío Jaramillo Alvarado " High School. For that reason we can say that the little use of the reading and speaking techniques by the English teachers does not allow students to develop the reading and speaking skills.

c) Discussion and Conclusion

Based on the obtained results, our research group accepts the second hypothesis as true, because it demonstrated us that the limited use of the teaching techniques by the English teachers, with respect to the reading and speaking skills. Moreover the lack of exposure of the English language affects the improvement of the reading and speaking skills, as we could note in the direct observation of the students. They could not apply the techniques in order to practice the reading and speaking activities because they do not know them, in conclusion the students showed us that they have a low level of knowledge in the learning of the English language referring to the reading and speaking skills.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

3. CONCLUSIONS AND RECOMMENDATIONS

After developing our researching work about the use of appropriate reading and speaking techniques by the English teachers in the students of eighth, ninth, and tenth years of basic level of "Pío Jaramillo Alvarado" High School of Loja City, we have proposed the following conclusions and recommendations.

3.1 CONCLUSIONS

- The English teachers apply reading techniques but they are not the most appropriate to develop the reading skill. As a consequence the students do not know reading techniques to apply in their classes. As a result the learning of the students is very deficient with regards to the reading.
- The teachers are confused between reading techniques and types of speaking. In the survey we put some distractors to prove the teachers' knowledge about how to manage and use the reading techniques, but however the distractors were marked although corresponding to the speaking process.
- The teachers know techniques to recognize the unknown vocabulary, but these techniques are not shared with their students and for that reason they never apply any technique to understand new words, they immediately ask the teacher and look them up in a dictionary when they do not understand words.
- The students are not in conditions to establish a dialogue or conversation among classmates or with their teachers for the scarce vocabulary and the bad pronunciation that they have. Besides all the instructions are translated from English to Spanish by the teachers because the students don't understand anything. We can state this being based on the results of our direct observation.
- Half of the teachers state that they always use reading and speaking techniques, but as we could prove, the students do not know any reading or speaking technique. Likewise we could prove through direct observation that they have a low percentage with respect to learning of these skills.

3.2 RECOMMENDATIONS

- The English teachers have to attend some seminars about the use and management of the reading techniques and teach their students the appropriate techniques to develop this important skill.
- Teachers should encourage students to read an additional book and so to complete the readings of the English book “Our World through English”, asking students a synthesis of this book in order to foment the reading habit in their students.
- It is necessary that the teachers teach their students about the application of appropriate techniques to understand new words, the teachers need to emphasize some techniques like understanding in context and the use of maps and graphs to improve the understanding of the readings, and try as much as possible to teach the class in English.
- To create interesting topic according our reality, so that the students can ask meaningful questions and answer correctly. In this way teachers and students can be co-learners, collaborating with one another to communicate ideas and information. This will allow English classes to be more dynamic and interesting.
- The teachers always have to use the reading and speaking techniques and by means of this, to promote and improve the reading and speaking techniques in the English learning.

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5. ANNEXES

PROJECT



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CAREER

“THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION, AFTERNOON SECTION AT THE PÍO JARAMILLO ALVARADO HIGH SCHOOL OF THE CITY OF LOJA, ACADEMIC YEAR 2007-2008.”

PROJECT OF THESIS PREVIOUS TO THE ELABORATION OF THE THESIS FOR THE LICENTIATE'S DEGREE IN THE ENGLISH LANGUAGE SPECIALIZATION.

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LOJA – ECUADOR

1. THEME

“THE TECHNIQUES USED IN THE ENGLISH LANGUAGE TEACHING AND THEIR INCIDENCE ON THE READING AND SPEAKING SKILLS WITH THE STUDENTS OF 8TH, 9TH, 10TH YEAR OF BASIC EDUCATION, AFTERNOON SECTION AT THE PIO JARAMILLO ALVARADO HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007-2008”.

2. PROBLEMATIC STATEMENT

2.1. Background

Education is the most democratic way of building the social justice and the only form of liberating us from the chains of ignorance; taking as a reference this phrase. A great patriot Constituent Deputy Dr. José Castillo Luzuriaga demanded of the Ministry of Education on November 27th of 1966, the creation of five high schools for the province of Loja and one of these must be an establishment where the hard working women can study.

Pio Jaramillo Alvarado high school was created by executive decree N° 42 on December 9th of 1966 in Loja city. This noble institution has the objective of giving attention to the feminine youth of Loja and above all, to offer the necessary facilities for their education.

The high school started as nocturnal one, but in 1978 it was created the afternoon section and in 1994 the morning section, in a sustained process, done only by people with valiant spirits. In 2000, this high school became an experimental one with the intention of its authorities to become “INSTITUTO TECNICO SUPERIOR PIO JARAMILLO ALVARADO” (ITSPJA)

In this high school the teaching work began with seven teachers, and presently this institution has more than 80 teachers distributed in different areas and of which seven teachers teach the English language.

Pío Jaramillo Alvarado as middle school institution is determined to develop their activity with levels of quality and excellence, to help the students enter high school under the best formative conditions and this way they become useful entities in society.

From this perspective, the high school has planned its mission, the same which understands as “ generic necessity that the high school aims at to satisfy, the purpose and contribution of the students in the society, its philosophy ,its compromise concerning the teaching and learning , investigation, diffusion of culture ,services to community , its style of mission and direction among others.

Taking as a reference this definitions, Pío Jaramillo Alvarado high school of Loja city has a like a historic compromise to widen and strengthen the democratization of education in the southern region of the country that, by the socio-economical conditions can not benefit from the teaching services that other establishments offer.

With the aim of fulfilling this fundamental purpose of educating to youth in life in joining with the established in Law of Education and Culture and valid Statute to form bachelors or technicians with knowledge ,abilities, values that meaningfully insert in a productive process of which contribute to seek alternatives of solution to the complex problematic of region.³

³ Revista del Colegio Experimental “Pío Jaramillo Alvarado” en sus 35 años de fructifera labor

2.2 CURRENT SITUATION OF THE RESEARCH OBJECT

Presently, education constitutes one of the most important influences inside the economic, political and social development of a society within the different countries of the world.

The Educational system has always given importance to the dominant classes, which have the political and economic control of the State.

In our country the educational System also follows the desires and needs of the dominant classes, who through education have an important instrument to influence the ideology of the childhood and youth. We can say that, the Ecuadorian Educational System has the purpose of serving to the proprietors of the production.

Taking into account that English is considered a universal language, through it we can know different scientific and technological advances, which is developing day by day. For this reason we should introduce English language into education, in its different basic, intermediate and superior levels. For this reason, all the people responsible of the education in our country should give more emphasis to the formation of this foreign language in the students.

In the process of teaching of English language there are several techniques that cooperate to the development of the abilities, which have to be well applied by the teachers to obtain effective results with their students, but unfortunately in our country, the teaching of the English language isn't given in the real importance that it

deserves. This is evident within different educational centers, which lack of sources that don't allow the development of the basic skills of the English language and especially what refers to applied techniques for teachers for an efficient teaching of this language.

Likewise there are specific techniques that help to develop the speaking and reading skill of the English language , but the bad pronunciation, mistakes and scarce vocabulary that students have when they speak or read showed us the inaccuracies or difficulties that the students have.

Taking as references these difficulties we planted two questions:

- a) How the little use of the teaching techniques used by the English teachers difficult the development of the reading and speaking skills with the students of eighth, ninth and tenth years of basic education at "Pío Jaramillo Alvarado" school of Loja city, scholar year 2007-2008?
- b) How the inadequate management of the teaching techniques affect the development of the reading and speaking skills in the students of eighth, ninth and tenth years of the basic education at "Pío Jaramillo Alvarado" high school of Loja city, scholar year 2007-2008?

We as formed secondary students that experienced the reality of this education, we could observe and practice in different educational institutions and we can say that certain techniques used by different teachers have not obtained good results in the reading and speaking skills of the English language.

For that reason it is necessary, to analyze the different techniques used especially on the reading and speaking skills of the English language. To achieve this purpose we try to carry out the following research problem: "HOW THE TECHNIQUES USED BY THE TEACHERS INFLUENCE IN THE DEVELOPMENT OF READING AND SPEAKING SKILLS WITH THE STUDENTS OF EIGHTH, NINTH AND TENTH YEARS, OF BASIC EDUCATION, AFTERNOON SECTION AT THE

PIO JARAMILLO ALVARADO HIGH SCHOOL, LOJA CITY, SCHOOL YEAR 2007-2008”?

2.3 DELIMITATION OF THE RESEARCH.

As a research group we think that the teaching techniques are so important to develop the basic skills especially on the reading and speaking skills in the teaching of the English language.

To continue we delimitate our research work in the following way:

Temporal. - The research proposal includes the academic year 2007-2008, in an analytical, critical and descriptive research about the teaching techniques and their incidence on the reading and speaking skills.

Spatial. - This research work is developed at the “Pío Jaramillo Alvarado” high school afternoon section of the Loja city, located at Bolívar Street between Lourdes and Catacocha Street.

2.4 OBSERVATION GROUPS:

Our research group integrates by Edwin Cuenca and Paulo Loarte as principal actors of this research work count with the intervention and collaboration of the authorities, teachers and students of the Pío Jaramillo High School. Besides have all the support and the valuable collaboration of the coordinator of the English Career, especially with our coordinator project teacher Carmen A. Ojeda P.

Thanks to collaborations of these authorities and students will be possible to carry out this research problem.

3. . - JUSTIFICATION.

Our group of investigation selected this problem with the finality to know if the English teachers of the "Pío Jaramillo Alvarado" high school are using appropriate techniques to develop in the students the reading and speaking skills.

Because in some Educational institutions we discovered that the students can not read and understand what the text is about, and we are interested in give them some alternatives to increase their interest in reading more text and make them an activity more fun.

Referring to the speaking we could observe that the students are not able to speak about any topic, for that reason we need to know what are the problems that the students have and discover if the English teachers are applying some good teaching techniques to develop these abilities in their students.

Our investigation is justified because through it we will obtain a vision more clearly about techniques from the theoretical point of view and its influence in the reading and speaking.

Our investigation is justified in the fact that the great majority of teachers of the secondary level use diverse kinds of techniques during their pedagogic work and they sometimes do not have relation with the teaching content.

We consider that this study will allow us, to know the techniques that the teachers apply, and how they permit the students to be interested in the contents of the subjects, particularly into reading and speaking skills.

We believe that this study will allow us to obtain valid and scientific information about how to improve the learning of English Language.

Likewise with this work we are executing with our institution statutes that it asks us to investigate an educational problem.

We justify this work because the University has given us the necessary knowledge to develop it, that we intend to carry out.

Also we have the access to the Institution, and the human and material resources to realize this research.

4. OBJECTIVES:

4.1 GENERAL OBJECTIVE:

- To know the techniques used by the teachers in the teaching English language and their incidence and reading and speaking skills of the students of 8th , 9th , 10th year of basic education, afternoon section at the “Pío Jaramillo Alvarado” high school of Loja city, academic year 2007-2008.

4.2 SPECIFIC OBJECTIVES

- To determine in what way the little use of the teaching techniques affects the development in the of the reading and speaking skills in the students of 8th , 9th , 10th year of the basic education at the “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008.
- To determine the reasons for the inadequate management of the teaching techniques and how they influence the development of the reading and speaking skills in the students of 8th , 9th , 10th year of the basic education at the “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008.

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5.1 READING TECHNIQUES

5.1.1 THE ENGLISH LANGUAGE

In much of the world today the English Language is the vehicle of the effective communication. The educated person must have a functional command of the language that will enable him and to understand others.

Effective training in communication must be based on the solid educational foundation in English usage: vocabulary, pronunciation, correct use of capitalization.

The English Language is the media by which the scientific and technical information is moved. So, this language is important in your future life as a student as well as a professional

Today, more than three hundred thousand people in the world use this language. For example the Japanese businessman, the French scientific is communicated with the English, German and Russian scientific, for that reason, the Ministry of Education considers that it is an essential part of this century.

TEACHING TECHNIQUES. - It is the didactic resource. The teaching techniques form part of didactic; In this study they are conceived as the group of activities that the teacher structures so that the students builds their knowledge, transform it, and

evaluates it; besides of participating together with the students in the recovery of their own process. This way the didactic techniques occupy a medullar place in the process of teaching learning, they are the activities that the teacher plans and realize to facilitate the construction of the knowledge. It presents the way to make effective a purpose very defined of the teaching.

5.1.1.1 THE TEACHING

Teaching is a complex and controversial profession, and the education literature is full of teaching models that presented varied conceptualizations of the nature of teaching. JAMES says that teaching languages is a relatively limited set of activities involved in implementing a language curriculum at the classroom level and those activities related to delivery instruction.

James Dean Brown, the Elements of the Language Curriculum, 1995 pg.179

Teaching can be defined as a set of activities carry out in and out of classes to conduct students to develop their language skills and abilities.

a.-) The nature of Teaching

The researchers of second language teaching have developed methods with different views of teaching and based in a wide variety of educational approaches.

These methods through the decades have submit to several experiments to find the most effective methods of language teaching, and also new ones appeared with views to help teachers to understand better the teaching- learning process, the role of the teacher in this case is to apply the method and adapt his/her teaching style to obtain better results.

b.-) Approach

It is a set of correlative assumptions dealing with the nature of language teaching-learning, in other words it describes the nature of the subject matter to be taught.

c.-) Method

It is an overall plan for the orderly presentation of language teaching and learning (a method is procedural) method is the level at theory is put into practice and at which choices are made about the particular skills to be taught, content to be taught, and the order in which the content will be presented.

d.-) Technique

A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate.

e.-) Acquisition

It refers to the natural assimilation of language rules through using language for communication.

f.-) Syllabuses

Is used to refer to the form in which linguistic content is specified in a course or method.

5.1.1.2 THE SKILLS

Definition.- Ability, talent to do something.

Proficiency, facility, or dexterity that is acquired through training or experience.

a.- An art, trade, or technique, particularly one requiring use of the hands or body.

b.- Developed talent or ability: *writing skills*.

An ability that has been acquired by training, ability to produce solutions in some problem domain.

PRODUCTIVE AND RECEPTIVE SKILLS

The teachers must focus their students both production and comprehension form of the basis of language learning which are develop through speaking and writing tasks, (productive skills) and through listening and reading the receptive skills preparing students to make transition from the classroom to the real world.

These skills can be developed through the different class activities as: pair work, group works, classroom commands, giving clear feedback, conversations, role plays, reading passages for main ideas, (skimming), looking quickly for specific information in the passage (scanning), reading slowly for detailed understanding, reading for identify a sequence of events and other which can be adopted or invented by the teacher.

5.1.2. WHAT IS READING?

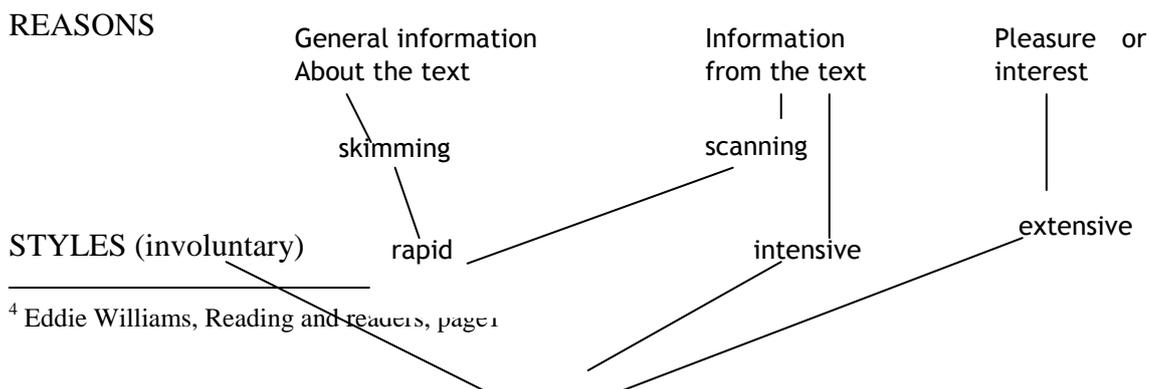
A simple (and provisional) definition of reading is that it is a process whereby one looks at and understands what has been written. The key word here is 'understands' - merely reading aloud without understanding does not count as reading. Asking language learners to read aloud, if a teacher already knows that they can read, is an activity of very limited value. There are far better ways of practicing pronunciation.

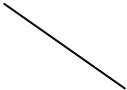
This definition of reading does not mean that a foreign learner (or indeed any reader) needs to understand everything in a text.⁴

Understanding is not an 'all or nothing' process, and from that it follows that reading is not an 'all or nothing' process either. Reading can often be a struggle after understanding, especially where language learners are concerned. Part of the teacher's job is therefore to develop within the learner strategies that will help him in this struggle.

Again, although reading has been defined as a process whereby one looks at and understands what has been written, the reader does not necessarily need to look at everything in a given piece of writing. The reader is not simply a passive object, fed with letters, words and sentences, but is actively working on the text, and is able to arrive at understanding without looking at every letter and word. Reading research supports the view that the efficient reader generally reads in groups of words, not word by word, far less letter by letter.

In order to see what the foreign language learner needs to develop as a reader, let us consider the effective reader and what he brings to the text, and compare this to the 'typical' foreign language learner, and what he brings to the text.





Reading

THE ROLE OF READING

In this topic we shall be looking at the role of reading in a general language learning course. You may care to consider the following suggested answers to the question 'Why should teachers want learners to read in a foreign language?'

1. So that learners can have further practice of language that they have already met through listening and speaking.
2. So that learners can practice language in order to re-use it in writing.
3. So that learners can learn how to make sense of texts, in order to extract the information they need from them.
4. So that learners can find enjoyment through reading.
5. So that teachers can relax from time to time in the classroom.

5.1.2.1 READING THROUGH LANGUAGE

Two more suggestions for the role of reading were:

'So that learners can learn how to make sense of texts, in order to extract the information they need from them' and 'So that learners can find enjoyment through reading.'

The focus here is on reading for a purpose rather than reading for language. These purposes - reading for information and reading for interest or pleasure - are in fact

similar to those of the fluent native-speaker reader. However, for the foreign language learner, ignorance of the language can be an obstacle to understanding, no matter how highly motivated a person may be (e.g. see Section The role of reading of this topic).

Helping the learner to handle texts for himself is where the teacher comes in. Although the importance of knowing language in order to read in it has been stressed, this is only a means to an end. A more important consideration is that the learner should want to read, whether it be for information, interest or enjoyment. The difficulty for the classroom teacher is that all the students in a class may not have the same tastes. They might not all want the information that the text offers, or they may seek interest and enjoyment in different texts. In such cases, it is for the teacher to try to arouse motivation through his handling of the text, so as to give learners a purpose in reading. In short, what is needed is either an interesting text or an interesting task. Reading for a purpose, together with developing strategies for achieving these purposes, has come to be associated with the 'communicative' approach to reading (White 1981: 87). Rather than seeing reading as a matter of 'stamping in' selected pieces of language, the communicative approach sees language learning as a development in the learner's language ability, which occurs as the learner carries out relevant tasks. The stress is on 'growth' on the part of the learner, rather than 'building' on the part of the teacher.

5.1.2.2 OBJECTIVES IN READING

The ultimate objectives in reading for the learner are that he should be able:

1. to read texts of a general nature with comprehension
2. to read flexibly according to purpose

3. to learn language and content from reading (i.e. be able to continue learning)
4. to read with some degree of critical awareness.

Of course, these objectives will not be appropriate for all situations. They will vary according to the learners (their ages, interests, and what they have already learned), the availability of teaching material and teaching time, and the end-of-course assessment - in particular the degree to which it encourages or discourages certain reading activities.

Nevertheless these are reasonable aims for a general language course to work towards. The aims overlap, but can serve as useful reference points for the teacher who is devising a programme, whatever the level may be.⁵

5.1.3 TEACHING READING

Traditionally, the purpose of learning to read in a language has been to have access to the literature written in that language. In language instruction, reading materials have traditionally been chosen from literary texts that represent "higher" forms of culture.

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

⁵ Eddie Williams, Reading in language learning, page 19.

If you know something about a text you are going to read, your perception, interpretation, and understanding of that text will likely begin before you start to read. Even if you do not know anything about a text, your mind tries to make sense of what you are attending to. You may have experienced frustration with trying to read something that you did not understand; you may have tried to tackle it, or you may have given up discouraged because it seemed too foreign, too inaccessible. A feeling or sense of difficulty or confusion when tackling something new is normal. Most people experience this feeling when confronted with new ideas, thoughts, or concepts. Recall a time when you found some new task difficult or confusing. Later, when you had mastered the task, it seemed easy. This will also happen with your reading and writing; as you practice, it will become easier.

Think of your work with reading as a new experience to be tackled and mastered. Realize that your mind will make sense of each new project it takes on. Making sense of a text often requires a conscious effort on your part which can and might include: paying attention to clues before you begin to read, connecting what you are reading to material you have read before, aiming for a comprehensive rather than a fragmented view of the text, seeing the text from many different perspectives, and working as an active, not a passive, reader. To help you improve your reading, thinking, and writing performance, take advantage of introductions, headnotes, footnotes, and illustrations included in many texts. Many readers skip these helpful additions and miss opportunities to create stronger, fuller readings. Good readers will take advantage of these helps.

Titles reveal an abundance of information about texts. Taking time to think about a title can help you with your reading. From a title, what concrete things can you say about the text or its author? What assumptions might you make about the reading? Remember that authors choose their titles and their words with care; one of their goals is to communicate, so pay attention to titles since titles can signal meaning before you begin to read.

When you read an essay, try to read without stopping each time you come to a word or phrase you do not understand. Jot down or underline words you do not know and look them up in a dictionary *after* you have finished reading. If you interrupt your reading a number of times, it will be more difficult to create an understanding of a whole text. We realize that there is a temptation to stop each time you encounter an unfamiliar word. Most of us have been taught, somewhere along the line, that we must read and understand every single word in order to make sense of a text. Usually, though, interrupting your reading has the opposite effect and will cause your reading to be fragmented. If you keep stopping, it might be difficult to create an overview of a reading. Starting and stopping might make it difficult to remember what you have read. One strategy that often proves more effective than stopping your reading to look up individual words is to determine the meaning of words or phrases in context. You should do this quickly; do not get bogged down trying to figure out a word. If you cannot get it quickly, move on. When trying to figure out a word's meaning from the context, look at the function of the word: What does it seem to mean? What does it do in the sentence? What possible meanings and functions would be nonsensical? By decoding the meaning of words in context, you are more likely to increase your reading speed, comprehension, and vocabulary.⁶

5.1.4. READING TECHNIQUES

Reading must be seen as an acquired ability. But acquiring it implies a lot of practice, a good vocabulary background, good speed and intonation and the knowledge of some techniques that can guarantee comprehension. In this section we will concentrate on the latter. Unfortunately we cannot give you techniques on intonation and speed. We can not help you with the vocabulary either, since this is a personal task and you must get to it. Nevertheless, we can help you understand a little better what you read. For this purpose at the left you can find three of the most well known

⁶ Bartholomae, David & Anthony Petrosky, eds. Ways of Reading. 6th. ed. Boston: St. Martin's, 2002

techniques for reading. Click on each title at the right to find important information. Remember that the best way to become a great reader is enjoying what you read.

5.1.4.1 Skimming

Skimming is a technique suitable for scientific texts as well as for general texts. This is defined as the search of main ideas using only the first and last paragraphs to obtain a general view of the text. When you are working with scientific texts applying this technique can be easier since this type of literature usually contains topic headings, abstracts or summaries that might come in handy for the reader. Another advantage of a scientific text is that they are usually written in block of information grouped in paragraphs. In this case the best alternative is to read the first sentence of each paragraph. It is important to note that this technique is used not as a short cut to reading the whole text. It does not mean that you can simply read the first and last paragraphs and that you can understand everything. This technique is used to help you get an idea of what you are about to read. Skimming is like having a map before entering a city. It is less likely that you get lost if you have previous information.

5.1.4.2 Scanning

When students face a new text they tend to read word by word. This way of reading affects the general understanding of the passage and the time taken to finish the reading can be too long for the final results. The students can end up reading every word very well but in the long run the idea of what they have read is lost. To avoid this loss of time and effort a reader can use Scanning to help him or her. Scanning

consists on running your eyes down the text, searching for important or key words, as well as the most outstanding facts. Scanning can be a preliminary step in reading because with it you can locate new terms, look them up in a dictionary or a glossary and save time when you actually begin to read. The process of Scanning can not take more than a couple of minutes. After that you must decide which terms are the most important and which part of the reading deserves more attention. Do not forget that this is only a comprehension technique designed to help you get into the reading, in order to interpret the authors intentions and ideas it is important to read the whole text and the analysis of it must be done with a little bit more detail.

5.1.4.3 Guessing meaning from context

Let's review what guessing meaning from context means. Its main purpose to help you to improve your ability to guess the meaning of unfamiliar words by using context clues. To help you expand your "PASSIVE VOCABULARY", that is, the number of words you can recognize and understand in reading and listening without actually being able to use them in your own speech or writing.

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

a) announcement b) attainment c) argument

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

Then you will better understand what you are reading. There are many ways to help you guess the meaning of unfamiliar words from the context. Read the explanation below and study the examples.

DEFINITION: A definition gives the meaning of words. The writer may use words, phrases, or statements to define something. The writer will use key words, or signal words to identify a definition so you need to look for them. See examples of key words below.

Example:

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

An unfamiliar word = inflation

Signal word = is

The definition = a rise in the general level of prices you pay for everything you buy.

RESTATEMENT: the writer may use other words, phrases, or statements to provide the meaning of difficult words. We call this restatement; the writer describes it again or in a different way. Signal words for restatement are in the “Key words box” below.

| |
|---|
| <i>Key words: or, that is to say, in other words, i.e. or that is, e.g.</i> |
|---|

Example:

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

An unfamiliar word = plateaus

Signal word = or

The definition = large flat area.

PUNCTUATION MARKS: Punctuation is used to describe the meaning of unfamiliar words. The writer will write unfamiliar words and then use punctuation, words, phrases or sentences, to explain the meaning of the new words. Such punctuation is in the “key words box” below.

KEY WORDS

, Commas
“ Appositive
() Parentheses
- Dashes
; Semicolon
: Colon

Example:

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

An unfamiliar word = Cyan and magenta

Signal punctuation = ()

Meaning: Cyan : A light blue and Magenta: A light Purple.

EXAMPLES: They help us to understand the meaning of new words. See key words of signals words used for showing examples in the “key word box”.

Key Word: Such as, like, for example...for instance, is/are

Example:

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

Unfamiliar word = navigation buttons

Signal words = such as

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

CONTRAST: You can guess the meaning of new words by using signal words of contrast. They will show the opposite meaning of the new words. See key words or signal words of contrast in the “Key words box”

Key words: But , instead of, even though, in contrast to, Yet, in spite of, although, as opposed to, Unlike, despite, however, on the other hand, whereas, fond of, still, provided that.

EXAMPLE:

Although Dara and Vipa are very close friends but they are very different. Dara spends a lot of money to buy things while Vipa loves to economize.

- a) spend more money b) save money c) buy things more than before
d) keep things in a safe place.

SIMILARITY: You can guess the meaning of new words by using signal words of similarity in the “key words box”.

Key words: like, similarity, in the same way, as the same as, just as

Example:

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

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

What is your clue? Same products.

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

The surrounding words may help you to understand the new words.

See examples below.

Example:

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

Unfamiliar words = swallowing and chew

What do these words mean?.....

How do you guess the meaning?..

PICTURES: “ *A PICTURE IS WORTH MORE THAN A THOUSAND WORDS*”

(An old Chinese saying) so a picture can help you to guess the meaning of new word.⁷

5.1.4.4 Goals and Techniques for Teaching Reading

Instructors want to produce students who, even if they do not have complete control of the grammar or an extensive lexicon, can fend for themselves in communication situations. In the case of reading, this means producing students who can use reading strategies to maximize their comprehension of text, identify relevant and non-relevant information, and tolerate less than word-by-word comprehension.

Focus: The Reading Process

To accomplish this goal, instructors focus on the process of reading rather than on its product.

- They develop students' awareness of the reading process and reading strategies by asking students to think and talk about how they read in their native language.

⁷ Historical-social process of the English tongue, literary and cultural production in relation with the learning of the English language. Page 26-27-28.

- They allow students to practice the full repertoire of reading strategies by using authentic reading tasks. They encourage students to read to learn (and have an authentic purpose for reading) by giving students some choice of reading material.
- When working with reading tasks in class, they show students the strategies that will work best for the reading purpose and the type of text. They explain how and why students should use the strategies.
- They have students practice reading strategies in class and ask them to practice outside of class in their reading assignments. They encourage students to be conscious of what they're doing while they complete reading assignments.
- They encourage students to evaluate their comprehension and self-report their use of strategies. They build comprehension checks into in-class and out-of-class reading assignments, and periodically review how and when to use particular strategies.
- They encourage the development of reading skills and the use of reading strategies by using the target language to convey instructions and course-related information in written form: office hours, homework assignments, and test content.
- They do not assume that students will transfer strategy use from one task to another. They explicitly mention how a particular strategy can be used in a different type of reading task or with another skill.

By raising students' awareness of reading as a skill that requires active engagement, and by explicitly teaching reading strategies, instructors help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

Integrating Reading Strategies

Instruction in reading strategies is not an add-on, but rather an integral part of the use of reading activities in the language classroom. Instructors can help their students

become effective readers by teaching them how to use strategies before, during, and after reading.

Before reading: Plan for the reading task

- Set a purpose or decide in advance what to read for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after reading: Monitor comprehension

- Verify predictions and check for inaccurate guesses
- Decide what is and is not important to understand
- Reread to check comprehension
- Ask for help

After reading: Evaluate comprehension and strategy use

- Evaluate comprehension in a particular task or area
- Evaluate overall progress in reading and in particular types of reading tasks
- Decide if the strategies used were appropriate for the purpose and for the task
- Modify strategies if necessary

Using Authentic Materials and Approaches

For students to develop communicative competence in reading, classroom and homework reading activities must resemble (or be) real-life reading tasks that involve meaningful communication. They must therefore be authentic in three ways.

1. The reading material must be authentic: It must be the kind of material that students will need and want to be able to read when traveling, studying abroad, or using the language in other contexts outside the classroom.

When selecting texts for student assignments, remember that the difficulty of a reading text is less a function of the language, and more a function of the conceptual difficulty and the task(s) that students are expected to complete. Simplifying a text by changing the language often removes natural redundancy and makes the organization somewhat difficult for students to predict. This actually makes a text more difficult to read than if the original were used.

Rather than simplifying a text by changing its language, make it more approachable by eliciting students' existing knowledge in pre-reading discussion, reviewing new vocabulary before reading, and asking students to perform tasks that are within their competence, such as skimming to get the main idea or scanning for specific information, before they begin intensive reading.

2. The reading purpose must be authentic: Students must be reading for reasons that make sense and have relevance to them. "Because the teacher assigned it" is not an authentic reason for reading a text.

To identify relevant reading purposes, ask students how they plan to use the language they are learning and what topics they are interested in reading and learning about. Give them opportunities to choose their reading assignments, and encourage them to use the library, the Internet, and foreign language newsstands and bookstores to find other things they would like to read.

3. The reading approach must be authentic: Students should read the text in a way that matches the reading purpose, the type of text, and the way people normally read. This means that reading aloud will take place only in situations where it would take place outside the classroom, such as reading for pleasure. The majority of students' reading should be done silently.

Reading Aloud in the Classroom

Students do not learn to read by reading aloud. A person who reads aloud and comprehends the meaning of the text is coordinating word recognition with comprehension and speaking and pronunciation ability in highly complex ways.

Students whose language skills are limited are not able to process at this level, and end up having to drop one or more of the elements. Usually the dropped element is comprehension, and reading aloud becomes word calling: simply pronouncing a series of words without regard for the meaning they carry individually and together. Word calling is not productive for the student who is doing it, and it is boring for other students to listen to.

- There are two ways to use reading aloud productively in the language classroom. Read aloud to your students as they follow along silently. You have the ability to use inflection and tone to help them hear what the text is saying. Following along as you read will help students move from word-by-word reading to reading in phrases and thought units, as they do in their first language.
- Use the "read and look up" technique. With this technique, a student reads a phrase or sentence silently as many times as necessary, then looks up (away from the text) and tells you what the phrase or sentence says. This encourages students to read for ideas, rather than for word recognition.⁸

5.1.5 TECHNIQUES FOR SKILLFUL READING

FOUR READING RATES

Texts are written with varying degrees of difficulty and ease that affect comprehension ability. To maximize your comprehension of a text, adjust your reading style, technique, and rate to accommodate the type of text you are reading. The following chart can be used as a guide to determine which reading rate is most suitable for the different types of texts listed.

⁸ <http://www.nclrc.org/essentials/reading/goalsread.htm>

| <u>RATE</u> | <u>PURPOSE</u> | <u>TYPE OF TEXT</u> |
|---------------------------------|---|--|
| Skimming | _ to locate specific information; | directory, dictionary, and any material which will yield a specific answer |
| | OR | |
| | _ to skim for the main idea or to find out what happened next | easy, simple material, newspaper, magazine, fiction, research |
| <hr/> | | |
| Speed Reading (fast) | _ to read rapidly for certain details or main ideas | any material in which main ideas and supporting facts are to be picked up: newspapers, magazines, stories, easy texts, etc. |
| <hr/> | | |
| Study Reading | _ to read with maximum understanding: Survey, Raise Questions, Read, Recite, Review | textbooks, technical articles, any material which you read in detail or organize, present to others, or for which you are held responsible |
| <hr/> | | |
| Careful & reflective | _ to follow directions, for example, how to make a cake or perform a chemistry experiment; to reflect on content; to evaluate; to enjoy; to read aloud to share an aesthetic experience | directions; any work which contains great thoughts; some reports of current events; editorial pages of newspapers; poetry, drama, etc.; descriptive materials; anything read orally ⁹ |

⁹ http://www.csupomona.edu/~lrc/crsp/handouts/reading_rates.html

5.1.6 STRATEGIES FOR DEVELOPING READING SKILLS

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

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

Strategies that can help students read more quickly and effectively include

- **Previewing:** reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection
- **Predicting:** using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge about the author to make predictions about writing style, vocabulary, and content

- **Skimming and scanning:** using a quick survey of the text to get the main idea, identify text structure, confirm or question predictions
- **Guessing from context:** using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping to look them up
- **Paraphrasing:** stopping at the end of a section to check comprehension by restating the information and ideas in the text

Instructors can help students learn when and how to use reading strategies in several ways.

- ***By modeling the strategies aloud,*** talking through the processes of previewing, predicting, skimming and scanning, and paraphrasing. This shows students how the strategies work and how much they can know about a text before they begin to read word by word.
- ***By allowing time in class for group and individual*** previewing and predicting activities as preparation for in-class or out-of-class reading. Allocating class time to these activities indicates their importance and value.
- ***By using cloze*** (fill in the blank) exercises to review vocabulary items. This helps students learn to guess meaning from context.
- ***By encouraging students*** to talk about what strategies they think will help them approach a reading assignment, and then talking after reading about what strategies they actually used. This helps students develop flexibility in their choice of strategies.

When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

5.1.6.1 Intensive Reading.

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

The Intensive Reading Technique is reading for a high degree of comprehension and retention over a long period of time. It is basically a study technique for organizing readings that will have to be understood and remembered. One may have good comprehension while reading line-by-line, but REMEMBERING is what counts. Intensive reading is not a careful, single reading, but is a method based on a variety of techniques like scanning, the surveying technique of planning your purpose, and others.

PRINCIPALS OF INTENSIVE READING

Overview, purpose, questions, reading, summarize, test, and understanding are the seven procedures that cover the method, for very effective reading for detailed comprehension and long retention.

- **OVERVIEW:** We have two methods to obtain an overview -- surveying or skimming. Both are concerned with reading only the more important parts. With either we would start with the summary, if one existed. We would next read the headings. When headings are missing or inadequate, or where unfamiliar material demands a more complete overview, we would resort to skimming with its greater attention to topic and summary sentences, and other cues within the paragraphs. As you get an overview of a long section, you may only survey part and skim the sections that are hard to understand. From this you should get the general theme and main ideas and the important topics and questions discussed, and the major conclusions. The principle to guide you is to spend the least amount of time and effort required to secure these elements and only these elements.¹⁰

- **PLANNING PURPOSE:** Planning your purpose means to take a few seconds before you begin your reading to formalize or clearly state to yourself what you wish to get from the reading. This will give us the most useful "mental set" for getting the information we need.

WE NEED TO KNOW: What information we need, how detailed the comprehension should be; and whether the emphasis should be placed on ideas. How long we need to retain this information, sequence, specific facts, etc.

- **QUESTIONS:** A good time to record questions is after your overview and planning purpose. The questions should be in the same sequence as they appear in

¹⁰ Oxford University, Reading and Thinking in English page 45

the material, if possible. This does not prevent adding new questions, but it does prevent forgetting about an important question that occurs to you during the overview. Ideally, the headings can be converted into questions which will provide a suitable outline of the important information in the selection. When this is not the case, the basic interrogatives of who, what, when, why and how, frequently supply aid in suggesting important concepts in almost all reading selections. You have to respond to learn.

- **READING:** The most familiar technique and the heart of intensive reading is to read carefully and thoughtfully. Reading here means not only the familiar line-by-line reading, but reading that is guided by our purpose and questions. Also be sure and read the material you covered while obtaining an overview.
- **SUMMARIZING:** An important part of summarizing is organizing the ideas and supporting points. This organizing should begin in the reading but should be finalized and expressed in the notes. Generally, each paragraph will have one or two ideas. It is important to state in your own words, aloud, the points you wish to remember. The most effective type of summarizing, which lends itself to both organizing and testing, is an outline of questions reflecting major ideas and concepts. The sub points are indented to show clearly that they are related to the main point in a supporting role. By using questions as headings, the outline can be started before reading on the basis of the overview. It allows the answers to the questions to guide the reading, rather than be automatically summarized as a few brief points. A topic that does not lend itself to the question style can be included as a statement.

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

- **TESTING:** The next step is testing yourself. It is vital that you recall rather than just recognize the answers. This means that you test yourself with an essay or a fill-in-the-blank type of test. This simply means you must "produce" the answer; just as you often have to in class. This testing seems to "set" or "fix" the information more firmly in your mind so that you will retain it better. Re-reading and other forms of recognition do not produce as high a level of retention. This testing may occur after paragraphs, or after sections, or at the end of the selection. The rule to follow is to deal with closely related thoughts that are not too many for you to consider at one time.
- **UNDERSTANDING:** The end product of the steps in intensive reading is to be sure that you understand every important question. If you omit a point, or answer a question incorrectly, you should go back and review that point immediately. You may do this by reviewing your summarizing notes, or by re-reading parts of the selection that are not clear, or where the information is scattered, by scanning to locate the forgotten parts.

5.1.6.2 Extensive Reading

Reading fluently to get the gist or general understanding of a text is reading is often done individually for the purpose of enjoyment, with little teacher involvement. This

type of reading is important because it adds to and widens the learner's exposure to the language. Extensively reading aims at acquisition rather than conscious learning, at fluency rather than accuracy. In order for this kind of reading to help the development of fluency, the text must be within the learner's competence; it will not be an enjoyable or rewarding experience if the text is too difficult.

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

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

- *Vocabulary.*- Readers are graded by the frequency and range of meaning of their vocabulary.
- *Grammatical structures.*- The way the language is used in readers is carefully graded and usually follows the order of grammar introduced in most textbooks.
- *Idioms and phrasal verbs.*- Use of these items is limited. Writers of graded readers usually avoid them at beginning and intermediate levels.
- *Controlled information.*- The amount of information in each reader is carefully limited and the logical connection between items is made as clear as possible by means of transportation words like because, when, and however.

5.2 SPEAKING TECHNIQUES

5.2.1 SPEAKING SKILL

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Mastering the art of speaking is the single most important aspect of learning a second or foreign language and success can be seen in terms of the ability to carry out a conversation in the language.

In relation to speaking and oral interaction, learners need the ability to articulate the sounds comprehensibly, mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency, transactional and interpersonal skills, skills in the management of interaction, skills in negotiating meaning, conversational listening skills, using appropriate conversational fillers, etc.

Learning to speak in a second or foreign language will be easier when learners are actively engaged in attempting to communicate. Learners learn to speak by speaking. It is, then, our role to give our students opportunities to speak English more spontaneously and creatively.

It is not unusual for people who study another language not to have a desire to speak it. Most students are eager to converse in the new language, and conversation practice therefore assumes primary importance in their learning experiences.

We, as teachers, must always remember that we have to achieve in our students the ability to interact freely with others. To do this well, Rivers(1978) points out that the most difficult task for the teacher is to know how to effectively bridge the gap between skill – getting and skill-using. Skill-getting emphasizes the understanding of the way the language operates while skill- using emphasizes the use of the code for expressive and purposeful communication.

Given that communicative competence is the goal of a language classroom, the teacher will help the students move from pseudo- communication activities to communication ones where they express their personal ideas and needs in the context of reality.

Knowing that interaction is what communication is about , that is sending messages, receiving them, interpreting them depending on the context, negotiating meaning, the teachers have to design interesting and meaningful activities to motivate the students so that they would participate voluntarily in the activities.

It is a fact that our students are not as competent in speaking as they are expected to. But we cannot expect the students to leap suddenly to original and creative communication. We have to lead them step by step.

It is really important to schedule conversation practice at the earliest possible stage of language learning. Once the students master a given pattern through manipulative exercises, we can use that pattern in controlled conversation first and then, use it creatively. But students should be motivated. Motivation is of paramount importance because if the students are not interested in learning, they will fail in their attempt to bridge the gap between the manipulative and the communicative phase of language learning.

5.2.1.1 .MICRO SPEAKING SKILLS

Here are some of the micro-skills involved in speaking. The speaker has to:

- Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.
- Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- Put words together in correct word order.
- Use vocabulary appropriately.
- Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- Make the main ideas stand out from supporting ideas or information.
- Make the discourse hang together so that people can follow what you are saying.

5.2.1.2 AREAS OF SPEAKING SKILL

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

- **Mechanics (pronunciation, grammar, and vocabulary):** Using the right words in the right order with the correct pronunciation

- Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

5.2.2. WHAT IS SPEAKING?

Oral communication is a vital component of the English language arts curriculum and provides the base for growth in reading, writing, and listening abilities. Oracy consists of both verbal and nonverbal communication. It is important that teachers recognize that nonverbal communication is culture specific, and be aware of the differences that may exist across cultures when students express themselves nonverbally.

As learning and applying the skills of oral English are so closely related, the classroom should be a place where the use of spoken language is sensitively supported and where active listening is developed and valued. Talk enables students to make connections between what they know and what they are learning, and listening helps them to acquire knowledge and explore ideas.

Talk can be immediate and spontaneous, or planned and deliberate. Confidence and enthusiasm are critical factors in oral language development, and because much oral language is immediate, it involves taking risks. Student learning is most effective when there is a relationship of mutual trust, when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal situations.

Functions of Talk

Talk serves two important functions in the classroom: the social and the intellectual. Students' oral language skills develop in conjunction with their expanding social awareness and their ability to reflect upon and reconstruct experience. As a social function, talk helps students adjust to ideas and ideas are reformulated to facilitate student understanding. Within this function, students share information and ideas with listeners by speaking informally and sharing through conversation. Talk is also used to form relationships through language.

Intellectual Function

Talk, as an intellectual function, shapes students' perceptions of the world and represents these perceptions as knowledge. Talking encourages students to reproduce and transform knowledge as they sift through observations, evaluate information, and compare views. Talk that transforms knowledge increases students' critical thinking abilities and retention.

Both social and intellectual talk have a place in the classroom. Instruction must ensure a full range of talk and allow for crossover between social and intellectual talk. Some classroom talk experiences are spontaneous and occur without teacher prompts or instruction, while other speaking activities require planning and structure.

Growth in oral communication revolves around increasing fluency and effectiveness. Students need to be able to speak clearly, using appropriate volume. They need to be able to give directions, follow directions, negotiate, ask questions, suggest answers, and organize and present information. They need to adapt their speaking for different audiences, purposes, formats, and topics.

As students become more proficient speakers, they develop their abilities to:

Interact Socially

- use language and ideas appropriate to the situation
- respond to listeners' verbal and nonverbal cues, restate ideas, and ask questions to clarify understandings
- use language to create images and to produce an emotional response
- acknowledge and be sensitive to others' viewpoints.
-

Develop Self-awareness

- examine and explore personal points of view
- identify flaws in their own and others' reasoning
- determine what it is they need to know
- find effective ways of supporting their own opinions.

Inform

- use key language patterns, proper sequencing, nonverbal cues, and appropriate intonation
- provide essential information
- Determine the type of presentation necessary in order for the listeners to benefit and learn
- Reflect to determine if their language is appropriate to their listeners.

Fluency and effectiveness in speaking develops gradually. The chart on the following page describes the developmental stages of speaking, from dependence to independence.

| Developmental Stages of Speaking: From Dependence to Independence | | |
|--|-----------------------|--|
| Stage 1 | Novice Speaker | <ul style="list-style-type: none"> • uses a limited vocabulary • encounters difficulties with pronunciation (not to be confused with accent or features of dialect) • lacks self-esteem and seems shy • exhibits little interest in group interactions |
| (unskilled, encouragement) | needs | |

| | | |
|---|--|--|
| | | <ul style="list-style-type: none"> • attempts to learn by listening to the conversations of others • engages in brief conversations |
| Stage 2 Transitional Speaker (self-involved, becoming more confident) | | <ul style="list-style-type: none"> • initiates conversation within a circle of trusted friends • volunteers responses when certain that the contribution is acceptable • participates in reading or speaking activities as part of a group • asks questions when requiring information • uses vocabulary adequate for informal communication • avoids controversy and argument |
| Stage 3 Willing Speaker (peer-involved, achieving self-assurance) | | <ul style="list-style-type: none"> • introduces topics and ideas for conversation and discussion • enters into discussion about topics or ideas of personal interest • participates comfortably in conversation and in other oral interactions • extends vocabulary as required • demonstrates a growing sense of audience when speaking |
| Stage 4 Independent Speaker (autonomous speaker, assuming leadership roles) | | <ul style="list-style-type: none"> • initiates conversation and discussion • encourages others to contribute their ideas • possesses an extensive vocabulary and uses it appropriately • requests more information, when needed, for clarification and interpretation |

- | | |
|--|--|
| | <ul style="list-style-type: none">• differs tactfully with ideas or attitudes deemed personally unacceptable |
|--|--|

5.2.2.1 THE SPEAKING PROCESS

As students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

Pre-speaking: Planning and Organizing

Just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking. Some purposes for pre-speaking are listed below.

To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- constructing thought webs and graphic organizers
- reading and researching
- listening to music
- viewing a video
- listening to a speaker
- jotting down ideas
- reflecting upon personal experience.

To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

To determine audience:

Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

- familiar, known audiences (self, friends, peers, family, teachers)
- extended, known audiences (community, student body)
- extended, unknown audiences (local media).

To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- conversation
- discussion
- formal speech
- dramatic presentation
- monologue
- Readers Theatre.

See the Writing section for a variety of pre-writing suggestions which also can be useful as pre-speaking scaffolds.

Speaking: Going Public

Speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

- to express personal feelings, ideas, or viewpoints
- to tell a story
- to entertain or amuse
- to describe
- to inform or explain
- to request
- to inquire or question
- to clarify thinking
- to explore and experiment with a variety of ideas and formats
- to converse and discuss.

Some scaffolds to support speaking include the following:

- Discussing or developing with students criteria for a variety of formal and informal speaking formats (e.g., conversation, group discussion, role play), and posting these on a bulletin board or having students record them in their notebooks for reference.
- Modelling a variety of formal and informal speaking formats for students.
- If possible, making available to students audio and video equipment so that they can practise prior to formal speaking situations.

Post-speaking: A Time for Reflection and Setting Goals

Following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.

Supporting and Managing the Speaking Process

Students' speaking skills develop best in dynamic interactive learning environments, where enough time is provided for them to share and listen to a variety of ideas. A safe, comfortable, and relaxed atmosphere is critical for the development of productive talk in the classroom for all students and is particularly important for those students who may come from backgrounds that differ from the classroom norm.

Classrooms should be places where students can ask and answer meaningful questions and in which the teacher and students are co-learners, collaborating with one another to communicate ideas and information. Different group sizes (pairs, small groups, and large groups) provide opportunities for students to practise the different thinking and oral skills unique to each configuration.

The role of the teacher is to:

- give students the opportunities to gather information, question, and interpret
- build on what students already know, as new knowledge is achieved by reconstructing and reshaping prior understanding
- ask questions that result in a diversity of thought and response, and to which there is not always one right answer
- encourage purposeful talk and tentative "thinking aloud"
- attend to the thought and intent of students' responses rather than the surface features of dialect and grammar
- develop or involve students in developing assessment instruments
- encourage peer assessment that focuses on strengths and areas for improvement
- value questions as much as answers
- share enthusiasm for the oral tradition by regularly reading and telling stories to students and by providing opportunities for students to tell stories

- make informal talk and the sharing of facts and opinions a regular part of the program
- encourage students to challenge their own and others' assumptions, prejudices, and information presented as facts
- promote students' abilities to develop and participate in reasoned argument during discussions and debates
- develop students' sensitivities to others' feelings, language, and responses
- set personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants
- respect cultural traditions; allow and model wait/think time after questions
- encourage and reward effort and improvement as well as competence
- Assess both processes and products.

The following should be observed in the classroom on a day-to-day basis:

- the teacher modelling standard English language usage
- the teacher using brief mini-lessons to instruct students about language usage and formats for a variety of speaking situations (e.g., informal and formal individual, small group, and large group situations) and purposes (e.g., to inform, to persuade, to share feelings, to respond, to entertain)
- the students speaking for a variety of purposes and situations (e.g., small group discussion, conversation, formal speeches, drama, debates, storytelling)
- the students developing social skills by interacting in a variety of small group situations (e.g., reader response groups, collaborative and co-operative groups)
- the students learning to facilitate and participate in group discussions
- the students and the teacher assessing speaking abilities and practices using checklists and anecdotal notes.

Assessment of speaking should be continuous and take into account both process and product. A variety of assessment techniques that consider students' knowledge, skills, and attitudes should be used.

Teachers may collect anecdotal notes, use checklists, or use audio or videotapes to collect data about students' speaking abilities. This data can then be used during conferences or interviews with students about their performance and progress. Specific assessment suggestions are provided with each of the speaking and listening activities included later in this section of the curriculum guide.

5.2.2.2. WHY SHOULD WE TEACH SPEAKING SKILLS IN THE CLASSROOM?

- ***Motivation***

Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language." Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.

- ***Speaking is fundamental to human communication***

Just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom.

5.2.3 TEACHING SPEAKING & CONVERSATION

In what ways can conversation be regarded as a skill? How might this influence our approach to teaching it?

Both motor-perceptive skills and interaction adeptness are usually required in conversation. Many times this pairing calls upon effective understanding of the two in order to implement oral exercises in an effective manner. Motor skills involve perceiving, recalling, and articulating in the correct order sounds and structures of the language. Interaction skills involve making decisions about communication, such as what to say and how to say it. Keeping in mind the difference, the class level should play a large part in determining which of the two skills are predominately used during the course.

Generally the situation or setting makes a difference in the way the speaker uses the language, for example, time limitations. Does the speaker have time to "process" his or her thoughts before speaking out loud? Other conditions can also affect the use of language. Does it make a difference whether the speaker is interacting with one person or with a group? Differing situations do have distinct aspects and thus can influence the way in which the speaker uses language.

But how do speakers facilitate oral production? Speakers can ease the oral production of speech in the following manner:

- a) Simplifying structure: Simplifications can be found mainly in the tendency to tack new sentences on to previous ones by the use of coordinating conjunctions: like, and, or but.
- b) The ellipsis technique: By using the ellipsis technique when conversing the speaker is able to omit parts of speech in order to speak economically. In order to understand the listener must have a good idea of the background knowledge assumed by the speaker.
- c) Formulaic expressions: Formulaic expressions are found in speech patterns consisting of conventional colloquial or idiomatic expressions. Idiomatic expressions consist of all kinds of set phrases and although such sayings usually flow together in a set conversation pattern, they may lose their meaning when taken outside such

context.

d) Fillers and hesitation devices: Fillers as well as hesitation devices such as, "you see", "kind of", "you know" can be used in order to give the speakers more time to formulate and organize their ideas while speaking. In addition to using simple methods of speech, the speaker can avoid complex noun groups and as a result oral language tends to become less dense than the written language.

The following are examples of speech routinely used in conversation which an instructor should be aware of while teaching in the classroom:

(a) Interaction routines typically occur in any given situation and are likely to occur in a specific sequence. For example: casual encounter and conversations at parties all tend to

be organized in characteristic ways.

(b) Descriptions of places and people: demonstration of facts, or comparisons all refer to "information routines." Such routines do not just concern speech, they also occur in

written language.

(c) Negotiation of meaning refers to the skill of communicating ideas clearly and

includes the way participants signal their understanding during an exchange. This aspect of spoken interaction contrasts most sharply with the written word.

(d) Feedback is the method of examining comprehension as the interaction unfolds. From the speaker's position, this may include some of the following: asking the other person's opinion, defining one's meaning or intent with a summarization. From the listener's point of view there is a comparable group of reactions which complement the speaker's opinion, such as: indicating understanding by gestures or facial expression as well as indicating uncertainty by interrupting the speaker where necessary to express one's reservation with the exchange in dialogue.

(e) Turn-taking is the knowledge which comes with negotiating the control of a

conversation. A speaker has to be efficient at getting a turn and to be proficient at letting another speaker have a turn. Practical turn-taking requires five abilities:

1. Knowing how to signal that one wants to speak.
2. Recognizing the right moment to get a turn.
3. How to use this structure in order to get one's turn properly and not lose it.
4. The ability to recognize other people's signals or desire to speak.
5. The ability to acknowledge other people's signals and let them take a turn.

(f) Communication strategies are approaches designed to deal with conversation difficulties.

Two such approaches to conversational difficulties are the achievement and the reduction strategies. Both are aimed to compensate for the problem of expression. If the learner uses an achievement strategy, he or she will attempt to compensate for language disparity by improvising a substitute through guess-work or intuition. In using achievement strategies, speakers do not lose or alter any of their message. On the other hand, when using the reduction approach, the learners may reduce their message in order to bring it within the scope of their knowledge or else to abandon their central idea and attempt something more manageable.

In addition to being aware of the differing kinds of speech it might also be advantageous to develop a list of some of the important speaking skills you think need to be taught to both elementary and intermediate learners: For elementary students we might consider the following speaking skills of importance:

- a) The ability to reproduce sounds.
- b) The knowledge and use of a practical vocabulary.
- c) The use of idioms (for example: Hi, instead of Hello).
- d) The ability to respond in sentences.
- e) The ability to condense verbs (for example: replacing did not with didn't).
- f) A vocabulary which enables the student to play games.
- g) Knowing and using familiar "native speaker" greetings.
- h) The ability to carry on a limited conversation.

When teaching an intermediate level the following speaking skills might be seen as

significant:

- a) The ability to agree or disagree.
- b) The ability to identify people and places.
- c) The capability to express preferences.
- d) The skill to expresses opinions.
- e) The ability to ask for and give suggestions.
- f) The ability to report on what people are asking and saying.
- g) The ability to summarize a conversation.

Also of importance are interaction activities which can be used in a speaking class. For example, the processing of information by engaging in problem solving tasks. Such an activity may include placing items in a hierarchy of importance, deciding itineraries, deciding a price range to spend on gifts, developing a story from random picture cues. Problems may arise from the restricted cooperation because of the students' limited vocabulary. However, as students move towards a monologue (or one person speaking, as learners they may begin by not speaking smoothly. The teacher must focus on having students use language in order to complete a task rather than practicing language for its own sake.

Another example of an interaction activity may be the development and usage of role playing. Learners first take part in a preliminary activity which introduces the topic and the situation as well as some background information. Such activities may include brainstorming or ranking exercises. An example might be a role play where the students prepare to rent an apartment. Students first interview one another about the available accommodations and their desired living arrangements.

Yet, problems can arise when using interaction activities in the classroom, such as a student's inexperience in focusing on a particular topic or a limited vocabulary for developing the necessary explanation. Different cultural backgrounds at times may also interfere with the uniform picture of the situation. For example, apartment searching in Japan varies considerably from that same activity in the U.S. Teachers must carefully monitor its effectiveness when promoting conversational fluency.

What is the role of accuracy in a speaking class? How can accuracy be included as a component of a speaking class? Accuracy in a speaking class includes the control of grammar and pronunciation as a part of learning language fluency. For speech to be free of errors the speaker must process and produce comprehensible information. This requires the speaker to generate speech that is acceptable in both content and form. The role of accuracy in a speaking class is created by the teacher's providing opportunities for learners to engage in natural interaction in conversation through the use of communicative tasks and activities. Teachers should generally sit back and let learners engage in the natural interaction process whenever possible.

An instructor's ability to recognize cues in speech patterns and conversation goes a long way in developing one's classroom skills. Conversation is regarded as a skill requiring the speaker to generate speech that is acceptable in both content and form. Speakers learn to facilitate ease in the oral production of speech in many ways and the instructor must plan communication strategies to deal with conversation difficulties.

OBJECTIVES IN SPEAKING

Speak

- recognize that talk is an important tool for communicating, thinking, and learning
- practice the behaviors of effective speakers
- speak fluently and confidently in a variety of situations for a variety of purposes and audiences

Speaking is the oral communication of thoughts and feelings. Speech activities in the English language arts program encourage students' social competence as well as their understanding of and facility with language.

Students' objectives

1. Recognize that talk is an important tool for communicating, thinking, and learning.
2. Practice the behaviors of effective speakers.
3. Speak fluently and confidently in a variety of situations for a variety of purposes and audiences.

5.2.4 STRATEGIES FOR DEVELOPING SPEAKING SKILLS

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language - that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

5.2.4.1. Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

5.2.4.2. Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or

scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

5.2.4.3. Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.¹¹

5.2.5 SPEAKING ACTIVITIES

5.2.5.1 Conversation

Conversation serves many functions. People use conversation to establish relationships through personal expression, to find out information, and to compare views with others. Conversation provides a means for sharing experiences and solving problems.

¹¹ www.yahoo.com. Strategies for Developing Speaking Skills

Teachers can capitalize on the critical role of conversation in students' lives and use it to enhance their language learning. Through experiences with the language processes, the students can discover a steadily expanding series of topics and purposes for conversation. Students should have opportunities to talk about a variety of topics such as projects, books, characters, television programs, and videos. Because what students talk about is easier for them to write about, the topics of their conversations often act as springboards for their writing.

It is important for students to converse about topics of personal interest. Ideas for classroom conversation come to students through reading, listening to others talk, and reflecting on the experiences that school and life have to offer. Experiences in the English language arts classroom and in other subject areas make excellent sources for conversation. Assigned topics may not inspire students to talk as much as student-selected topics. To facilitate and encourage student conversation, teachers could:

- arrange a particular class period where, immediately upon entering the classroom, students go to designated spaces to sit together in small groups and talk for ten minutes about such topics as a television program or a school activity.
- invite students, at the beginning or conclusion of the school day, to sit comfortably in a circle and talk about the day's activities (e.g., What happened or what did not happen? What interested them and why?).

To encourage interest in conversation activities, teachers should allow students to use their natural language. This language is home-rooted and may be characterized by non-standard speech or by a distinct dialect. Alternative ways of saying things must be accepted. When the teacher joins the conversation, the teacher's way of speaking is one of the many acceptable alternatives and serves as a model for the students. As students grow in language abilities, they will make choices regarding their own ways of speaking. Teachers must be sensitive to dialect and take care to create an environment for acceptance and positive response to all dialects. To encourage

students to use their own language and to accept others' ways of speaking, teachers could try the following:

- Read a short piece of writing to the class every other day. This piece should be one that easily displays the teacher's interest and personal involvement with the writing. A deliberate search should be made for well-written materials in local dialect, regional dialect, or authentic dialects from a variety of ethnic groups. Conversation might then centre around the piece the teacher has read (topic, writing style).
- Play audio or video recordings of stories or songs illustrating a variety of English dialects from different regions of Canada or from any other countries where English is spoken. Conversation might then centre around the tale or melody itself, the speaker's/singer's method(s) of presentation, or the regional area represented and the dialect spoken.

In conversation, it is important for students to have a useful vocabulary. Clarity and precision are the keys to effective word choice in conversation. Teachers should not expect perfection from students in the use of unfamiliar or difficult words, but rather should develop a supportive environment and group rapport that encourage students to experiment with unfamiliar words. Students need to know that words represent thoughts. Rather than attempting to use unusual syntax, outlandish phrases, or "big words", students should strive to find direct and meaningful ways of making themselves understood. To help students develop a useful vocabulary, teachers could try the following:

- Maintain classroom charts (to be changed regularly) on which students may record a growing list of synonyms for certain words.
- Have students keep individual word lists to extend their speaking vocabularies (e.g., *ghost*: phantom, spook, spirit, apparition; *purple*: mauve, lilac, violet). They may gather these from their listening, writing, reading, and viewing activities as well as from experiences outside of the classroom.

Students must also observe common courtesies in conversation. Some common courtesies may be established by the whole class, and individual as well as group assessment could be conducted periodically to see if these common courtesies are being observed. The following list includes some useful reminders:

- avoid topics that are unpleasant or distressing to group members
- give everyone a chance to speak
- state differing opinions in a respectful manner
- speak to all members of the group
- use effective listening practices
- avoid being too personal
- express likes and dislikes sensitively
- avoid confrontation and argument
- be considerate of people joining the group after conversation has begun
- speak in a clear voice that can be heard by everyone present
- Avoid repeating ideas needlessly, but try to tie others' ideas into comments already made.

Teachers should model the use of common courtesy in conversation at appropriate times in scheduled classes and outside of class (e.g., in the hallways, at club meetings, around a lunch table).

5.2.5.2 Discussion

Discussion differs from conversation in that it generally has an identifiable purpose, such as coming to a clearer understanding of characters' roles in a drama or exploring the possibilities for publishing student writing. Discussion is similar to conversation with regard to listening carefully, considering what others say, being courteous, and speaking so that all can hear. Many of students' conversational abilities will transfer to discussion situations.

Discussion assists students in the development of reasoning, critical thinking, and problem-solving skills. It gives them practice in expressing ideas orally in an

organized manner and enables them to arrive at conclusions, clarify or modify ideas, resolve differences, and find alternative solutions. In group discussions, students are called upon to theorize, generalize, and make decisions. In discussions students may encounter viewpoints different from their own. They come to see that there are many problems for which there is no one appropriate solution. As well, discussion can serve as a means of building consensus among group members.

Discussion Groups

Groupings of three to five are good for effective discussion. Everyone is able to contribute to the discussion as a listener and as a speaker. In addition, a small group draws out quieter students who may not contribute to larger group discussions.

In a small discussion group, students are able to structure their own ideas and experiences. Depending on the classroom and the circumstances, groups may be either student-selected or determined by the teacher. Leadership in discussion groups may emerge without appointment, but on occasion it may be advisable to appoint leaders, giving each group member a particular responsibility. Groups need to be rearranged from time to time to allow students to work with a variety of peers.

Before the Discussion

Before the discussion begins, it is necessary for the group to establish the purpose. An overall purpose, for instance, might be to explore responses to a video the students have viewed; or it might be to consider the effect of The Great Depression on a particular writer. It is important that discussion questions are consistent with the purposes set by the group.

Students could generate a list of questions to address before beginning the discussion. Such a list might include:

- What role will each group member take?
- What do we already know or believe about the topic?
- What do we want or need to find out?

- How will we go about finding answers to our questions?
- How will we assess what we have accomplished?
- With whom will we share our findings?

In addition to setting goals, students could produce a list of discussion guidelines for the group to follow.

During Discussion

It is important for students to know that there are no hidden agendas, and that purposes and practices of the discussion have been previously determined. Discussion is guided by the central purpose of developing the group's knowledge or understanding of the matter being discussed. The discussion should be open-ended, not requiring students to come to a single conclusion.

Students should be encouraged to listen closely to all ideas, ask probing questions, summarize or paraphrase ideas, express support for one another, summarize concepts, and check for agreement. They should understand that, when opinions differ, they are criticizing ideas and not people. Besides giving reasons for or defending viewpoints, they must practise integrating ideas and appreciating others' viewpoints.

After the Discussion

Most post-discussion activities will be forms of student reflection or self-assessment. For student self-assessment, a form like the one on page 94 may be developed. Students should be involved in setting criteria and in constructing the form.

Learning logs and journals serve as valuable self-assessment tools for individuals who participate in discussion. The use of audiotape and videotape recordings can also provide records of students' abilities and interactions for review and analysis.

In addition to self-assessment and reflection, members of the discussion group should assess and report on their success as a group. An assessment form could be

filled out by one group member, based upon the consensus of the entire group. Sample forms for assessing individual participation and group performance are on the following pages.

Types of discussion groups are described below.

Brainstorming Sessions

The goal of brainstorming is to generate many ideas in a short period of time. A topic for investigation could be selected from meaningful classroom experiences (e.g., How can we get more students to work on the newspaper? How can we create an attractive bulletin board for Education Week?). The group members suggest as many ideas as possible, building, borrowing, and using ideas freely. All ideas are recorded and no criticism or evaluation is permitted while ideas are being generated, as the purpose of the activity is to elicit many creative ideas or solutions.

Committees

Asking for or appointing committees can be a good strategy for involving the students in small group work. Committee work is rewarding as long as the members consider the task important. A committee might be formed to advertise a classroom drama production, for example; or a committee might be useful in choosing new books for a classroom library.

Literature Circles

In Literature Circles small groups of students read sets of books at the same pace, discussing them regularly. They may choose to read the same book or read a variety of books on one theme. These groups help students to become more knowledgeable about writing styles and about their own speaking styles. Students speak about what they enjoy and what they need to investigate. Discussion about books enables students to share their responses to and their appreciation of the language, plot, characters, and levels of meaning in a book. (More detail about Literature Circles is provided in the Reading section.)

Although students may explore the writer's craft during Literature Circle activities, it may be beneficial to form Literature Study groups from time to time for the specific purpose of studying various elements of the writer's craft. Literature Study groups focus on such elements as story structure, symbolism, suspense, setting, and character, examining how the author uses these to create meaning and move the story forward. By studying the writer's craft, students gain a greater appreciation for the author's abilities and acquire ideas and strategies for use in their own written work.

Talking Circles

Talking Circles provide safe environments in which students are able to share their points of view with others without fear of criticism or judgement. Talking Circles are useful when the discussion topic has no right or wrong answer, when students are sharing feelings, and when students are considering moral or ethical issues. As well, it is an effective strategy for reaching group consensus and for problem solving.

The class sits in a circle and each student has the opportunity to speak. If the circle is large, it can be effective to seat ten or twelve students in an inner circle and the rest in an outer circle arranged around the inner circle. Only those in the inner circle are allowed to speak and students take turns sitting in the inner circle. The circle continues until the participants have nothing further to say on the topic.

Students may pass around a neutral object such as a stone. The person holding the object is the only one permitted to speak. The object is passed to another student who then becomes the speaker. This continues until everyone has had an opportunity to share.

Some guidelines for Talking Circles include the following:

- Address all comments to the issue or topic, not to comments made by other students (avoid both positive and negative responses to another student's comments).
- Only one student speaks at a time, while others listen and remain non-judgemental.

- Comments which are "put-downs" of self or others are not allowed.
- Allow students to say "I pass" if they are not comfortable and do not criticize or penalize them for choosing to remain silent.
- The teacher or an appointed student serves as the facilitator who:
 - ensures that the guidelines are followed
 - acknowledges contributions in non-judgemental ways (a simple "thank you for your thoughts/contribution" is all that is necessary)
 - clarifies comments when necessary (e.g., If I understand you, you are saying...).

- Encourage speakers to share their comments in a way that is easiest and most comfortable for them (e.g., personal story, examples or metaphors, analytical statements).
- Encourage listeners to focus on the speaker, supporting the speaker by taking an interest in what he/she says, rather than tuning out and thinking about what they will say when it is their turn.

Teacher-led Discussion

General guidelines for teacher-led discussions include the following:

- Practice different ways of involving students.

Students should talk more than the teacher and should talk to each other more than to the teacher. Students then come to the understanding that their perspective is valuable and that they need to listen to others' opinions and remarks. Teacher-led discussion should involve all group members, each contributing from his or her different understanding and perspectives.

- Give positive signals when responding to students' comments.

Respond to comments from each student, so all will feel included in the discussion. Refrain from asking for other ideas without first acknowledging what someone has said, and avoid judgemental responses.

- Ask open-ended questions that require the students to formulate new thoughts.

Ask questions that require students to predict, hypothesize, evaluate, and infer--allowing for a variety of answers and encouraging several students to respond. It is a good idea to wait ten seconds or so after asking a question before expecting a response. Practice asking questions that help students become aware of their own assumptions and logic. (Occasionally, there are instances when a teacher cannot ask open-ended questions, if the teacher wishes to lead the students toward a particular concept. At these times, it is a good idea to emphasize the students' **personal** interpretation of information before discussing the author's concept. A teacher might ask, "What did **you** think of the ending of the poem?" or "What do **you** see as the main ideas in this essay?")

- Invite student participation by eliciting further response.

Encourage students to provide reasons for their statements and to elaborate on their remarks by asking questions like "How do you know?" or "What makes you think that?" Invite students to expand their ideas, ask for clarification, and ask students to restate thoughts.

5.2.6 SPEAKING TECHNIQUES

What you are speaking is not the only key to an important speech, it is also about how you speak it.

Volume

Volume may be the most important detail in how to make a speech go off smoothly. You should control your volume according to the level of intensity of the subject you are talking about.

Stress

You should only stress crucial points of your speech. If you make everything seem of the same importance (unless it is) then people will get bored with your speech and just tune out.

Pronunciation

Say you have a word that is hard to pronounce, 'antidisestablishmentarianism' for example. All you have to do is find the word in a dictionary and there should be a pronunciation key along with the word's definition.

Pacing

Pacing. This is the hardest action to know when to do. If you do not time it right and just pace the whole time, your audience will think that you are trying to busy yourself or that you forgot the words and are trying to distract them from your mistakes. However, if you time the pacing right, you can have a positive effect on the audience. It is hard, though, you have to pace at just the right times to emphasize your point.

5.2.6.1 ROLE PLAY

Introduction

incorporating role-play into the classroom adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher isn't convinced about the validity of using role play the activity "will fall flat on its face just as you expected it to" (Gillian Porter Ladousse

1987). Therefore, if you think positive and have a go, you may be pleasantly surprised!

What is role play?

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation!

Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme.¹²

Imaginary situations - Functional language for a multitude of scenarios can be activated and practised through role-play. 'At the restaurant', 'Checking in at the airport', 'Looking for lost property' are all possible role-plays.

Why use role-play?

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating
- Quieter students get the chance to express themselves in a more forthright way

¹² *Role Play* - Gillian Porte Ladousse (Oxford 1987)

- The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

Tips on successful classroom role play

- *Prepare for success*

Role-play is possible at elementary levels providing the students have been thoroughly prepared. Try to think through the language the students will need and make sure this language has been presented. Students may need the extra support of having the language on the board. I recently did a 'lost property office' role-play with elementary adults and we spent time beforehand drilling the structures the students would need to use. When the role-play began the students felt 'armed' with the appropriate language.

At higher levels the students will not need so much support with the language but they will need time to 'get into' the role.

- *The role of the teacher*

Some of the possible teacher roles are:

- Facilitator - students may need new language to be 'fed' in by the teacher. If rehearsal time is appropriate the feeding in of new language should take place at this stage.

- Spectator - The teacher watches the role-play and offers comments and advice at the end.
 - Participant - It is sometimes appropriate to get involved and take part in the role-play yourself.
- *Bring situations to life*

A group of my young learners recently played the roles of pizza chef and customer. A simple cone of white card with CHEF written on it took a minute to make and I believe it made the whole process more fun and memorable for the class. As soon as it was placed on their heads they 'became' the pizza chef and acted accordingly.

Rearranging the furniture can also help. If you are imagining you are in at the tourist information office or at the doctor's surgery try to make it as real as you can. Students can even leave the room and make an entrance by knocking on the door.

- *Keep it real and relevant*

Try to keep the roles you ask students to play as real to life as possible. It may be hard for students who have little opportunity to travel to imagine they are in 'Ye Old Tea Shop' in the heart of the English countryside. However, it may be within their schema to imagine they have been asked to help an English speaker who is visiting their own country. This may involve using some L1 to explain about the local culture or to translate local menus into English for the guest to their country.

Students working in the business world may find it easy to role-play a business meeting with colleagues visiting from abroad.

If you are working with young children, try to exploit their natural ability to 'play'. They are used to acting out a visit to the shops or preparing food, as that is how they play with their friends.

- *Feed-in language*

As students practice the role-play they might find that they are stuck for words and phrases. In the practice stage the teacher has a chance to 'feed-in' the appropriate language. This may need the teacher to act as a sort of 'walking dictionary', monitoring the class and offering assistance as and when necessary. If you are not happy doing this and you feel that the process of finding the new language should offer more student autonomy, you could have 'time-out' after the practice stage for students to use dictionaries to look up what they need. As mentioned in the role of the teacher section, feeding-in the language students need is fundamental. By doing so, they will learn new vocabulary and structure in a natural and memorable environment. It is a chance to use real and natural language.

- *Error Correction*

There are many ways to correct mistakes when using role-play. It is rarely appropriate for the teacher to jump in and correct every mistake. This could be incredibly de-motivating! Some students do like to be corrected straight after a role-play activity, while the language is still fresh in their minds. Sentences with errors can be written on the board for the group to correct together.

- Self-correction - If you have the equipment to record the role-plays either on audiocassette or on video, students can be given the opportunity to listen to the dialogue again and reflect on the language used. They may find it easy to spot their own mistakes.
- Peer-correction - Fellow students may be able to correct some mistakes made by their peers. Students could be asked to listen out for both great bits of language they'd like to use themselves, and some mistakes they hear. Be careful to keep peer-correction a positive and profitable experience for all involved.

- Making a note of common mistakes yourself and dealing with them in future classes ensures that the students don't lose motivation by being corrected on the spot or straight after the role play. Negotiate with students and ask them how they would like to be corrected.¹³
- *Use your imagination and have fun*

The most successful role play I did last year was with a group of teenagers and was used as a spring board activity after listening to a song. The song was Avril Lavigne's Skater Boy. The class worked in pairs to act out the scene of Skater Boy finally getting to meet his ex-girlfriend after the concert. The results were humorous and I was surprised that they all really got into the roles they played.

Role-play can be a lot of fun. If you still feel reluctant to use it in the class I suggest you begin to integrate it slowly. Why not extend an appropriate reading or a listening from a course book and turn it into a role-play? You may be pleasantly surprised by the results!

5.2.6.2 DIALOGUE

Using dialogues to help students develop their conversation skills is common practice in most English classes. One of the main advantages to using dialogues is that students are given a rubric as a basis on which they can then build. Once they have become comfortable using a dialogue, students can then go on to have related conversations building on their familiarity with the dialogue and the vocabulary specific to the situation.

Dialogues can be used in many ways in a classroom. Here are a few suggestions for using dialogues in the classroom:

¹³*Role Play* - Gillian Porte Ladousse (Oxford 1987)

- To introduce new vocabulary and help students become familiar with standard formulas used when discussing various topics
- As gap fill exercises for students as a listening exercise
- Use dialogues for role-plays
- Have students write dialogues to test key vocabulary and language formulas
- Have students memorize simple dialogues as a way of helping them improve their vocabulary skills
- Ask students to finish a dialogue

Here are links to various dialogues which can use in the classroom or on your own with a partner. Each dialogue is presented in full and focuses on a specific topic. Key vocabulary is listed at the end of the dialogue. The first set of dialogues is for beginners. Dialogues for other levels will be introduced over the next few weeks.

Introduction

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Developing speaking skills definitely deserves a closer look and the article provides a few guidelines to keep all the students involved and interested.

The Basics

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One of the rules that applies here is: slowly and steadily, through constant revision and recycling. Furthermore, I always strive to achieve a positive and relaxed atmosphere in my young learners' classroom, as this proved a decisive factor in achieving maximum results. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes students' speaking

abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into my teaching practice, I try to keep in mind that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.¹⁴

Shadowing a Tape or a CD

Many textbooks for young learners offer shorter texts written as comics, introducing characters learners can relate to and through which they get to know the language, the culture and the people of a certain country. Instead of simply following the text (with books either open or closed), I often divide the class into various parts or teams (e.g. A and B, depending on the number of roles in the comics) and then the learners read with the tape. Choral reading has always proved a lot of fun and children are excellent at imitating, thus producing brilliant copies of the original. Do not forget to change roles after the text has been read a few times. Further on, as you see learners getting familiar with the topic and vocabulary, make them work in pairs. If they want to, they can also perform in front of the class – keep in mind that at an early age they are mostly extroverts and love showing off their English. However, there may be students who are terrified of being exposed, some are in the so-called silent phase – never force these students to speak in front of the whole class. Instead, give them some other role – e.g. they "act" as a ringing phone in the comics, appear as the voice of a dog or the like. I can tell from my own experience that this does bring results and eventually also these students come out of their shell and express themselves in English. Needless to say, each and every attempt should be accompanied by our approval and appraisal, the same being the case with other speaking activities the learners are involved into. Do encourage them constantly as this builds their motivation and self-awareness.

Learning the Dialogues

Textbooks are usually filled with situation dialogues, helping the students learn language in real-life situations, therefore offering them the tool which opens many

¹⁴ http://iteslj.org/Techniques/Klancar-Speaking_Skills.html

doors to various subjects. But learning these dialogues by heart is a definite no-no. It is much better and far more useful to substitute the words so that they are true to students and their world. Thus each student uses his/her own variation, there is an obvious transition from pure imitation to conscious changing, which speeds up remembering and offers varied communicative opportunities. By imitating, sharing and discussing students benefit – modeling, understanding and picking it up seem to be natural. Through imitating, interacting and internalizing the process is later on understood explicitly on a higher level, by practising social phrases in everyday situations the learners are building a basis on top of which new information is to be added from lesson to lesson. Note: with young learners, grammatical points should be taught implicitly only, after they are 11 and up, the explicit approach can be used as well.¹⁵

Songs, Poems, Rhymes and Chants

Throughout our English lessons students are learning to speak, express ideas, share opinions and exchange information. Using songs, poems, rhymes and chants is a wonderful way of making students sing/talk and at the same time (unconsciously) work at their grammar, vocabulary, pronunciation. Try to include the above-mentioned activities by providing learners with those that require total physical response, shortly known as "TPR". Year by year, children get highly enthusiastic about songs like: "Row, Row, Row Your Boat" and "Head, Shoulders, Knees and Toes") where (excessive) body movements are required. Confidence and motivation are built through the process. Sometimes new lyrics can be added to traditional songs, making things a bit different and out of the expected. e.g. "Row, row, row your boat" can easily be changed into "Fly, fly, fly your plane" the movements change accordingly and so does the rest of the lyrics. It is basically the teachers' call what and how to change the song, and it is always welcomed by the learners. After telling them the new lyrics is your own invention, maybe they can try and come up with another version as a part of their home assignment (trust me: even parents get involved in the process and the list of newly written songs has become endless and a true inspiration when a bit bored with the originals). Note: There never seems to be

¹⁵ The Internet TESL Journal, Vol. XII, No. 11, November 2006

enough of the TPR-based activities in class – they are a great tool in satisfying different learner types: visual, aural and kinesthetic (the so-called VAK distinction), further expanding positive opportunities for the varied classroom.

6. HYPOTHESES:

6.1. GENERAL HYPOTHESES

- The teaching techniques used by the English teachers influence decisively in the development of reading and speaking skills in the

students of 8th , 9th , 10th year of the basic education at the “Pío Jaramillo Alvarado” high school of Loja city.

6.2. SPECIFIC HYPOTHESES

- The little use of reading and speaking techniques used by the English teachers affect the development of reading and speaking skills in the students of 8th, 9th, 10th year of the basic education at the “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008.
- The lack of application of the appropriate techniques affect the development of the reading and speaking skills the students of 8th , 9th , 10th year of the basic education at the “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008.

7. METHODOLOGY.

Our group be aware the scientific investigation´ development like a process complex and orderly, it should be done with an appropriate methods, that will help and permit us to make our research work, we consider some methods such us scientific method, descriptive method and Analytic Systematic Method and techniques that they are the most pertinent and suitable.

So these methods permit us to set up the problem, the objectives as general as specific, in basis of them, to make the corresponding hypothesis and visualizing the road to follow in their operational.

These methods moreover we will be very useful in the research the theoretical-Scientific basis to explain the relation of variables of our study object, thus like to make the more appropriate recommendations according to the conclusions that we will arrive after the hypothesis' verification, the same that will help us to contribute with some ideas to improve the level of knowledge about English language in the students, thus like to get a better intellectual development, and to verify students' weaknesses and strengths regard to Reading and Speaking skills in the "Pío Jaramillo Alvarado" high school from Loja city.

METHODS

Scientific Method

The scientific method will permit us to establish a theoretical and practical relationship inside the learning of the English Language observed in the skills or basic abilities. The scientific method is the process more objective, because it understands the process of the analysis, syntheses inductive and deductive with the finality that the researching process will be done successfully.

Descriptive Method

The descriptive method also will provide us the rules to demonstrate the meaning of our investigation and to show the results.

So we will present the description of the problem, the description of independent as dependent variable, and after this to establish the coherence of the results between the hypotheses proposed.

Analytic Systematic Method

The analysis and synthesis consist on going of the all toward the elements; or of the elements to the all complex that it forms. Both refer to concrete facts and they constitute the pattern for all scientific experimentation.

The analysis and the synthesis consist: the first one in going from the effects to the causes, of the facts to the general laws that govern them, of the less general ideas to those more general; the second of the principles the consequences, of the causes to the effects, of those more general to less general ones.

Deductive and Inductive method: these methods will be used in order to give a logical explanation to the hypothesis from general to particular and from particular to general and so to get the theoretical conclusions. Through of them we carried out a real interpretation and analysis of data to explain the investigated phenomenon.

TECHNIQUES

Our research group to obtain the most appropriate results has chosen the following techniques:

Survey

This technique will be applied as well teachers as students of basic level from “Pío Jaramillo Alvarado” school of Loja city, in a clear, exact and pertinent way with the finality to obtain important and necessary data which will permit us substantiate the hypothesis proposed.

Direct observation.

This technique will be applied in order to know in direct way “how is the students' learning about reading and speaking skills” and can contrast this information with the students’ and teachers’ information.

The results will be analyzed and organized according to our requirements and necessities. While through the descriptive statistic we will be able to analyze the information and calculate the percentages and to make the different statistics square, the same will be permit us to explain the results obtained in the research done by the work group. Moreover these obtained results will permit us to establish the conclusions and recommendations.

INSTRUMENTS:

Survey;

This instrument will be applied on based to open and close questions to collect the information described in the survey technique. We will build these instruments based

on the variables and indicators of the hypothesis and we insert pertinent questions applied to the teachers and students. With the purpose of obtaining information about the techniques that use for the teaching of the English language and their incidence in the ability of reading and speaking of the English language in the students as a result of the techniques used by the teachers of the Pío Jaramillo high school.

THE FICHAJE.

This instrument will be used to register and to organize the required information for the construction of the conceptual theoretical mark of the present investigation, whereas clause the technical categories of teaching and abilities to read and to speak in English, considering the teaching technical categories and abilities of reading and speaking in English.

POPULATION

| POPULATION | Number |
|-------------------|---------------|
| STUDENTS | 156 |
| TEACHERS | 3 |
| TOTAL | 159 |

SOURCE: Secretary of the institution

ELABORATION: The researchers

We will work with all the population that is constituted by 104 students and 3 teachers of English area that will be the sources through which we will obtain the information with the applying of the investigation technique

Verification of the Hypothesis

For being an investigation of descriptive type, the verification of the hypothesis will be carried out through the collection, organization, presentation, analysis and interpretation of the obtained data of the surveys applied to the students and the English teachers. From the results of the applied survey the English teachers of Pío Jaramillo Alvarado high school, and also the results of the applied survey to the students to know about the English language teaching techniques and so to establish the relation and inferences for verification of the hypothesis.

Then we shall realize the organization and presentation of final results through the frequency squares and percentage, as well as by means of statistical graphics, to later on to proceed to analyze and to interpret these results and to emit the conclusions and recommendations.

Statistical design.

In this investigation we will appeal to the applying of the descriptive statistic through the presentation of bars and tables of percentages related with the theme. With regard to the necessary statistical squares they will have their interpretation and specific commentary in quantitative and qualitative way. The answers to the surveys will be tabulated, analyzed and presented in graphic way through tables and percentages using the Excel Microsoft program, with the results of the matrixes of the observed and hoped frequencies.

8. RESOURCE:

In our group, we are interested in to work and use the following resources:

8.1. HUMANS RESOURCES

- Investigation group: Edwin Cuenca

 Paulo Loarte
- Coordinator of the English Language Career
- Director project
- English Teachers from the National University of Loja
- Principals of the Pío Jaramillo Alvarado high school of Loja city.
- Students and English teachers of 8th, 9th, 10th year of basic education, afternoon section of the Pío Jaramillo Alvarado high school of Loja city.

8.2. MATERIAL RESOURCES:

- General and specific biography
- Written materials
- Books, press data, pamphlets
- Printed sheets with the surveys.
- Computer, CD, Flash memory
- Internet

8.3. BUDGET

The expenses that the present investigation demands will be paid in its entirety by the investigators.

| | |
|---------------------------------|-----------------|
| Biography acquisition | \$ 150.00 |
| Written material | \$ 60.00 |
| Printed sheets with the surveys | \$ 45.00 |
| Transportation | \$ 50.00 |
| Internet | \$ 80.00 |
| Print of reports | \$150.00 |
| Instruments for reproduction | \$40.00 |
| Tariffs unforeseen | \$ 45.00 |
| Total | \$620.00 |

The economic resources will be financed entirely by the research group.

9. TIME TABLE.

| | | 2007 YEAR | | | | | | | | | | | | | | | | 2008 YEAR | | | | | | | | | | | | | | | | | | | | |
|------------|---------------------------------|-----------|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|-----------|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|-------|---|---|--|-------|--|--|
| Months | | June | | Aug | | | | Sep | | | | Oct | | | | Nov | | | | Dec | | | | Jan | | | | Feb | | | | March | | | | April | | |
| ACTIVITIES | | 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 | | | | |
| 1 | Selection of the theme | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Contextualization problematic | | | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Justification | | | | | | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Objectives, hypothesis | | | | | | | | | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Theoretical Frame | | | | | | | | | | | | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Methodology | | | | | | | | | | | | | | | x | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Elaboration of first draft | | | | | | | | | | | | | | | | x | x | x | | | | | | | | | | | | | | | | | | | |
| 7 | Revision of the first draft | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | | |
| | Elaboration of second draft | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | | | | | | | | | |
| 9 | Revision of the second draft | | | | | | | | | | | | | | | | | | | | x | x | x | x | | | | | | | | | | | | | | |
| 10 | Elaboration of the third draft | | | | | | | | | | | | | | | | | | | | | x | x | x | x | | | | | | | | | | | | | |
| 11 | Revision of the third draft | | | | | | | | | | | | | | | | | | | | | | | | | | | x | x | | | | | | | | | |
| 12 | Elaboration of the final report | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | x | | | | | | |

10. OPERATIVE MATRIX

| THEME: The techniques used in the English language teaching and their incidence on the reading and speaking skills in the students of eighth, ninth and tenth years of basic education, afternoon section of the Pío Jaramillo Alvarado school of Loja city. Academic year 2007-2008. | | | |
|---|---|---|---|
| Problem | Objetives | Hypothesis | Variables |
| <p>General. How the techniques used by the teachers influence in the development of the reading and speaking skills in the English teaching process of the students of 8th, 9th, 10th year of basic education, afternoon section of the Pío Jaramillo Alvarado high school of Loja city, academic year 2007-2008?.</p> <p>Subproblems.</p> <ul style="list-style-type: none"> ➤ The little use of the teaching techniques used by the English teachers difficult the development of the reading and speaking skills in the students of 8TH, 9TH and 10TH year of basic education of “Pío Jaramillo Alvarado” school of Loja city, scholar year 2007-2008? ➤ The inadequate management of the teaching techniques affect the development of the reading and speaking skills the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008 | <p>General.</p> <ul style="list-style-type: none"> ➤ To know the techniques used by the teachers in the teaching English language and their incidence and reading and speaking skills of the students of 8th, 9th, 10th year of basic education, afternoon section of the Pío Jaramillo Alvarado high school of Loja city, academic year 2007-2008. <p>Specific.</p> <ul style="list-style-type: none"> ➤ To determine in what way the little use of the teaching techniques affects the development in the of the reading and speaking skills in the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008. ➤ To determine the reasons of the inadequate management of the teaching techniques and how they influence in the development of the reading and speaking skills the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008. | <p>General</p> <ul style="list-style-type: none"> ◦ The teaching techniques used by the English teachers influence decisively in the development of reading and speaking skills in the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city. <p>Specific</p> <ul style="list-style-type: none"> ◦ The little use of reading and speaking techniques used by the English teachers affect the development of reading and speaking skills in the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008. ◦ The lack of application of the appropriate techniques affect the development of the reading and speaking skills in the students of 8th, 9th, 10th year of the basic education of “Pío Jaramillo Alvarado” high school of Loja city, scholar year 2007-2008. | <p>INDEPENDENT (I.V.)</p> <ul style="list-style-type: none"> ➤ The teaching techniques. <p>DEPENDENT (D.V.)</p> <ul style="list-style-type: none"> ➤ The reading and speaking skills. |

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11.ANNEXES



Teachers' surveys:

We are students of NATIONAL UNIVERSITY OF LOJA of Area of Education, Art and Communication for this reason we request collaborate us answering the present survey which one has like an objective to obtain the information about **“the techniques used in the English language teaching and their incidence on the reading and speaking skills”**, in order to get Licentiate's degree.

1. Do you apply specific techniques to teach English?

YES () NO ()

Why?.....
.....
.....

2. How often do you plan the English class?

- Every class ()
- Every week ()
- Every month ()

3. Do you apply any reading techniques?

Which are them?.....
.....
.....

4. Mark the reading techniques that you use. (√)

| | | | |
|------------------|-----|------------|-----|
| Previewing | () | Revising | () |
| Skimming | () | Reflecting | () |
| Guessing meaning | () | Role plays | () |
| Scanning | () | Dialogues | () |
| Editing | () | Vocabulary | () |
| Drafting | () | Others | () |

5. How many readings do you develop in a unit?

One () Two () Three () Four () More ()

6. Do you know if your students are able to speak about different topics?

YES () NO ()

WHY?.....
.....
.....

7. What techniques do you know for teaching speaking?

- | | | | |
|------------------|-----|------------|-----|
| Previewing | () | Revising | () |
| Guessing meaning | () | Role plays | () |
| Conversations | () | Dialogues | () |
| Editing | () | Vocabulary | () |
| Pronunciation | () | Others | () |

8. How many times do your students practice speaking in a unit?

- Three ()
- Two ()
- One ()
- More ()

9. What percentages of reading have your students developed in this year?

- 80% ()
- 60% ()
- 40% ()
- 20% ()

10. What percentages of speaking have your students developed in this year?

- 80% ()
- 60% ()
- 40% ()
- 20% ()

How often do you use reading and speaking techniques?

- Always ()
Often ()
Sometimes ()
Never ()

12. According to your evaluation register what is the student's average level into reading and speaking skills? Mark with a tick (✓)

- Excellent ()
Very good ()
Good ()
Regular ()
Deficient ()

THANKS FOR YOUR COLABORATION



Students' surveys:

We are students of NATIONAL UNIVERSITY OF LOJA of Area of Education, Art and Communication for this reason we request collaborate us answering the present survey which one has like an objective to obtain the information about **“the techniques used in the English language teaching and their incidence on the reading and speaking skills”**, in order to get Licentiate's degree.

1. Do you like English language?

YES () NO ()

Why?.....
.....
.....

2. How do you like to learn English language?

| | |
|-------------------------------|-----------------------|
| Listening music () | Watching movies () |
| Reading () | Memorization () |
| Speaking among classmates () | Working in groups () |
| Writing () | |

3. What skill do you prefer?

| | |
|---------------|----------------|
| Speaking () | Grammar () |
| Writing () | Vocabulary () |
| Listening () | Reading () |

4. Which skills do you think are better to learn English language?

| | |
|---------------|----------------|
| Speaking () | Grammar () |
| Writing () | Vocabulary () |
| Listening () | Reading () |

Why?.....
.....
.....

5. Does your teacher apply techniques to develop speaking and reading skills?

YES () NO ()

Why?.....
.....
.....

6. Mark the reading techniques that your English teacher uses
- Scanning ()
 Guessing meaning from context ()
 Predicting ()
 Skimming ()
7. How does your English teacher develop the reading skill?
- Magazines () Articles ()
 Newspaper () Story ()
 Songs () Tourist information ()
 Others () Books ()
8. Tick (✓) when you read how do you understand the unknown word?
- Look for them at the dictionary ()
 Ask to the teacher immediately ()
 Guessing the meaning from context ()
9. Mark the speaking techniques that your English teacher uses?
- Dialogues ()
 Role plays ()
 Dramatizations ()
10. How does your English teacher develop the speaking skill?
- Pronunciations exercises ()
 Dialogues between classmates ()
 Dialogues with the teacher ()
 Oral lessons ()
 Expositions ()
11. How often does your English teacher use the reading and speaking techniques?
- Always ()
 Often ()
 Sometimes ()
 Never ()
12. What is your average into reading and speaking skills?
- 20-18 () 17-15 () 14-12 () 8-11 ()

THANKS FOR YOUR COLABORATION



NATIONAL UNIVERSITY OF LOLA
 AREA OF EDUCATION, ART AND COMMUNICATION
 ENGLISH LANGUAGE

DIRECT OBSERVATION:

Direct observation to the students and teachers of Eight, Ninth and Tenth years of the Basic Education of “Pío Jaramillo Alvarado” High School, afternoon section.

Institution's name:.....
Date
Year**Parallel**

| Question | Yes | No |
|---|-----|----|
| Do students speak more in English than Spanish? | | |
| Do students understand all instructions given by the teacher? | | |
| Do they speak more English than Spanish when they work in groups? | | |
| Do students have a good pronunciation | | |
| Do students ask to the teacher when they don't understand an unknown word | | |
| Do students look for the unknown word in the dictionary? | | |
| Does teacher translate all the instructions? | | |
| Does teacher correct immediately the errors committed by the students? | | |
| Does teacher invite to students to participate? | | |
| Does teacher monitor the students' activities? | | |
| Does teacher use the Spanish to explain some difficulties in English? | | |

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