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UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN, EL ARTE Y
LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR
INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN
THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT "BENJAMIN
CARRIÓN" NIGHT HIGH SCHOOL. ACADEMIC PERIOD 2010-2011

Thesis previous to obtain the
Degree in Sciences of
Education, English
Languages major.

AUTHORESS

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THESIS DIRECTOR

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LOJA-ECUADOR

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CERTIFICATION

Dr. Mg. Sc. Marcia Criollo V.
PROFESSOR OF THE "UNIVERSIDAD NACIONAL DE LOJA"

CERTIFIES.

To have directed guided and corrected the thesis work entitled "THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT "BENJAMIN CARRION" NIGHT HIGH SCHOOL, ACADEMIC PERIOD 2010-2011, under the responsibility of the undergraduate students Cecibel Alexandra Guamán Ortiz and Silvia Mafalda Granda Maza; therefore it is authorized its presentation for the corresponding legal procedures.



Dr. Mg. Sc. Marcia Criollo V.
THESIS DIRECTOR

Loja, May 3rd - 2013

AUTHORSHIP

We Cecibel Alexandra Guamán Ortiz and Silvia Mafalda Granda Maza declare to be authoresses of the present work of thesis and exempt expressly to the National University of Loja and its juridical representatives of possible legal claims, for the content of the same one.

Additionally we accepted and ; authorize us to the National University of Loja, the publication of our thesis in the Institutional Repertoire - Virtual Library.

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DEDICATION

Firstly I want to dedicate it, to **GOD** for giving me the health. To my **PARENTS** and **BROTHERS** because with their unconditional help guided me in my studies to become a professional. Finally to my **HUSBAND** and my **DAUGHTER** who have been my greatest support in my life.

Cecibel Guamán Ortiz

I want to dedicate this work firstly to **GOD** for illuminating the course of my life. To my **PARENTS** and **SISTERS** who are the motivation to pursue my goals. Finally I want to dedicate it, especially to **MONTFORT KROESANT FAMILY** or their uninteresting, moral and economical support. They always will be in my heart.

Silvia Granda Maza.

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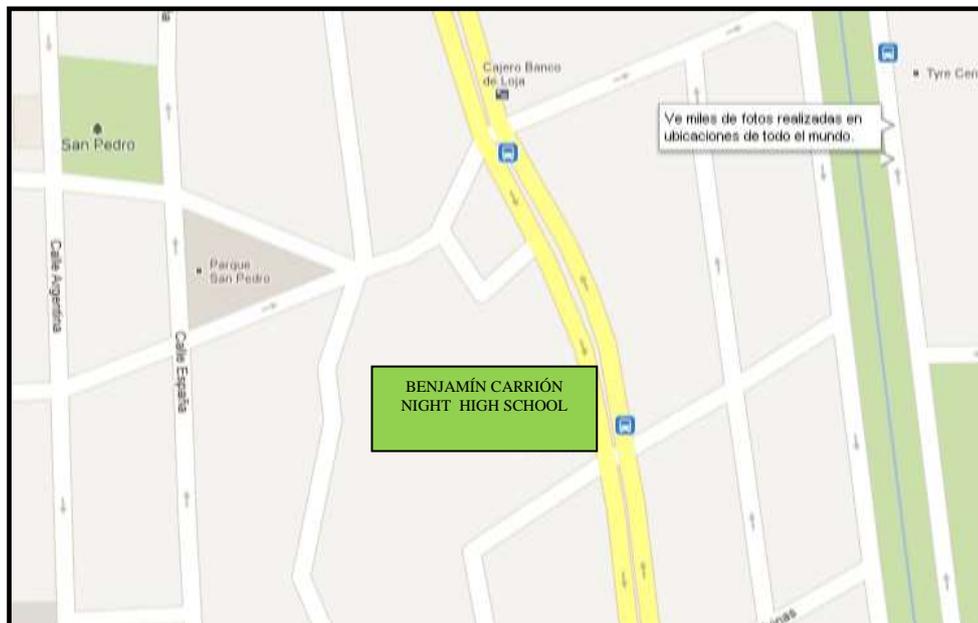
Besides, we want to say thanks to the authorities, teachers and students of Benjamin Carrión Night High School, for helping us, facilitating the development of our investigation, giving us all the information we used.

THE AUTHORESS

GEOGRAPHIC LOCATION OF THE RESEARCH

BIBLIOTECA: Área de la Educación, el Arte y la Comunicación											
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GEOGRAPHIC MAP OF THE RESEARCH



SCHEME

- ❖ **Cover page**
- ❖ **Certification**
- ❖ **Authorship**
- ❖ **Dedication**
- ❖ **Acknowledgment**

- a. Title**
- b. Summary**
- c. Introduction**
- d. Literature Revision**
- e. Materials and Methods**
- f. Results**
- g. Discussion**
- h. Conclusions**
- i. Recommendations**
- j. Bibliography**
- k. Annexes**

a. TITLE

“THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT “BENJAMIN CARRIÓN” NIGHT HIGH SCHOOL. ACADEMIC PERIOD 2010 - 2011”

b. SUMMARY

On the teaching learning process the methodological strategies play an essential role, for that reason it is fundamental that English teachers are well trained to face up the before mentioned process. It means educators must carry out a didactic scheme, with the purpose of avoiding improvisations on activities into the classroom; consequently they have to consider different methods and techniques; the same are adjusted to the class requirements.

For this reason; we investigated about **“THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT “BENJAMIN CARRIÓN” NIGHT HIGH SCHOOL.ACADEMIC PERIOD 2010 -2011”**.

The general objective is to determine the methodological strategies used by the teachers on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011. To develop it we used different methods such us: descriptive, analytic-synthetic, statistics, explicative, and the survey technique to obtained the real information.

For developing the investigative work we got a population of two hundred thirteen students and three teachers who gave us important and useful information about our study object; all these techniques and methods helped us to carry out the conclusions, and the same time they contributed with the development of the respective recommendations which were socialized, with the purpose of optimizing the quality of the formation and improve the quality of teaching learning process of the English Language in the investigated institution; since the main results were that the teachers are using methodological strategies but there is a little application of them, they are not enough to develop an interactive class what do not permit the students develop a good level the four basic English skills into the teaching learning process, because teachers are focused to work with certain and repetitive strategies which makes the boring class.

c. INTRODUCTION

The development of the four basic linguistic skills involves a complex process that requires the application of specific strategies and techniques by part of the teachers to help the students to develop them. For this reason we have carried out our research work entitled **the methodological strategies used by the teachers influence on the development of “the English language skills in the teaching learning process with the students at “Benjamin Carrión” night High School. Academic Period 2010-2011.** Our research work is aimed to make easier the job of people who are involved into the teaching learning process, since it has interesting and helpful topics which are going to give to readers the specific knowledge about the methodological strategies to improve the before mentioned process; therefore this research work had specific objectives such as to find out the methodological strategies that teachers use to develop the receptive skills, and to determine the methodological strategies that teachers use to develop the productive skills in the teaching learning process with the students at “Benjamin Carrion” Nigh High School. Academic Period 2010-2011. So, we have developed this investigation to demonstrate the main hypotheses which were: there is little application of the methodological strategies to develop the receptive and productive skills in the Teaching Learning process with the students at “Benjamin Carrión” Night High School. Academic Period 2010 -2011”

The methodological process that we used to settle the investigation, took into account the basic concepts that determine the sequence between the investigated

object and applied techniques, therefore our research presents an extend exposition about the results obtained through the surveys applied to students and teachers from Benjamin Carrion High School; the results are presented in statistic charts, guaranteeing a precise and coherent analysis of the information. To present the conclusions and recommendations it was necessary to deduced them from the interpretations and analysis of the obtained information.

Finally, we added our investigation project that was approved by the academic commission the same that was a base to develop the thesis.

Our investigative work consists of the following parts:

- a. Title
- b. Summary
- c. Introduction
- d. Literature revision
- e. Materials and Methods
- f. Results
- g. Discussion
- h. Conclusions
- i. Recommendations
- j. Bibliography
- k. Annexes.

d. LITERATURE REVISION

➤ STRATEGY CONCEPT

A strategy of active methodology is the form or manner in which teachers and students organize meaningful learning from programming content, implementation and evaluation to the organization of learning environments, structuring and use of educational materials and optimal use of space and time managing learning.

The teaching strategy is the set of procedures, supported teaching techniques aimed at the successful completion of didactic action, or achieving the learning objectives.

➤ TECHNIQUE

It is considered as a didactic procedure provided to help make learning a part of the strategy pursued.

The teaching technique is the particular resource that the teacher uses to carry out the purposes planned from the strategy.

The technique is rather limited to the orientation of learning in specific areas of the course, while the strategy covers broader aspects of the course or a complete training process.

➤ THE ACTIVITIES

They are part of the techniques and are specific actions that facilitate the implementation of the technique. They are flexible and can adjust the technical characteristics of the group.

➤ **ENGLISH SKILLS**

“When we think of English skills, obviously we speak of the four skills, listening, speaking, reading, and writing. But also we consider other skills such as pronunciation, grammar; vocabulary and spelling all these skills play a role in effective English communication.

➤ **RECEPTIVE SKILLS**

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.

➤ **LISTENING SKILL**

The ability to listen is essential for success in all relationships. Listening carefully can open the door to help you understand information and discover insight for certain situations. Listening deeply involves much more than merely utilizing your sense of hearing.

➤ **THE BEST LISTENING SKILLS**

- Focus
- Remove Distractions
- Summarize
- Take Notes
- Respond When Appropriate

➤ **IMPROVE YOUR LISTENING SKILLS**

Use Appropriate Body Language; Appropriate body language can reinforce your verbal message or reflect your mood.

Acknowledges Your Audience; Acknowledging your audience is one of the principle techniques of effective interpersonal communication.

➤ **TECHNIQUES FOR IMPROVING LISTENING SKILLS**

Exhibiting effective listening skills requires attentiveness, effort, patience and practice.

a) Listen and Wait Your Turn

Being an effective listener requires you to sometimes remain silent. Some people feel they can listen and talk at the same time. However, they find while they are talking they only hear some words or sounds being communicated to them. This results in failed communication or at least lost messages and inappropriate responses. Being quiet will enable you to not only hear out the person, but allow you to think about how you want to respond.

b) Be Reactive

As you listen to a person, some form of response should be evident, whether it is with a verbal and/or non verbal cue. Such cues include reflective and/or paraphrasing statements, statements of support, a nod of

head, eye contact and leaning forward. Being reactive is just as important as being quiet because it assures not only that the person knows you are listening but also presents accountability for staying attentive and comprehending.

c) Be Responsive

After actively listening to a person, how you respond determines not only the quality of your listening skills but the outcome of that interpersonal communication. Giving an inappropriate response can cause conflict, mistrust and difficulty forming relationships. In order to be responsive you have to be able to provide a verbal and/or behavioral response appropriate to the conversation at hand.

➤ **STRATEGIES TO IMPROVE LISTENING SKILLS**

- a. Decide to Pay Attention
- b. Make Eye Contact
- c. Talk Less
- d. Summarize as You Go

➤ **READING SKILL**

Reading is an activity with a purpose; to determine s the appropriate approach to reading comprehension.

➤ **READER KNOWLEDGE, SKILLS, AND STRATEGIES INCLUDE**

- “Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences”¹
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies (see Strategies for Developing Reading Skills for descriptions), as well as knowledge of the language (a bottom-up strategy)

➤ **INTEGRATING READING STRATEGIES**

a) 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)

b) During and after reading: Monitor comprehension

¹Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). Englewood Cliffs, NJ: Prentice-Hall.

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

c) 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

➤ READING ALOUD IN THE CLASSROOM

- 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.”²

➤ **STRATEGIES FOR DEVELOPING READING SKILLS**

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

²Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.

➤ **READING TO LEARN**

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

1. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
2. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest.
3. Select strategies that are appropriate to the reading task and use them flexibly and interactively.
4. Check comprehension while reading and when the reading task is completed.

➤ **DEVELOPING READING ACTIVITIES**

- Construct the reading activity around a purpose that has significance for the students
- Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or the entire message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students to select appropriate reading strategies.
- Define the activity's instructional goal and the appropriate type of response
- Check the level of difficulty of the text

- Use pre-reading activities to prepare students for reading

➤ **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.”³ 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.

³Anderson, N. (1999). Exploring second language reading: Issues and strategies. Boston, MA: Heinle&Heinle.

➤ **GOALS AND TECHNIQUES FOR TEACHING SPEAKING**

Language input may be content oriented or form oriented.

- “Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.”⁴
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.

⁴Brown, and G. Yule. (1983). Teaching the spoken language. New York: Cambridge University Press.

➤ **STRATEGIES FOR DEVELOPING SPEAKING SKILLS**

Using minimal responses

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.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges. 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.

Using language to talk about language

“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”⁵

➤ **DEVELOPING SPEAKING ACTIVITIES**

- a) Structured Output Activities
- b) Information Gap Activities
- c) Jigsaw Activities
- d) Communicative Output Activities

The most common types of communicative output activity are role plays and discussions.

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

⁵Clark, M. (1976). Second language acquisition as a clash of consciousness. *Language Learning* 26: 377-389.

- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

➤ **WRITING AS PROCESS**

“Writing is a messy process. It is not linear; it is recursive, "a loop rather than a straight line", where the writer writes, then plans or revises, and then writes again (Emig, 1971). Teachers can help students write more effectively by getting them to examine their own creative processes. Although the process of writing is essentially idiosyncratic, writers usually

work through a few basic phases. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. The "writing process is the thinking processes that go on during writing" (Crowhurst, 1988, p. 7). The writing process can be summarized as follows”⁶

Prewriting:

- ✓ using pre-writing techniques to gather ideas
- ✓ choosing a purpose and an audience
- ✓ ordering ideas

Drafting

- ✓ putting ideas down on paper
- ✓ exploring new ideas during writing

Revising

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

⁶Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher-Gordon Publishers.

Presenting

- ✓ Sharing writing

➤ **PRE-WRITING**

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

➤ **ORGANIZING AND DEVELOPING IDEAS**

Students need to organize their ideas in logical sequences. Several ways of developing and organizing ideas are possible depending on purpose and form. Some different ways of development and organization include chronological order

- a chronological or step-by-step arrangement of ideas by time or order of occurrence

Spatial order

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

Common logic

- definitive (e.g., is called, is made up of)
- classification and division (e.g., parts and relationships)
- order of importance (e.g., first, second)
- comparison and contrast (e.g., compared to, differs from)
- cause-effect (e.g., consequently, the reason for)
- problem-solution (e.g., problem, alternatives, decisions)
- pros and cons (e.g., strongly support, against)
- inductive and deductive (e.g., specific to general, broad to specific)
- Dialectic (e.g., thesis/antithesis/synthesis).

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

➤ **DRAFTING**

During drafting, teachers should encourage students to:

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

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

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

Drafting is rarely completed in one sitting. Students usually need to let the work sit for a bit and then write a series of successive drafts if they wish to produce polished compositions. Discussing drafts with others (including

peers and teacher) can help move each of their drafts closer to the final version. The drafting needs of students, however, will vary.

➤ **REVISING--EDITING AND PROOFREADING**

“Proofreading involves reading for conventions rather than content. Proofreading and editing are not mutually exclusive. During the editing process, some proofreading may occur and during proofreading, further editing may occur.”⁷

Proofreading is the process of checking a draft to make sure that the following conventions are correct and appropriate:

- paragraph structure
- sentence structure (syntax)
- word choice (diction)
- usage
- spelling
- capitalization
- punctuation
- appearance

A checklist for students to refer to when revising follows.

⁷Rixon, S. (1981). The design of materials to foster particular linguistic skills. The teaching of listening comprehension. (ERIC Document Reproduction Service No. ED 258 465).

Questions for Editing and Proofreading- Ideas/Content Organization -
Voice/Tone - Word Choice - Syntax/Sentences - Writing Conventions

With experience, most students can develop a personal revision checklist.

a) “Conferences Teachers need to take time to model good responses and set some ground rules such as the following”⁸

- Be positive. Respond to what the writer is trying to say and what the writer does well. Tearing down another person’s work will only result in discouragement and hurt feelings.
- Be helpful. Do your best to make comments that will be useful to the writer.
- Be specific. Talk about specific words, phrases, or paragraphs
- Students can be encouraged to use the PQP method of peer response:

b) Learning to write by writing

1. Draw up a list of five topics they really want to write about, choosing topics that will interest their students
2. List their topics on the board, discuss each briefly, and tell how they came to choose one of them to write about at this time.
3. Begin a very rough draft on a transparency at the overhead projector so that students can see their writing begin to take shape. While teachers write, they

⁸Alvermann & Phelps, *Strategies and techniques for Improving writing* 1994, p. 212.

should talk about their thoughts, word choices, and changes in focus or direction as they occur.

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

c) Mini-lessons

“Students need varied writing experiences combined with direct instruction in context. Mini-lessons (5-15 minutes) can be designed to help students learn "how to do" something. These focused lessons can occur during any phase of the writing process. They can be taught to the whole class, to a small group, or to an individual.

d) Writer’s workshop

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

- Mini-lessons (5-15 minutes) on a writing concept or skill that all or certain students can use in their writing.

- Writing time (30-40 minutes) where students start new compositions, research, revise, or work with other students.
- Sharing time (10 minutes) where, during the last ten minutes of the workshop, students share their writing in small groups and discuss writing problems they are having.

➤ **PRESENTING AND PUBLISHING**

The ways of presenting student writing are numerous: shared reading, bulletin board, individual books, class/school/city newspapers, student anthologies, or literary contests. Having a wider audience often will lead students to take more care and pride in their writing. However, teachers should keep in mind that some writing is private and some students will be reluctant to make their writing public.

e. MATERIALS AND METHODS

1. RESOURCES

1.1. HUMAN

Research Group: It was formed by

- Guamán Ortiz Cecibel Alexandra
- GrandaMaza Silvia Mafalda

Researched Group

- Teachers of BenjamínCarriónNight High school
- Students of Benjamin Carrión Night High School

1.2. MATERIALS

We used different kind of material resources to develop the research work such as: Office material, books, copies, computer, printer, paper, folders and paper clips.

1.3. BUDGET

- First draft	\$	200
- Second draft	\$	300
- Final work	\$	500
- Unforeseen	\$	200
TOTAL	\$	1.200

1.4. FINANCING

The expenses derived from the present work were assumed by the research group.

2. TYPE OF STUDY

The present research work was defined as a no experimental work because it was an educational theme and the researchers did not have the chance to manipulate the variables.

They only described the object in the same way as it is represented in the reality and it was developed through a critical analysis of the results in order to propose some alternatives of solution to the problematic found.

As particular methods we used the descriptive, the analytical-synthetic and the explicative one. The descriptive method was used to describe the main results obtained with the applied instruments. The analytic-synthetic method was used to analyze the obtained results through the field instruments and to make the interpretation of the data and to establish the conclusions based on the results of major tendency. The explicative method was used to explain the implicit relation of the established variables in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the methodological strategies used by teachers in the teaching - learning process of the English language in the researched High School.

It's important to mention that the descriptive statistics was used as a tool to facilitate the representation of the data in tables and graphs that let us the comprehension of the information.

2.1. TECHNIQUES AND INSTRUMENTS

In order to get the empiric information about the researched object we used the following techniques and instruments.

A survey that was applied to the teachers of the English Language in order to know the strategies and techniques that they were applied to develop the receptive and productive skills into the English learning process.

It also was applied to the students of "Benjamín Carrión" High School in order to contrast the information that we obtained since two points of view teachers and students. It was applied through a questionnaire that was elaborated with closed questions about the indicators that guided our research work. To apply the survey we explained the purpose of the project and the intention of the survey to the actors so that they did not deny supporting in the development of this important work.

2.2. PROCEDURES

After we picked up the research instruments we continued the processing of the information that involves the following steps:

- ◆ The tabulation of the data making use of the descriptive statistics in the case of the closed questions and the criteria questions was classified by categories in order to facilitate their interpretation. The tabulation of all the applied instruments let us a contrast of the information and the analysis of one indicator since different points of view.
- ◆ The organization of the empiric information was made according to the specific variables that was guided the classification of the questions by hypotheses.
- ◆ The graphic representation of the empiric information in tables and graphs that let us the visualization of the data easily, and the tendency of the indicators in each variable.
- ◆ The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data was necessary to check again the principles of the main categories developed in the theoretical frame.
- ◆ The formulation of conclusions was done with worth judgments that were derived from the analysis and interpretation of the data and they were based on the specific objectives which have guided the research process.
- ◆ The verification of the hypothesis was done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

- ◆ The elaboration of the final report was done through the integration of all the components of the research process trying a logic organization among them; this process required a new revision of the theme, objectives, hypotheses and theoretical frame so we got a good relation among them.

We also took into account in the report, the National University of Loja regulations about the Graduation requirements to hand in the research work.

3. POPULATION

The population that helped us in the field work was constituted by all the teachers that teach at “BenjamínCarrión” High School who were three and it was considered as a small population.

Regards to the students, we also worked with all of them who were 213 students from eight year of Basic Education to 3rd year of “Bachillerato” because it was a small population. They are represented in the following chart:

POPULATION	GROUP “A”	GROUP “B”	GROUP “C”	TOTAL
8th year of Basic education	33			33
9th year of Basic education	23			23
10th year of Basic education	42			42
1st year of “Bachillerato”	42	16		58
2nd year of “Bachillerato”	18	10		28
3rd year of “Bachillerato”	10	12	07	29
TOTAL				213
TEACHERS				3

f. RESULTS

- Surveys applied to students and teachers of Benjamín Carrion High school.

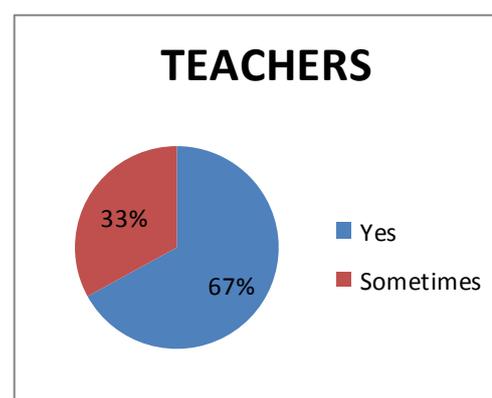
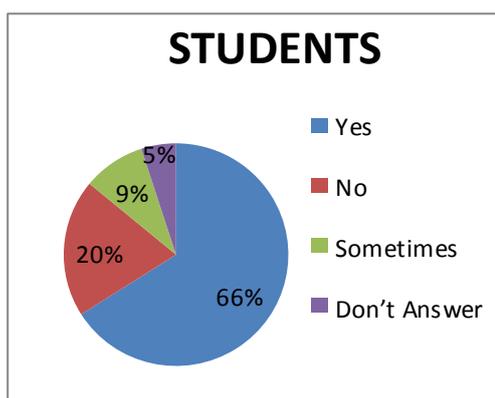
QUESTION N° 1. Does your teacher apply methodological strategies to develop the listening and reading skills?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Yes	141	2	66	67
No	42	0	20	0
Sometimes	20	1	9	33
Don't Answer	10	0	5	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
Responsibles: Research Group

b. Graphicrepresentation



c. Interpretation: According to the chart we could appreciate the following outcomes: 66% of the students said that teachers do apply methodological strategies to develop the listening and reading skills and 20% of them mentioned sometimes;

on the other hand 67% of the teachers said that they do work both skills in their classes; while 33% of them responded sometimes.

These results confirmed that the Teachers at Benjamin High school apply methodological strategies to develop the teaching learning process. In relation to the theoretical reference the methodological strategies are procedures or resources used by teachers to promote meaningful learning and with the intention to facilitate the learning in the students.

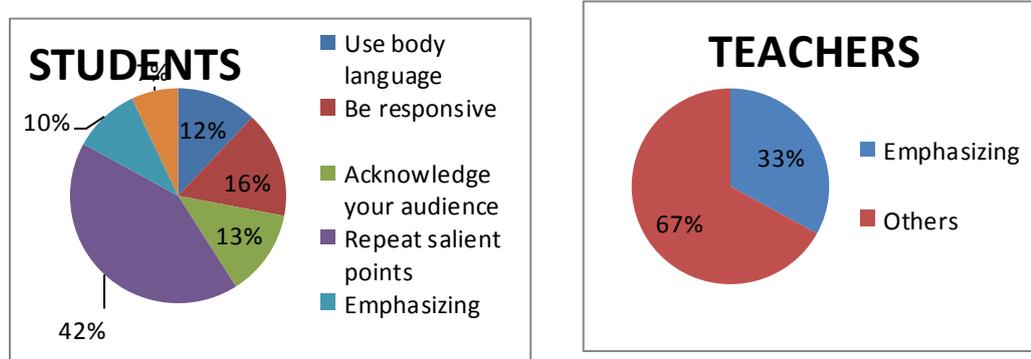
QUESTION N° 2. Which of the following strategies help you to improve the listening skill?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Use body language	25	0	12	0
Be responsive	35	0	16	0
Acknowledge your audience	27	0	13	0
Repeat salient points	89	0	42	0
Emphasizing	21	1	10	33
Others	15	2	7	67
Don't Answer	1	0	0	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphic representation



c. Interpretation: After having applied the surveys we got the following results: 42% of learners said that repeat salient points help them to improve the listening skill, while 16% chose be responsive and 13% of the students thought that acknowledge your audience is useful to improve the mentioned ability; about the teachers' responses 67% of them pointed out the item others and 33% of the teachers selected emphasizing.

In this question we could realize that the majority of the students considered the fourth item as the most appropriate to improve the listening skill. It is necessary to clarify that repeat salient points is a tip for improving the listening skills the same certainly help to the students to understand the speaker's message giving the opportunity to clarify and reinforce a verbal message.

On the other hand the teachers mentioned other strategy like listening the cd many times. It is worth to mention that hear the cd should be a useful technique; but it could cause a repetitive process where students could not be motivated to learn. Therefore it is indispensable that teachers at Benjamin Carrion High school consider the theoretical reference since all these techniques are very essential to develop the listening skill because each one of them provides a specific proposal,

what permitsto improve the ability of listening; for instance use body language can reinforce the verbal message or reflectthe mood.

Anotherone is acknowledging the audience because it is one of the maintechniques of effective interpersonal communication, so emphasizing and be responsive are others practical strategies because how you respond determines the quality of your listening skill and the outcome of the interpersonal communication.

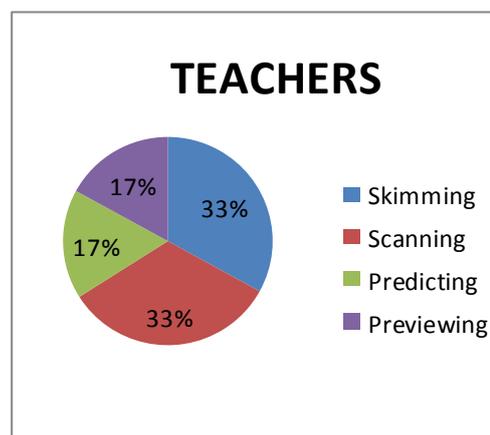
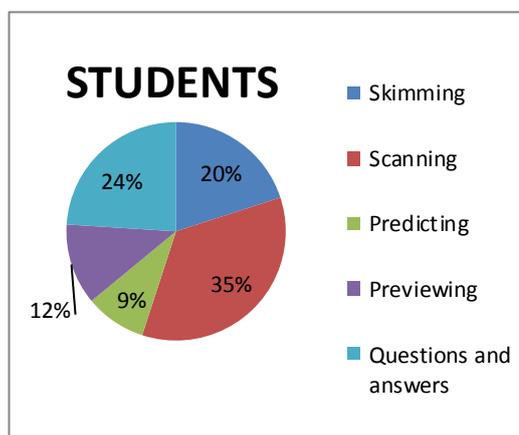
QUESTION N° 3. Select the techniques that your teacher applies before reading or listening

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Skimming	42	2	20	33
Scanning	75	2	35	33
Predicting	19	1	9	17
Previewing	25	1	12	17
Questions and answers	51	0	24	0
Don't Answer	1	0	0	0
Total	213	6	100%	100%

Source: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphic representation:



c. Interpretation: In relation to this question 35% of the surveyed students pointed out scanning as a technique that their teachers use before reading, 24% of them opted by questions and answers and 20% of learners chose skimming; concerning to the teachers' replies, 33% of them selected skimming and scanning respectively and 17% of the educators said to apply predicting and previewing in their English class. According to the results we could perceive that teachers and students had certain relation in their answers, since skimming and scanning are techniques that help to get the main idea and identify text structure. In the same way previewing permits reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection, on the other hand predicting uses knowledge of the subject matter to make predictions about content and vocabulary and check comprehension.

QUESTION N° 4. What kind of reading or listening do you practice?

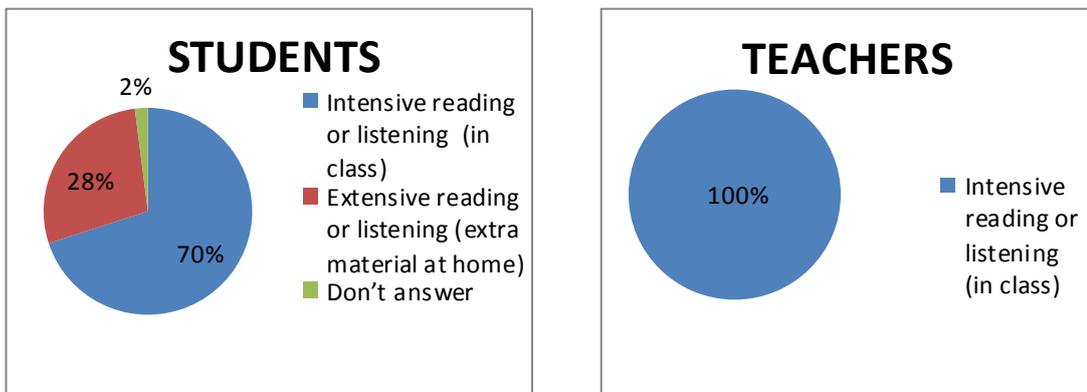
a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Intensive reading or listening (in class)	149	3	70	100
Extensive reading or listening (extra material at home)	60	0	28	0
Don't answer	4	0	2	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys

Responsibles: Research Group

b. Graphicrepresentation



c. Interpretation: After having to analyzed the statistics graph we could deduce that 70% of the investigated pupils practice intensive reading or listening (in class), while 28% of them practice extensive reading or listening (extra material at home); with respect to teachers' surveys; they mentioned that practice intensive reading or listening (in class).

These outcomes show us that the teachers and students at Benjamin Carrión High school practice the intensive reading or listening in their classes; it is an excellent strategy, nevertheless considering the time that students are practicing in class is totally reduced; they could not achieve a good level of the development on these skills; therefore teachers need to take into account that listening or reading in English is somehow difficult to carry out and improve, for this reason is essential that learners practice out the class the extensive reading or listening.

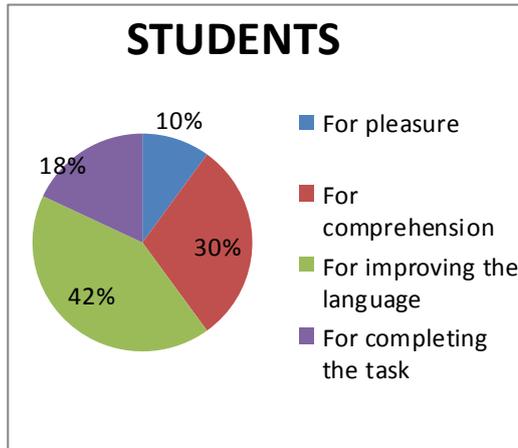
QUESTION N° 5. What is the reading or listening purpose?

a. Statistic Chart

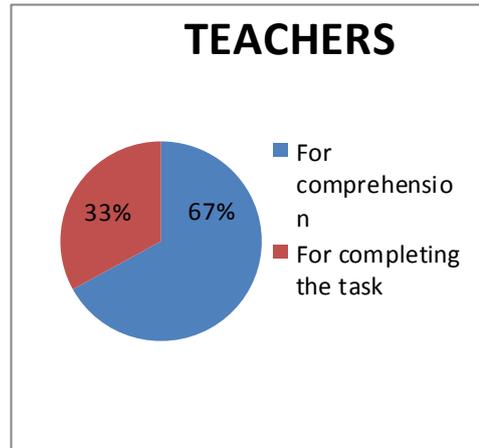
Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
For pleasure	22	0	10	0
For comprehension	63	2	30	67
For improving the language	89	0	42	0
For completing the task	39	1	18	33
Total	213	3	100%	100%

Source: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphicrepresentation



c.



Interpretation: Concerning to the reading and listening purpose question, 42% of apprentices manifested that the intention of reading and listening is for improving the language; whereas 30% of them pointed out for comprehension, in the same way 67% of the teachers coincided in this aspect; finally 33% of surveyed teachers, talked about completing the tasks.

With the obtained upshots the students affirmed that improve the language is the reading purpose while teachers were focused on reading comprehension. Certainly

the reading purpose determines the appropriate approach, the specific knowledge, skills and strategies that readers need to apply to achieve at the reading comprehension so it indicates that the teachers have a clear idea about the topic; However students have not precise information that help them to develop the reading skill and this way they can comprehend and improve the language and not just merely by completing the English task.

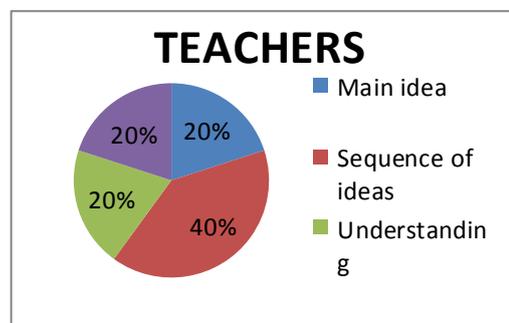
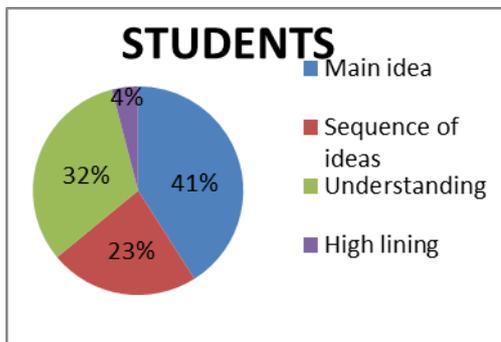
QUESTION N° 6. What kind of techniques does your teacher use while-reading or listening?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Main idea	87	1	41	20
Sequence of ideas	48	2	23	40
Understanding	69	1	32	20
Highlighting	9	1	4	20
Total	213	5	100%	100%

Source: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphicrepresentation



c. Interpretation:At the moment to inquiry to the students about the kind of techniques that their teachers use while reading or listening, 41% of them were

focused in main idea, 32% chose understanding and 23% selected sequence of ideas, inasmuch as teachers' replies 40% of them indicated sequence of ideas, finally the others options were pointed out by 20% of the teachers such as; high lining, main idea and understanding.

According to the obtained information we can say that teachers considered the sequence of ideas like a functional technique to work with the receptive skills while students did not coincide with this opinion. They pointed out the main idea technique although teachers and students did not agree on the strategies used; this indicates that in classes they use different techniques to work on reading and listening. As it is well known, all these techniques are appropriate to develop both receptive skills since students become more proficient at using reading strategies, also they can get the main idea, obtain specific information, and understand the message; hence they allow increasing the communicative competence.

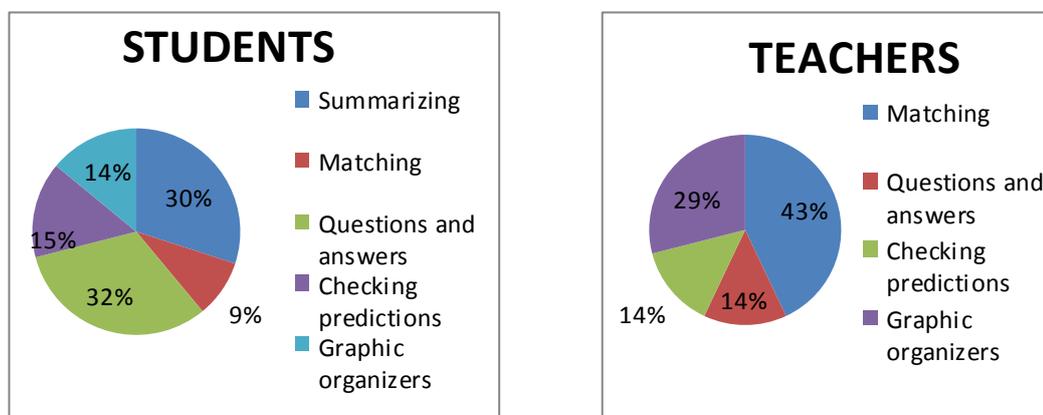
QUESTION N° 7. Which of the following pos-reading or pos-listening strategies does your teacher apply within class?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Summarizing	64	0	30	0
Matching	19	3	9	43
Questions and answers	68	1	32	14
Checking predictions	31	1	15	14
Graphic organizers	30	2	14	29
Don't answer	1	0	0	0
Total	213	7	100%	100%

Source: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphicrepresentation



c. Interpretation: Here we can see that 32% of surveyed students focused in questions and answers like a pos listening strategy;30% of students opted by summarizing; while 15% of them referred to checking predictions. In another hand teachers marked matching and it means 43% of them.

Thegot resultspermitted us appreciate that the majority of the studentsselected questions and answerand summarizing too; while teachers preferred selected matching and graphic organizers. Consequently, it reveals that the teachers did not work with a variety of strategies, they only use traditional strategies.

According to the theoretical frame it is vital to use different strategies with the purpose to vary the style of teaching and motivate students to work actively and at the same to get meaningful learnings.

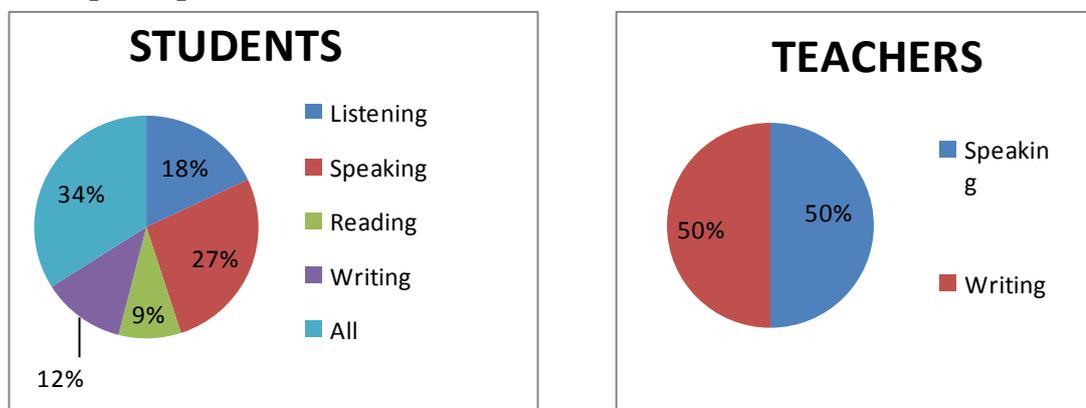
QUESTION N° 8. Question: Which are the productive skills of the English Language?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Listening	39	0	18	0
Speaking	57	3	27	50
Reading	19	0	9	0
Writing	25	3	12	50
All	73	0	34	0
Total	213	6	100%	100%

Sources: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphicrepresentation



c. Interpretation: According to the chart we can see that the most of investigated students that represents 34% selected the four abilities like productive skills; meanwhile 50% of the teachers selected speaking and another 50% chose writing.

We can conclude that learners at Benjamin Carrion night High School are not clear about the productive skills of the English Language are. It means that the teachers

are not focused to make clear that each one of the skills has a specific intention in the English learning and they work together to get an effective learning.

QUESTION N° 9. Question:How does your teacher work with speaking and writing skills?

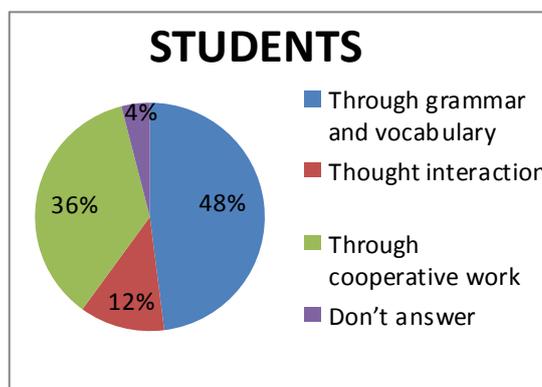
a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Through grammar and vocabulary	103	0	48	0
Thought interaction	25	0	12	0
Through cooperative work	76	2	36	67
Other	0	1	0	33
Don't answer	9	0	4	0
Total	213	3	100%	100%

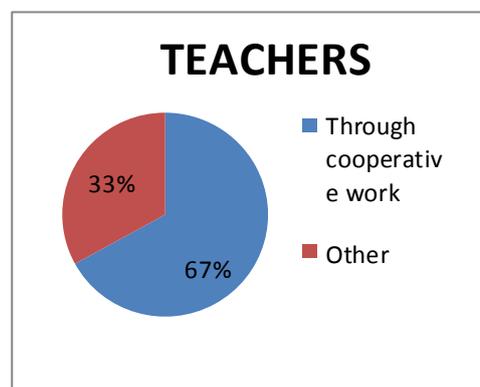
Sources: Teachers and Students Surveys

Responsibles: Research Group

b. Graphicrepresentation



c.



Interpretation: At the moment to enquire about the speaking and writing skills work; 48% of students replied that their teachers use grammar and vocabulary activities to work, meanwhile 36% argued that the teachers develop their labor through cooperative work; on the other hand 12% of surveyed population

mentioned through interaction; and 67% of teachers replied that develop their labor through cooperative work.

Thus, these outcomes show us that most of the English teachers at Benjamín Carrión high school said that they work through cooperative work which is an excellent way; while students said that they work through grammar and vocabulary; as well known cooperative work is the same that group work but it does not guarantee the first from the second, since cooperative work implicates specifically the development of the relational skills in collaborative work such as mutual thrust, effective communication, conflict management; solving problems; regulation of group processes from teachers.

QUESTION N° 10. Which of the following aspects are the purposes of speaking and writing skills?

a. Statistic Chart

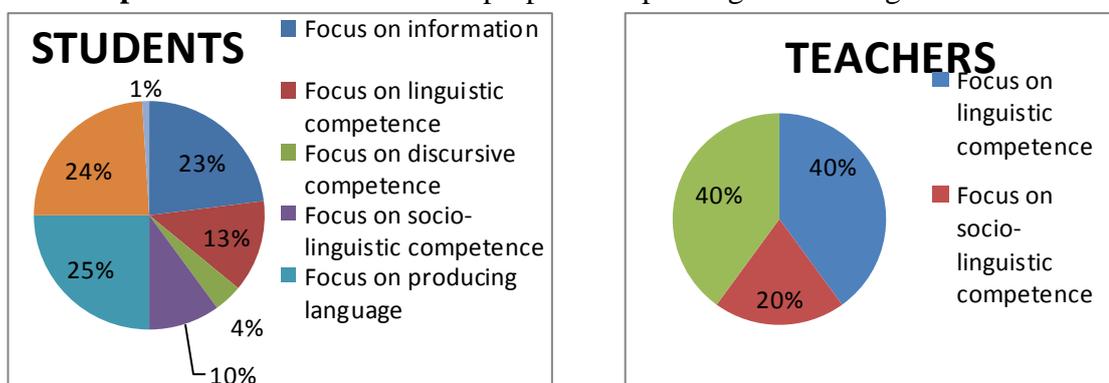
Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Focus on information	49	0	23	0
Focus on linguistic competence	27	2	13	40
Focus on discursive competence	8	0	4	0
Focus on socio-linguistic Competence	21	1	10	20
Focus on producing language	54	2	25	40
Focus on completing the task	51	0	24	0
Don't answer	3	0	1	0
Total	213	5	100%	100%

Sources: Teachers and Students Surveys

Responsables: Research Group

b. Graphicre presentation|

c. Interpretation:In relation to the purpose of speaking and writing skills we could



appreciate the following results: 25% of pupils marked focus on producing language; while 24% of students choose focus on completing the task; 23%, marked focus on information, 13% of students pointed out on linguistic competence, 10% chose focus on socio-linguistic competence, while 40% of the teachers chose two options such as focus on producing language and focus on linguistic competence, while 20% decided by focus on socio-linguistic competence.

According to the students result emphasized that the purpose of speaking and writing skills is to focus on production language, focus on information and completing the task which indicates that learners are not conscious about the real purpose of speaking and writing skills; while the teachers know that linguistic competence measures the ability of individuals to understand and speak in a foreign language both in writing and orally. Once known the purpose of speaking and writing skills the teachers and students will be able to develop each one of the competencies in the course of learning and after they can focus on the development of tasks and production of language; for instance the discourse competence refers to a person's ability to function effectively and appropriately in a language combining

grammatical forms in different communication situations. It includes mastery of the skills and strategies which permits to the students to produce and interpret texts.

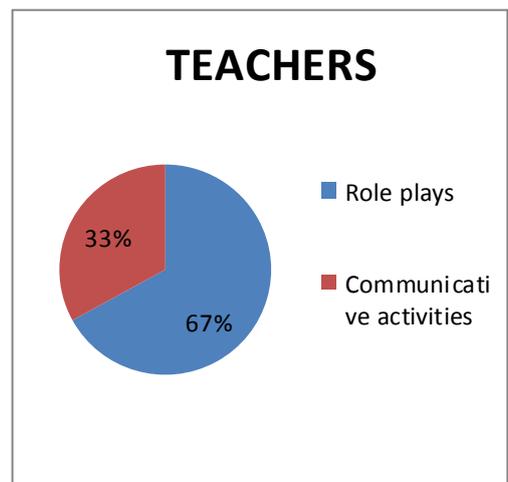
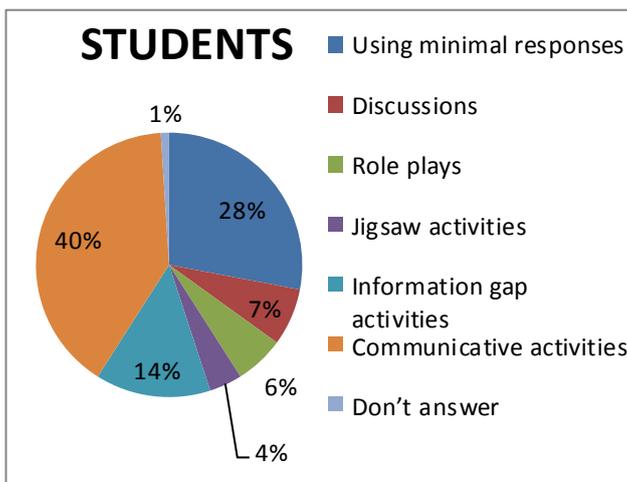
QUESTION N° 11. Question: Which of the following strategies does your teacher apply in productive skills?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Using minimal responses	59	0	28	0
Discussions	15	0	7	0
Role plays	13	2	6	67
Jigsaw activities	8	0	4	0
Information gap activities	29	0	14	0
Communicative activities	86	1	40	33
Don't answer	3	0	1	0
Total	213	3	100%	100%

Sources: Teachers and Students Surveys
 Responsibles: Research Group

b. Graphic representation



c. Interpretation:From 213 surveyed students,40%responded that their teachers use communicative activities; 28%of them chose minimal responses; and 14% of learners pointed out information gap activities while 67% of surveyed teachersresponded that they use role plays and 33% of them market in communicative activities.

Regards to these outcomes weconsider thatthere was not concordance between teachers and students at the moment to select the strategies for developing the productive skills; so it demonstrates that the teachers are focused just in one activity the same that is into the set of communicative activities (role plays and discussions, jigsaw activities and information gad). Therefore these activities permit to the students work and develop a plan, resolve a problem, or complete a task.

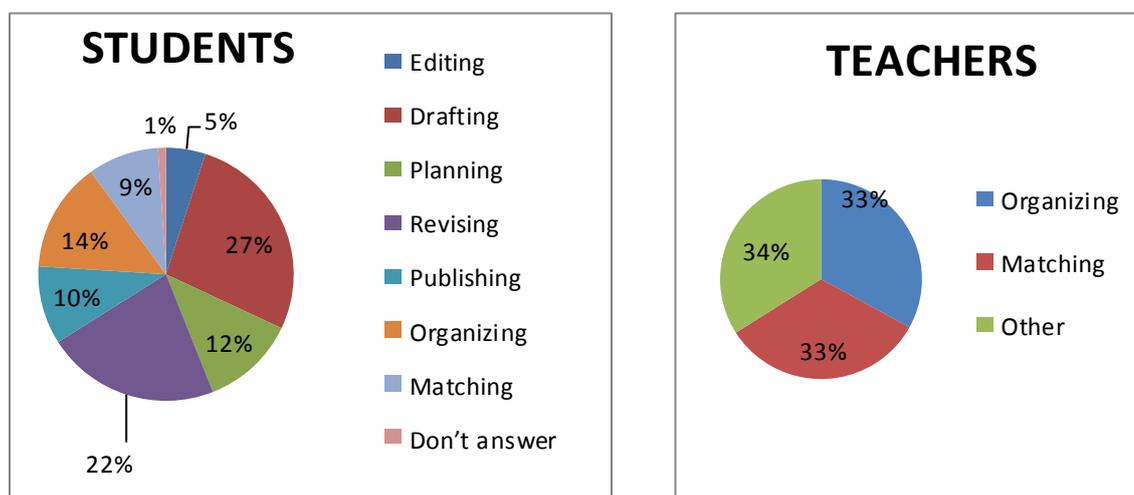
QUESTION N° 12. Which of the following strategies does your teacher apply to work with writing?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Editing	11	0	5	0
Drafting	57	0	27	0
Planning	26	0	12	0
Revising	47	0	22	0
Publishing	21	0	10	0
Organizing	29	1	14	33
Matching	19	1	9	33
Don't answer	3	0	1	0
Other	0	1	0	34
Total	213	3	100%	100%

Sources: Teachers and Students Surveys
 Responsables: Research Group

b. Graphic representation



c. Interpretation: Regard to the strategies used in speaking and writing we could appreciate the following results; 27% of the surveyed learners indicated that drafting is one of the strategies that their teachers apply to work with writing; 22% of them mentioned revising; thus 14% chose organizing and 12% of them opted by planning; while 33% of the teachers confirmed that they apply organizing and matching, and 34% of them said others strategies to work with the before mentioned English skill.

After having analyzed the corresponding percentages we could realize that the teachers and students did not coincide in their responses which indicate that teachers do not precisely follow a sequence to develop writing skills since they were emphasized in organizing and matching; it is well known that writing skill has a sequential process such as, pre-writing, organizing and developing ideas, drafting, revising-editing and proofreading and finally presenting and publishing at the same time these strategies work together and teachers should work with the

whole process in this way the writing process usually culminates in publishing the writing.

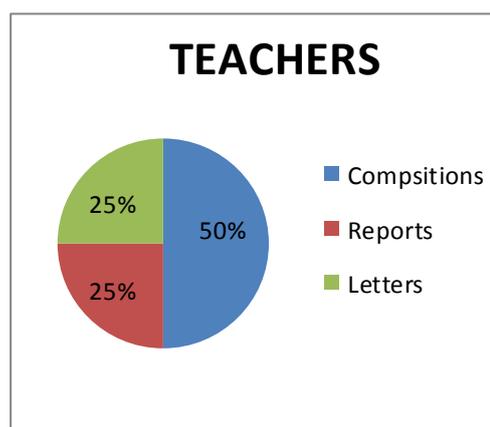
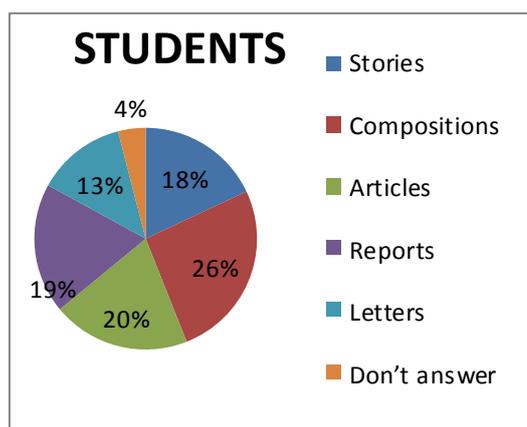
QUESTION N° 13. What kind of written production do you develop in the English class?

a. Statistic Chart

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Stories	38	0	18	0
Compositions	56	2	26	50
Articles	43	0	20	0
Reports	40	1	19	25
Letters	28	1	13	25
Don't answer	8	0	4	0
Total	213	4	100%	100%

Sources: Teachers and Students Surveys
 Responsables: Research Group

b. Graphic representation



c. Interpretation: In relation to the written production we can appreciate the following results; 18% of the students selected stories; 26% selected compositions;

20% chose articles; 19% of them marked reports;13% learners decided letters; while 50% of the teachers selected compositions and 25% represented in each teacher chose reports and letters too.

After having analyzed the results we can deduce that teachers and students are using different activities to produce writing skill but it is important mention that the best way to encourage students to become practiced writers is to have them write often and experience first hand the phases of the writing process. By preparing for composing, actually composing, and revising, students learn the phases of the writing process. The gains of a process approach to writing can only be realized if teachers have an understanding of the various roles they play in helping students to become more proficient writers.

QUESTION N° 14. What is the level in the English Language Skills?

Check one option:

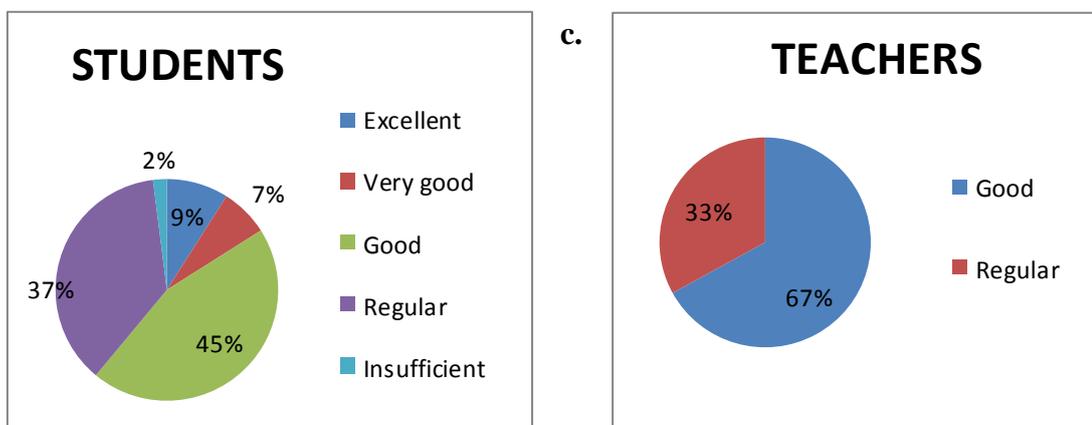
a. Statistic Chart

LISTENING

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Excellent	20	0	9	0
Very good	15	0	7	0
Good	95	2	45	67
Regular	78	1	37	33
Insufficient	5	0	2	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
Responsible: Research Group

b. Graphic representation



Interpretation: After having asked about the student's English level we could realize that 45% of the students said that their level is good; but 37% of them mentioned to have a regular level while 67% of the teachers answered that their students have a good level and 33% of their students are regulars to develop the listening skills.

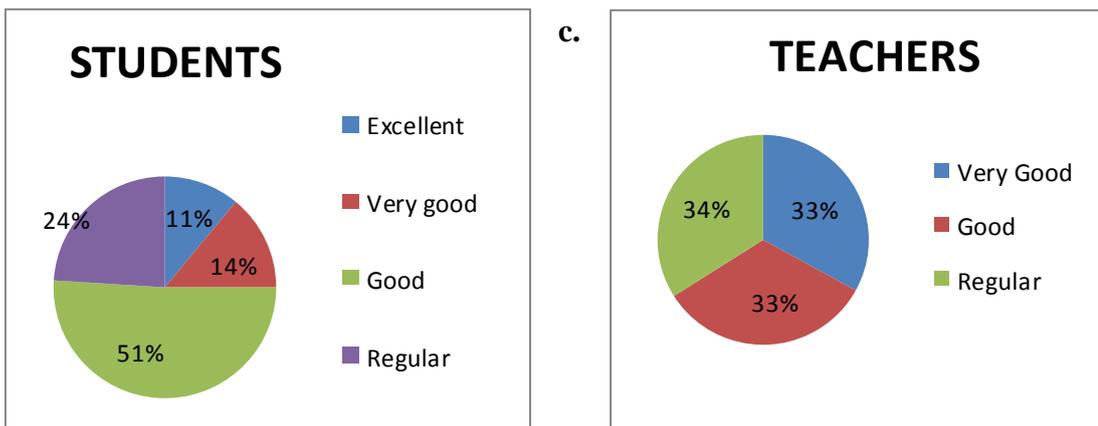
These outcomes reveal that the most of the students at Benjamín Carrion High School are placed in good and regular level according to theoretical frame, the ability to listen is essential for success in all relationship. Listening carefully can open the door to help you understand information and discover insight for certain situations. The whole good listening skills involve a person paying full attention to what someone else is saying and ignoring distractions surrounding you.

READING

Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Excellent	24	0	11	0
Very good	29	1	14	33
Good	108	1	51	33
Regular	52	1	24	34
Insufficient	0	0	0	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
Responsible: Research Group

b. Graphic representation



Interpretation: About the reading level we can appreciate the following results; 51% of the students chose good level and just 14% of them opted by very good level; while 34% of the teachers pointed out regular level and finally 33% of them chose good and very good level.

In these chart we can see that the majority of the students and teachers chose very good and regular level; these outcomes demonstrate us that the reading is not well developed. Therefore teachers need to take into account the theoretical frame; the effective listening instructor show students how they can adjust their reading

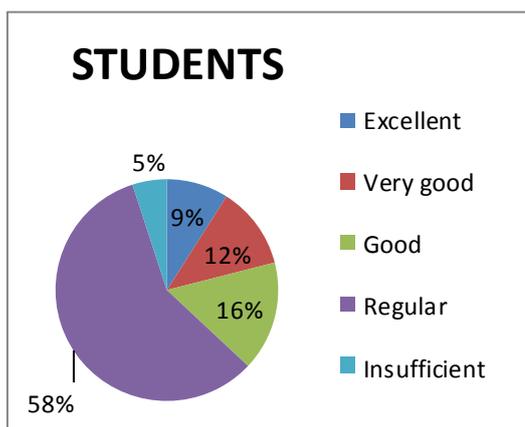
behavior to deal with a variety of situations, teachers must motivated students to choose appropriate reading strategies; so when they use reading strategies, they find that they can control the reading experiences, and they gain confidence in their ability to read the language.

SPEAKING

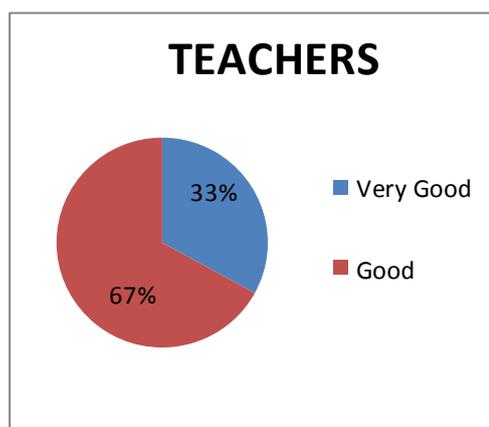
Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Excellent	19	0	9	0
Very good	25	2	12	33
Good	123	1	16	67
Regular	35	0	58	0
Insufficient	11	0	5	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
Responsible: Research Group

b. Graphic representation



c.



Interpretation: According to the speak level we could observe that the majority of the students opted by the alternatives regular and good with 58% and 16% respectively, while the majority of the teachers opted by very good that represents 67%, these results show us

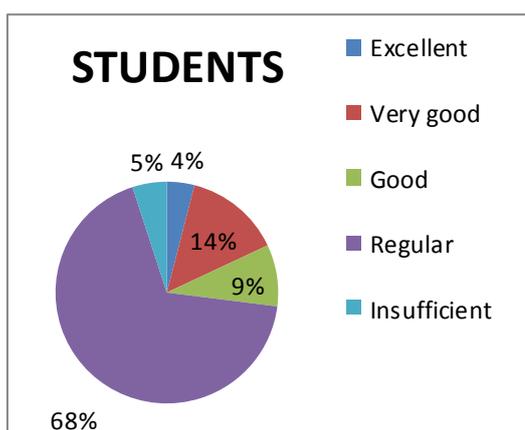
that they did not coincide between them, therefore the teachers need to be careful at the moment to apply strategies that help their students to develop the speaking ability to get an excellent level; so is necessary take into account the theoretical frame that mention the following; to help students develop communicative efficiency in speaking instructors can use a balanced activities approach that combines

WRITING

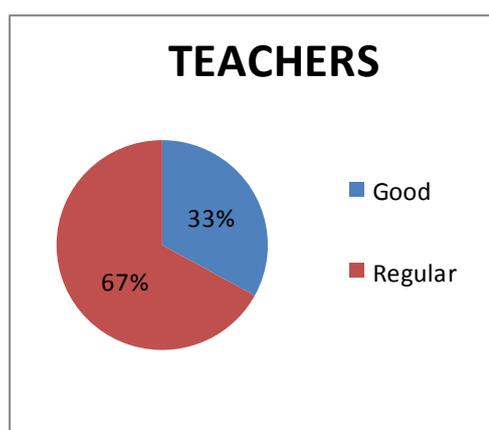
Indicators	Frequency		Percentage (%)	
	students	teachers	students	teachers
Excellent	8	0	4	0
Very good	30	0	14	0
Good	145	2	9	33
Regular	20	1	68	67
Insufficient	10	0	5	0
Total	213	3	100%	100%

Source: Teachers and Students Surveys
Responsible: Research Group

b. Graphic representation



c.



Interpretation: According the exhibited results on the chart we can said that the majority or 68% of the students accepted to have regular level; while that 67% of teachers answered that their students are regular in the writing skill. These outcomes show us that students and

teachers are agree with their answers because both opted by the itemregular. However it is necessary to mention writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting change on the environment.

g. DISCUSSION

HYPOTHESIS N° 1

a. Statement

There is little application of the methodological strategies to develop the receptive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.

b. Demonstration

To verify the first hypothesis which has as *independent variable* **little application of the methodological strategies** and as *independent variable* **receptive skill**, we used different questions from teachers and students survey;

The question N° 3 was about the techniques that teacher applies before reading and listening; it showed as well teachers and students pointed out that skimming and scanning, are used to develop the receptive skills.

On question N° 6 we asked about the kind of techniques that teachers use while reading or listening and the results showed that teachers and students did not agree on the strategies used.

On question N° 7 we asked whether teachers apply pos-reading or pos-listening strategies in class, and the results reveal that the teachers are not working with variety of strategies, they only focus on certain kind of activities.

Finally in the question N° 14 about what is the level in the English Language Skills (listening and reading) according to teachers and students the level does not reach very good or excellent level.

c. Decision

Regarding to the demonstration and taking into account the data analysis we confirm the hypothesis because the statistics verify that this statement is true and based on the information gotten there is little application of the methodological strategies to carry out the teaching of the receptive skills.

HYPOTHESIS N° 2

a. Statement

The methodological strategies that teachers use are not helping to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

b. Demonstration

To demonstrate the second hypothesis which has *as independent variable* **Methodological strategies** and with *independent variable* **productive skills** we have focused on the following questions:

The question N° 8 was about the productive skills which are well known by the teachers, but students were confused because they think the four English skills are productive.

The question N° 11 refers about the strategies that teachers apply in productive skills, according to the results the teachers are focused just in one activity which not permit that students develop the productive skills.

Other question was N° 12 these concerns on the strategies that apply the teacher to work in writing skill and their answers showed us that teacher do not precisely follow a sequence to develop writing skill.

Finally in the question N° 14 we asked about the learners' productive skills level, according the outcomes got the students do not get excellent scores, which demonstrate low achievement in the English subject.

Decision

Respecting to the demonstration and taking into account the data analysis we verify the second hypothesis since the data demonstrate that the methodological strategies used by the teachers do not help their students to develop the productive skills in the Teaching Learning Process.

h. CONCLUSIONS

Once finished our research about the methodological strategies, we want to present the following conclusions.

- Teachers of the Benjamin Carrion Night High school apply few methodological strategies to develop the receptive skills and these way students are not motivated completely to study and work in their English classes.
- The methodological strategies that teachers at Benjamin Carrion Night High School use are not helping to develop the productive skills since they are not taking into account the specific strategies, because they are focused just in one strategy to work it.
- The methodological strategies that teachers at Benjamin Carrion Night High school, are not enough to get a high level on the development of the four Basic English skills; for this reason the students are placed between the regular and good level.
- Teachers do not have enough theoretical knowledge about the methodological strategies to work on the four Basic English skills, because they are using traditional strategies that make it a routine

teaching learning process. Where students are not encourage to get proficiency on the English Language.

i. RECOMMENDATIONS.

Once we have finished the conclusions we have gotten the following recommendations.

- That, teachers of the Manuel Benjamin Carrion Night High School should work in their English classes with methodological strategies to improve the receptive skills, so teachers should use these strategies (decide to pay attention, make eye contact, talk less, previewing, predicting, skimming, scanning, guessing and paraphrasing.)
- That, teachers at Benjamin Carrion Night High school should be concisions that the productive skills help the students to produce the language. For this reason they must apply the effective strategies such as: using minimal responses, recognizing scripts, pre writing, drafting, revising, presenting and publishing the writing report.
- That teachers at Benjamin Carrion Night High school must work the english skills with suitable and update methodological strategies that motivated students to learn the English subject and they can get an excellent and high level on the development of the four basic english skills.
- That authorities must worrying for give and facilitate to their teacher's staff different workshops about the methodological strategies that permit update

their knowledge and in this way they can offer a teaching of quality , where students can get a meaningful learning.

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K. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
AREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

PROJECT

THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT "BENJAMIN CARRIÓN" NIGHT HIGH SCHOOL. ACADEMIC PERIOD 2010-2011.

Project previous to obtain the Degree in Sciences of Education, English Languages major.
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research group:

Cecibel Alexandra Guamán Ortiz
Silvia Mafalda Granda Maza

LOJA-ECUADOR

2010

a. THEME

THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STDUENTS AT “BENJAMIN CARRIÓN” NIGHT HIGH SCHOOL. ACADEMIC PERIOD 2010-2011.

b. PROBLEM STATEMENT

2.1. BACKGROUND

The “Benjamin Carrión” High School was created as a necessity for satisfying the demand of education of young people that live in the Sucre Parish and who do not have enough economic resources to study in the morning. Its creation was in 1987, as an initiative of Lic. Jaime González, who was Supervisor in the “Dirección Provincial de Educación de Loja”.

It took the name of “Benjamín Carrión” High School in honor of an illustrious man of Loja. It was created through the agreement N° 7582 on September 29th, 1987, the same that was published in the official register No. 798 on October 26th, 1987.

This High School started working in 1988 because it did not have the enough human resources to teach. Since then, the institution had educated many students with the purpose of forming people that generate hope and progress to our country.

Its first principal was Lic. Matilde Moreira Palacios and the first member of the Directive Council was the Lic. Luis Yaguana León. The High School teachers were the Lic. Irene Aguirre Córdova and Natasha Kirby Briceño. But, the High School did have a place to work in, at the beginning it worked in “Manuel Enrique Rengel” High School and after in Daniel Alvarez Burneo High School.

Since then, in this institution there had been a kind of internal competition for being directed, where the teacher Nora Salazar was appointed as the Principal, and managed the High School until 2008, when again was named the teacher Matilde Moreira.

Immediately, they have been trying to look for a place to work in. They also worked in “Lauro Damerval Ayora” and in “Matilde Hidalgo” elementary schools. Then,

through agreement celebrated on August 13th in 1993, with “Alonso de Mercadillo” Elementary School; the High School got a place to work in, with 10 classrooms and where they built the sanitary batteries for students.

So, in September, of the school year 1988-1989, the High School started the registrations, beginning with the first course, the same that had two parallels “A” and “B” with 25 and 28 students respectively.

In January of 1989, the administrative staff was included and the following people came to help the High School in the following positions: the teacher Nelida Cuesta Silverio as a Collector Office, Mr. Roddy Rodriguez Segarra as general Secretary and Rosa Vicente as a service assistant.

Between the year, 1980 to 1990 the High School worked with 53 students; 46 students in second course and 36 students in the third course with two parallels A and B, respectively. So, at that time the High School began with the “Bachillerato” in social science specialty where they also had 40 students divided in two parallels.

In the school year 1993-1994 the “Benjamin Carrión” High School had its first “bachelors” promotion of 22 students who got the degree in Social Science specialty. Subsequently the High School opened two more specialties that are: Physical Mathematics and Chemistry Biological.

Actually, the High School has around 250 students distributed in the 8th, 9th and 10th years of Basic Education, and 1st, 2nd, and 3rd years of “Bachillerato”. It also has 19 teachers and 5 people in the administrative staff.

The vision of the “Benjamin Carrión” High School, is to be an establishment of middle education, with quality and leader in the education of young and adult people, with an open mentality to the innovation, and engaged with the social

change. Its action is based on the solidarity, honesty and professional ethical, with commitment of service to the least favored social classes working to get the academic excellence.

The mission of “Benjamin Carrión” High School of the Loja city, is to offer the society the Basic Education and “Bachillerato” in Sciences and Technical, to facilitate that the learners enter at the University, with scientific and humanistic knowledge and with enough competences to respond to the necessities and demands of the society, with a won mentality, the same that are aimed to strengthen the personal and institutional values.

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

Learning a foreign language nowadays is as important as learning the use of the new technologies this is because, being bilingual or trilingual has become an essential requirement in the life of any professional.

The study of English Language is mandatory in Ecuadorian public High Schools with a schedule charge of 5 weekly hours. And the Government has established a kind of Agreement with the British similar to improve the teaching learning process of the English Language in all public High Schools through the CRADLE Project. However the knowledge that the students reach during their life in the High School is not basic in the English Language.

The development of the four basic linguistic skills involves a complex process that requires the application of specific strategies and techniques by part of the teachers to help the students to develop them. Nevertheless the teachers have little knowledge of these strategies and techniques for that reason there is not a good

development of the receptive and productive skills which are: listening, reading, speaking and writing.

The book used in the CRADLE project is “Our World through English” includes topics about our country reality. However if the teachers do not apply the right strategies to develop the four basic skills and they do not follow a process for each skill, students will not improve their sub skills in order to get a real communicative competence in the foreign language.

Another aspect that we have been able to detect is that the teachers only use the students’ books to work in class and they don’t try to improve the oral and written communication, using extra tasks, extensive reading and listening and developing the spoken and written production into the English Teaching learning process.

We know that the development of the receptive and productive skills requires the application of strategies that are specific for each skill. However, most of the time teachers just follow the book’ activities focusing on grammar and vocabulary and forgetting about the development of the oral and written competencies.

Oral skill is basically a process of communication, where the activities involve many steps that are procedural, when people listen to, they are able to understand and immediately respond to the message generating ideas and keeping a dialogue that encourages them to be involved in a process of interchangeable ideas. The same happens in writing, it also requires a process where the writer develops many steps such as: brainstorming, organizing, making the topic sentences that will give the main idea of the paragraph, writing the details that will support the complementary ideas, writing the first draft, revising and editing it until the draft

become better and finally polishing it to be published. This process is too complex and should be clear if the writer wants his or her message be understood by the readers. So that at High School teachers should be able to work with every subskill of the macro ones, if they want that students develop the listening, speaking, reading and writing skills.

For the before mentioned problems the group has considered important to state the following research theme:

2.3. RESEARCH PROBLEM

How do the methodological strategies used by the teachers influence on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School?.
Academic Period 2010-2011.

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The present project will be developed during the school period 2010-2011.

b) Spatial

The stated project will be done at “BenjamínCarrión” Night High School.

c) Observation Units

- Teachers of the English Language in the researched High School
- Students of the “Benjamin Carrión” Nigh High School

d) Sub problems

- What kind of methodological strategies do the teachers use to develop the receptive skills with the students at Benjamin Carrion High School? Academic Period 2010-2011
- Which are the methodological strategies that teachers use to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School?. Academic Period 2010-2011.

c. JUSTIFICATION

The present research work is justified itself if we are aware that there are difficulties, specially, in the application of the right strategies to develop the four basic linguistic skills with the students at “BenjamínCarrión” High School.

Since the social point of view, it is important to develop the present project because in our reality we do not have a context where students can get some practice of the English Language due to it is a necessary to learn a foreign language.

Considering the scientific point of view, the process of communication involves the application of some specific strategies and techniques for learning the English Language. So that, the teachers should be conscious that this study will contribute to find out some alternatives of solution that let us improve the English Language Teaching learning process.

The education is facing serious trouble and most of the students in secondary High Schools receive little knowledge in the English subject, for that reason, they do not get even a basic level of learning the target language. So that it is so important since the social point of view the development of a research about this topic with the students of the selected High School.

We also believe that it is a pertinent research work, because it is an innovative theme, and we count with the economic resources, the necessary time, the bibliography, and the knowledge to analyze with enough arguments the most viable alternatives of solution that will help the High School to improve the found problem.

Finally the research is justified because it is a previous requirement that we as undergraduates of the English career of the National University of Loja, need to obtain the Licentiate's degree in Sciences of Education: English Language specialty.

d. OBJECTIVES

4.1. GENERAL

To determine the methodological strategies used by the teachers on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

4.2. SPECIFICS

- To find out the methodological strategies that teachers use to develop the receptive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.
- To determine the methodological strategies that teachers use to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

e. THEORETICAL FRAME

CHAPTER I

5.1. ENGLISH SKILLS

“When we think of English skills, the 'four skills' of listening, speaking, reading, and writing readily come to mind. Of course other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication. The amount of attention you give to each skill area will depend both the level of your learners as well as their situational needs. Generally beginners, especially those who are no literate, benefit most from listening and speaking instruction with relatively little work on reading and writing. As fluency increases, the amount of reading and writing in your lessons may also increase. With advanced learners, up to half of your lesson time can be spent on written skills, although your learners may wish to keep their focus weighted toward oral communication if that is a greater need.

- Listening
- Speaking
- Reading
- Writing

5.1.1. RECEPTIVE SKILLS

The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are

sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing.

- Example

Often in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use.

- In the classroom

The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another. For example, building reading skills can contribute to the development of writing.

5.1.1.2. LISTENING SKILL

The ability to listen is essential for success in all relationships. Listening carefully can open the door to help you understand information and discover insight for certain situations. Listening deeply involves much more than merely utilizing your sense of hearing.

5.1.2.1. IDENTIFICATION

Good listening skills involve a person paying full attention to what someone else is saying and ignoring distractions surrounding you. Listening skills also involve asking questions about what the other person has said and not prejudging the other person's message.

5.1.2.2. SIGNIFICANCE

Mind tools reports that people only remember an average of 25 to 50 percent of what they have heard. This means we often miss out on up to half of our conversations. Not having proper listening skills causes your relationships to suffer and hinders your decision-making ability.

5.1.2.3. FEATURES

Having good listening skills means using nonverbal cues and eye contact to demonstrate that you are paying attention. A sign of good listening skills is when a person asks clarifying questions during a conversation. This indicates that the person wants to make sure he heard you and understood what you communicated. Paraphrasing or summarizing after conversing for a few minutes is also a sign of good communication skills. It is important to understand that basic listening skills do not involve providing advice or opinions; the objective is primarily to understand what someone else is saying.

5.1.2.4. BENEFITS

Having good active listening skills can help you understand what are you are supposed to do at work and thus increase your opportunities for promotion. Good listening skills can also help you establish a positive rapport with your colleagues and co-workers. In educational situations, listening skills can help you understand and apply complicated concepts and increase your likelihood of answering questions correctly or most appropriately. Listening skills can also help you

understand the underlying meaning behind what other people communicate. They can also help you build trust in your relationships, because whoever you listen to will feel understood and respected”⁹.

5.1.3. IMPROVE YOUR LISTENING SKILLS

“How can I improve my listening skills? Read to find out the importance of redeveloping this skill.

Conversation is an art. People can be enjoyable to talk with, or they can be bores. A person is sought out for conversation, not because of the content of what they say, but for their ability to understand others. Good listeners are the individuals who are perceived to be charismatic, insightful, and even enlightened. These people make others feel special; they have friends and followers to spare.

Some people feel that good listeners are born, but as it are with most worthwhile activities. Listening is a skill that can be learned, practiced and perfected. It begins by educating oneself on the techniques, and practicing these in day to day interactions. The following exercises are a beginning enroute to becoming an expert listener.

1. The first skill is attending. This includes making eye contact, leaning toward the

⁹BIRNES Heidi in Modules for the professional preparation of teaching assistants in Foreign Languages (Grace Stovall Burkart, ed.; Washington, DC: Center for Applied Linguistics, 1998).

individual talking, and gently nodding the head to indicate approval and understanding. These behaviors suggest that the listener is following what is being said, and is receptive to the information

2. The second step is empathic responses. These responses are meant to identify the underlying feelings of the words that the speaker is uttering. When people are talking what they really want other people to hear is how a given situation makes them feel. Using this technique lets them know you are listening to what they are really feeling. Empathic responses begin with empathy starters:

“It sounds like you were.....(angry, sad, frustrated, excited, etc.)”

“You were feeling(Down, upset, thrilled, etc.)”

“What I am hearing is that you.....(weren’t appreciated, were letdown, wanted someone to care.....)”

“You felt.....(Lonely, excluded, frightened, relieved, etc.)

These are just a few examples of ways to identify the feelings of the speakers. As illustrated by the parenthetical information, each of these statements can be used to clarify many different feelings. Use these often in a conversation. They are open ended and encourage the speaker to explore their own understanding of their feelings.

3. Paraphrase the content of what is being shared. Often a speaker will get so involved in talking, he/she will lose track of what they say. Paraphrasing in a concise manner can clarify for both the speaker and the listener. Paraphrasing is useful when it is not easy to decipher what the feelings are behind the words. This

technique can help the person talking expand, and reveal what he/she really wants to express.

4. Ask questions. This technique is valuable but dangerous. If the wrong question is asked it can lead the conversation in a dead end direction. If a man wishes to talk about how hurt he is over a break-up, and is asked, “Why did you let that one go? She was gorgeous.” The man will be further saddened by his loss, and will feel like a loser. In most cases the speaker does not want to be asked, “Why....” Questions that begin with ‘Why’ generally offer some type of blame or judgment. Good questions might be:

“How did that make you feel?”

“What did that mean to you?”

“Where do you think you will go from here?”

All these examples encourage further exploration, and do not suggest judgment of any kind.

5. The last and perhaps the most important technique to be discussed, is silence. Silence makes people uncomfortable. It is laden with thought, and sometimes pain. Too often people are afraid to wait out the silence and jump in to fill it up with words. A good listener is comfortable with silence, and knows that it bears much emotional fruit. Sometimes waiting out several minutes of silence will give the speaker a chance to dig deep for a much needed insight. The listener needs to sit through the silence and let the speaker sort through the angst. Mastering the silence is an important achievement.

Practicing these techniques does not mean good listeners will never get to express themselves again. There is a time to listen and a time to talk. But being a caring person means a person makes an effort to listen when others are in crisis. These techniques can be vital in developing intimacies and supporting loved ones. Making a conscious effort to listen will enhance a person's ability to understand, insights into problems, and overall conversation skills"¹⁰.

5.1.4. WHAT ARE THREE TYPES OF EFFECTIVE LISTENING?

1. Paraphrasing

“To paraphrase, one simply rewords what another individual has said. For example, the speaker might say, "She was foolish to quit her job." The listener might respond, "I hear you saying that you believe she shouldn't have quit." What has occurred is paraphrasing where the listener has clarified what the speaker has said.

2. Open Questions

An open question explores a person's statement without requiring a simple "yes" or "no" answer. The basic difference between an open question and a closed question is what they provide the person being asked. When you are asked an open question it helps you think more about an issue. A closed question will not do that. It may force you to answer before you are ready, or require a "yes" or "no" answer that doesn't allow more thinking about the issue. Closed questions close the door on further thought, while open questions open the door. For example, the speaker

¹⁰Byrnes, H. (1984). The Role of Listening Comprehension: A theoretical base. *Foreign Language Annals* ,17 , 317-329.

might say, "I don't like my job." The listener might respond, "What about your job don't you like?" or, "Tell me more about your feelings regarding your job."

3. Feeling Reflection

Feeling reflection is a response in which you express a feeling or emotion you have experienced in reference to a particular statement. For example, the speaker might say, "I get sick of working so much overtime!" The listener might respond, "I hear you feeling angry and resentful at being asked to work so much overtime." Feeling reflections are perhaps the most difficult active listening responses to make. Not only do you actively listen to what is being said but also you actively listen for what is being felt. When you make a feeling reflection, you are reflecting back what you hear of another's feelings. It is similar to paraphrasing; however, you repeat what you heard them feeling instead of what you heard them saying. To understand what individuals are feeling, you must listen to their words, to their tone of voice, and watch their body signals. By observing all three you can begin to guess their feelings.

* Listen carefully so that you will be able to understand, comprehend and evaluate.

Careful listening will require a conscious effort on your part. You must be aware of the verbal and nonverbal messages (reading between the lines).

* Be mentally and physically prepared to listen. Put other thoughts out of your mind. Your attention will be diverted from listening if you try to think of answers in advance.

* You can't hear if you do all the talking.

* Think about the topic in advance, if possible. Be prepared to listen.

* Listen with empathy. See the situation from the other's point of view. Try to put yourself in their shoes.

* Be courteous; don't interrupt. Take notes if you worry about forgetting a particular point.

* Avoid stereotyping individuals by making assumptions about how you expect them to act. This will bias your listening.

* Listen to how something is said. Be alert for what is left unsaid.

* Make certain everyone involved gets an opportunity to voice their opinions. Don't let one person dominate the conversation.

* Face those you are talking with, lean slightly forward and make eye contact. Use your body to show your interest and concern.

5.1.5. ROADBLOCKS TO EFFECTIVE LISTENING

The following types of responses indicate ineffective listening:

Warning, interrogating, preaching, ordering, judging, diverting, analyzing, blaming, labeling, moralizing, probing, ridiculing, threatening, reassuring, distracting, sympathizing, demanding, interpreting, teaching, withdrawing, giving solutions, scolding, praising, advising, criticizing, directing, lecturing, name-calling¹¹

5.1.6. REASONS TO IMPROVE LISTENING SKILLS

- To avoid saying the wrong thing, being tactless
- To dissipate strong feelings

¹¹Lund, R.J. (1990). A taxonomy for teaching second language listening. *Foreign Language Annals*, 23 , 105-115.

- To learn to accept feelings (yours and others)
- To generate a feeling of caring
- To help people start listening to you
- To increase the other person's confidence in you
- To make the other person feel important and recognized
- To be sure you both are on the same wavelength
- To be sure you both are focused on the same topic
- To check that you are both are on target with one another

5.1.7. QUESTIONS TO ASK YOURSELF IN CONVERSATIONS

- What am I doing in this interaction?
- What are my strategies or goals in communicating this message?
- Where do I want to go in this conversation?
- What is my body feeling right now in this conversation?
- What pressures am I feeling in talking with this person?
- What could I say differently?
- How could I say that so as to show I understood?
- What am I feeling at this time?
- What impulses do I have?
- What is my decision--making process in this conversation?
- How is she feeling toward me?
- What do I want or not want him to feel?
- What risks am I experiencing in this conversation?
- How is her appearance affecting me?

- What fantasy is going on in my head in this dialogue?
- What cues of the other am I responding to?
- How does his behavior affect my approach in this discussion?
- How genuine am I feeling at this time?
- How does what I say reflect genuineness to her?
- How could I have made what I just said more empathetic?
- How did I demonstrate respect for the other?
- How is my level of communication and vocabulary affecting the dialogue?
- What different style of communication could I use to reach her better?
- How attentive am I to him at this time?
- How do I feel about her response?
- How comfortable am I feeling at this time?
- How are my values affecting what I am hearing at this time?
- What is the level of my trust at this time?
- How did that question further the discussion and show I was listening?
- How mutually helpful is this conversation at this time?
- How honest are my statements with her?
- How comfortable am I in honestly labeling what I see going on with him?
- What can I do to improve the feedback I am giving the other?
- How well am I tuning into her feelings?
- What responses can I use to demonstrate that I am "with" the other?

5.1.8. FEELINGS FOR WHICH YOU CAN BE LISTENING

“Use these lists of words to help you as you listen for the feelings of others in your conversations. Try to identify the other person's feeling, then reflect them back to the speaker.

Positive feelings include love, affection, concern, interest, elation and joy.

Negative feelings include depression, sadness, distress, fear, anger and anxiety.

5.1.9. PRACTICE LISTENING FOR FEELINGS.

Give a paraphrase, an open question or a feeling-reflection listening response for each of the following statements. First identify the feelings, and then give your response. Compare your answers with a friend's. Discuss the feelings identification and appropriateness of your responses.

"I am overwhelmed with work and can't get to your project yet."

"No one ever appreciates me around here!"

"I am lost. I'll never get this job done. Can you help me with this?"

"When I was younger I never knew what to expect in my house. One day Dad would be happy and carefree, and the next day he might be angry and hateful."

"I always work hard to achieve the goals of my group. I can't believe everyone else doesn't feel that way."

"I am so upset. I hate bringing the baby to the mall. Everyone stares at him. I get so embarrassed, I could cry!"

"Why doesn't anyone understand how I feel? I try my hardest but it never seems to matter. They still argue and fight all the time."

"I would rather die than let anyone know how I feel about it."

"No one but me is responsible for what happens to me. Butt out of my business and I'll butt out of yours."

"Why did this have to happen to me? What did I do wrong? Why has God chosen me for this?"

"Why doesn't anyone ever hear me? I am so anxious for them to give me a chance but they all seem busy and preoccupied. I don't think they really care about me anymore."

"You are all a bunch of phonies. I can't stand your cold-hearted, pompous ideas of right and wrong. I'd rather be anywhere else than with you tonight!"

"I get so embarrassed in that group. Everyone seems so together and with it. I'm afraid they would never accept me for who I am and the way I feel."

"I get so uptight coming to this group every week. I am sure that someday my turn will come and I'll be so clammed up I'll never be able to say a word."

"I am so afraid of letting my feelings out. If I ever let them out, I may never stop. I might go over the edge."

"My dad and mom are so busy taking care of my little brother that I'm afraid to tell them about my problems. They seem insignificant compared to his problems."

"Nobody really cares if we win or lose. They goof around and take nothing serious."

"I am so untalented, ignorant and ugly that no one could possibly love me."

"I wish that I had never been born. If I hadn't been born, maybe my family wouldn't have had such problems. Maybe Mom and Dad would have been happy and not divorced."

"I want to thank you for making this the best day of my life. You are all so special and wonderful. I love you all."¹²

5.1.10. LISTENING ROLE-PLAY ACTIVITY

You and a friend can practice effective listening on one another. Practice with these suggested _____ topics.

Step 1

One partner takes a turn as speaker, the other as listener. For 5 minutes the speaker elaborates on one of the ten topics. The listener uses effective listening and makes appropriate responses back to the speaker.

Step 2

After the 5-minute role play is completed, the speaker spends two minutes giving feedback to the listening partner on the effective listener skills used. Review Section II to help you give appropriate feedback.

Step 3

After the first practice and feedback session, switch roles until all topics have been covered.

¹²Morley, J. (1991). Listening Comprehension in Second/Foreign Language Instruction. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (pp. 81-106). Boston, MA: Heinle&Heinle.

5.1.11. PRACTICE LISTENING TOPICS:

How I feel about:

- My life today.
- Being raised in my family of origin.
- All the good things that have happened to me.
- My future.
- My decision to participate in a support group.
- My current personal problems.
- Learning to deal with my problems.
- Listening to other people's deepest concerns and feelings.
- Showing love to those closest to me.
- The fact that I influence my life, regardless of the events, with either positive or negative outcomes.

5.1.12. THE BEST LISTENING SKILLS

“Listening is the most frequently used communication skill, but many of us are poor listeners. We lose interest, we concentrate on the speaker's appearance instead of his words and our thoughts tend to drift simply because we can think faster than people speak. According to the University of Missouri, it takes 25 percent of our mental capacity to hear what someone is saying, leaving the other 75 percent to wander wherever it wants. However, discipline and active engagement in the conversation can significantly improve your listening skills.

a) Focus

Pay attention to your speaker. Make eye contact with him and let him know you are listening by nodding or agreeing. However, even if you are making eye contact and nodding, it is still quite easy for your mind to wander. Concentrate on the speaker's word and anticipate his next statement. Ask yourself why he would say that or why he did not say what you were expecting. Watch his body language for a better clue of his true feelings.

b) Remove Distractions

Close any books and remove any work from your desk when listening to a lecture. Do not use your computer to take notes during a lecture or meeting, as it is too easy to distract yourself with email or other work. Ask others around you to cease conversation, or ask your speaker to move to a quieter environment if possible.

c) Summarize

When listening in a lecture or group meeting, summarize what the speaker has just said. This will not only strengthen your understanding of the subject, but will also improve your memory of the lecture and keep you from getting distracted by outside stimuli.

d) Take Notes

If you have questions or comments that need to be addressed, simply make a note of them and bring them up when appropriate. Taking notes will also improve your listening skills as it physically forces you to listen.

e) Respond When Appropriate

Save your questions or comments for when the speaker is done talking. The speaker may inadvertently address any concerns you may have had or answer your question later in the lecture. Interrupting is not only rude, but also proves that you are not willing to listen fully. Avoid forming any opinion of the speaker until you have listened to his entire statement. Jumping to conclusions will only distract you from the speaker's message. Responding once the speaker has finished talking allows you to ask better questions or make stronger comments without wasting the speaker's time.

f) Ask Questions

It is important that you do respond. This lets the speaker know that you listened to what he had to say and you either understand or want to know more. Asking questions shows the speaker that you are interested in what he has to say and are all ears.

5.1.13. ACTIVITIES TO IMPROVE LISTENING SKILLS

Active listening is a useful skill to develop. Not only does it ensure that your conversations are productive, it also helps the people you're talking with to feel valued and respected by you. You can use several different activities to improve listening skills and practice your skills at home, at work, at school and even in line at the supermarket.

a) Learning to Focus

To actively listen, you have to be able to pay attention while someone is talking. Though this may sound obvious, there are plenty of distractions that can get in the way of really hearing what someone is saying, ranging from environmental distractions to your own thoughts. Changing your physical behaviors can enhance your listening skills. Next time you're in a conversation, make a point to make eye contact with the person you're talking to. Uncross your arms, and lean forward slightly toward the person you're talking to. If you're sitting, sit up straight, uncross your legs and move forward in your chair. Turn off distractions, like your cell phone ringer or your email alert notification, so that you're not pulled away from the conversation. You can ask a friend to help you practice focusing, or you can hone your focusing skills in everyday conversation.

b) Learning to Question

Asking questions keeps you engaged in a conversation, so it can be a practical way to build your listening skills. Next time you're in a conversation, listen carefully for opportunities to ask questions. You may find that you want to clarify a point, or your curiosity may be piqued by something said. As you form a question in your mind, listen carefully to see if your question is answered or addressed by the speaker; if it's not, ask, and listen to the speaker's response.

c) Learning to Echo

One of the best ways to make sure you're listening to what someone is saying is to repeat what you're hearing back to them. As a conversation progresses, instead of responding to what the speaker is saying, confirm that you understand the speaker correctly. Say something like "What I'm hearing you saying is" or "It sounds like you think," and briefly summarize what you heard. Follow up by asking the speaker if you've understood her correctly. Not only will you improve your listening skills, but you'll also make the speaker feel heard and understood which one of the signs of effective listening is. You can practice doing this with a friend or family member so that it feels natural."¹³

¹³Richards, J.C. (1983). Listening comprehension: Approach, design, procedure. *TESOL Quarterly*, 17, 219-240.

5.1.14. TEN TIPS FOR IMPROVING LISTENING SKILLS

“Communication involves listening, as well as speaking. But listening involves more than merely hearing the words directed at us. Good listening is active. It means focusing on verbal and nonverbal cues and interpreting the message. While some people are better listeners than other, most people can develop the skills to be a good listener

a) Focus on the Speaker

For best listening, sit where you can see the other person clearly. If you're in a classroom or lecture hall, sit near the front. This will eliminate distractions and help you to focus on the speaker.

b) Study Nonverbal Cues

Pay attention to the speaker's body language and facial expressions. They can give you clues about what she's trying to express.

c) Ask Questions

Stay involved in the conversation by asking questions. This helps you stay focused and clarifies any vague points. It also shows the speaker that you're paying attention.

d) Make Encouraging Comments

You can also provide encouraging comments such as "I understand" or "I'm sorry to hear that." This lets the speaker know you're paying attention.

d) Don't Interrupt

Wait for natural breaks in the conversation to ask your questions. Give the speaker plenty of time to express herself. Interrupting may cause her to shut down before she has delivered her entire message.

e) Empathize

Even if the speaker is telling you something you don't want to hear, try to see the situation from her point of view. Try to set aside your own emotions for the moment.

f) Reflect Interest With Your Body Language

Lean toward the speaker. Make eye contact. Nod. Let your body telegraph that you're involved in the conversation.

g) Don't Think Ahead

Resist the urge to prepare a mental argument and instead try to simply listen to the message the speaker is delivering.

h) Repeat Salient Points

Show you understand the speaker's message by repeating the main points when it's your turn to speak. This gives the other person the opportunity to clarify if you've misinterpreted.

i) Don't Offer Advice Unless Asked

Sometimes someone only wants to unburden herself. You don't have to try to fix the problem or tell her what to do. Offer advice or an opinion only if the speaker asks for one.

5.1.15. THE BEST WAYS TO IMPROVE INTERPERSONAL COMMUNICATION

The University of Northern Iowa defines interpersonal communication as "communicating 'one on one' with other human beings" and describes successful communication as including the ability to predict "how the other person will understand and react to you." Interpersonal communication contains nonverbal cues, including body language and eye contact, and verbal cues, including language and emotional tone. Several approaches can be taken to improve your interpersonal communication, whether you are dealing with family, friends, co-workers or strangers.

a) Think About the Mood You Set

A simple "hello" can reflect your mood and attitude. When you talk to someone on the telephone, you know what the other person's attitude or mood is by the inflection in his voice, not just by his words. Think about how your voice reflects your attitude towards your audience. Think about the words you choose. You will alienate your audience if you are rude or use inappropriate language.

An effective way to improve your verbal communication skills is to practice, recording yourself digitally on a device such as a cell phone. Play back your recording and listen carefully to how you sound. Does it match how you feel? Is it appropriate for the feelings you are trying to convey?

5.1.16. IMPROVE YOUR LISTENING SKILLS

There are four key elements in the listening process: hearing, interpreting, evaluating and responding to the message. All four elements work together to build an understanding of what you are hearing.

The 2005 book "Are You Really Listening?" suggests you ask these questions as you listen. What am I hearing? What feelings am I hearing? What is the message? What is the information that I am hearing? Once you understand the meaning of the message, you can engage in effective interpersonal communication.

a) Use Appropriate Body Language

Appropriate body language can reinforce your verbal message or reflect your mood. There are some conscious methods you can utilize to show the listener you are actively listening.

When someone is speaking to you, be aware of your facial expressions. Smiling, for instance, will reveal to your listener that you are pleased. Avoid showing unconscious signs of disapproval, such as crossing your arms in front of you. A simple nod of the head shows approval.

b) Acknowledge Your Audience

Acknowledging your audience is one of the principle techniques of effective interpersonal communication. The person you communicate with needs to know he is understood.

Make eye contact with the speaker throughout the conversation. Ask questions to prove you are listening and for clarification. If you don't have specific questions, you can paraphrase what you heard back to your listener.

5.1.17. TECHNIQUES FOR IMPROVING LISTENING SKILLS

Exhibiting effective listening skills requires attentiveness, effort, patience and practice. Zoning out causes interpersonal relationship problems. Simply acknowledging the presence of the other person does not mean you are listening to

what is being communicated. Listening skills are demonstrated when a person responds with understanding and the ability to interpret and evaluate what was said or asked. This ultimately leads to improving interpersonal relationships by decreasing conflicts, improving cooperation and creating a common understanding.

d) Listen and Wait Your Turn

Being an effective listener requires you to sometimes remain silent. Some people feel they can listen and talk at the same time. However, they find while they are talking they only hear some words or sounds being communicated to them. This results in failed communication or at least lost messages and inappropriate responses. Being quiet will enable you to not only hear out the person, but allow you to think about how you want to respond.

e) Be Reactive

As you listen to a person, some form of response should be evident, whether it is with a verbal and/or non verbal cue. Such cues include reflective and/or paraphrasing statements, statements of support, a nod of head, eye contact and leaning forward. Being reactive is just as important as being quiet because it assures not only that the person knows you are listening but also presents accountability for staying attentive and comprehending.

f) Be Responsive

After actively listening to a person, how you respond determines not only the quality of your listening skills but the outcome of that interpersonal

communication. Giving an inappropriate response can cause conflict, mistrust and difficulty forming relationships. In order to be responsive you have to be able to provide a verbal and/or behavioral response appropriate to the conversation at hand.

5.1.18. EXERCISES FOR LISTENING SKILLS

Relationship experts and counselors agree that effective communication skills are a vital part of any relationship. According to world-renowned educator and therapist Harville Hendrix, "good communication skills may not solve problems or resolve issues, but no problem can be solved, or issue resolved, without it." Listening is an essential part of communicating and, by practicing specific exercises, your listening skills can improve and make a difference in almost any situation.

a) Listen Actively

Good listening is not passive; it's active. Exercise your active listening skills by paraphrasing what the other person has said. Clarify that what you heard is what she meant by saying things like, "If I'm understanding you correctly, you mean that..." This trains you to focus on what the other person is saying rather than jumping to conclusions. If you didn't get it right the first time, ask for a correction and then say things like, "Oh, I see. I think you meant..." Hendrix calls this process "mirroring," and he stresses that the process should be repeated "until your partner affirms that you have clearly understood the message he or she sent."

b) Pay Close Attention

In an exercise on paying close attention, think about your habitual reactions when someone is talking. During a conversation, notice whether you start planning what you'll say before he is finished. Maybe you have a similar story of your own to share, or you want to offer advice. Remind yourself to simply listen. Observe the speaker's tone of voice and body language--those are just as important as his words. Form a picture in your mind of what he is talking about and try to understand what emotions he may be feeling. Gregorio Billikopf Encina, an expert in mediation at the University of California, notes that "when a person proceeds to give a suggestion before understanding the situation, individuals will frequently pretend to go along with the proposal simply to get rid of the problem solver."

c) Validate

Exercise your ability to understand. Instead of assuming the other person wants advice or an opinion, simply let her know that what she said makes sense. Tell her that you can see why she feels that way or why he made the choices she did. Hendrix calls this "validation" and says it's important because it helps the other person feel reassured that you truly have paid attention and can see what it's like to be in her shoes. Validation does not mean you agree with the person, necessarily, but it does mean you accept the other person's reality. This process is important in helping the other person feel understood and encourages the person to talk freely.

d) Consider Your Response

Exercise your flexibility. As a discussion winds down, ask what the other person needs, if anything. Ask him if she'd like advice, or maybe he's just venting. Offer to tell a story about how you handled a similar situation, or maybe he'd like your help in brainstorming for ideas. What you want to hear if the situation were reversed isn't always what others want or need. Sometimes people just want to feel understood and, if you haven't listened well, you might not be able to do that”¹⁴

5.1.19. STRATEGIES TO IMPROVE LISTENING SKILLS

“People spend more than 45 percent of their communication time listening, according to an article by Dick Lee and Delmar Hatesohl published through the University of Missouri Extension. Though people tend to spend substantially more time listening than they do talking, reading or writing, most people don't have great listening skills, according to Lee and Hatesohl.

a) Decide to Pay Attention

It sounds simple, but one of the best ways to listen effectively is to decide that you want to hear what someone is saying. If you convince yourself that the subject in question is boring, useless or otherwise not worth listening to, you'll

¹⁴Rixon, S. (1981). The design of materials to foster particular linguistic skills. *The teaching of listening comprehension*. (ERIC Document Reproduction Service No. ED 258 465).

be easily distracted, according to Lee and Hatesohl. Make up your mind that you want to hear what's being said, and you'll be a much better listener.

b) Make Eye Contact

You'll find it easier to listen if you make regular eye contact with the speaker, according to the University of Minnesota Duluth Student Handbook. It's fine to look away occasionally to take notes or make note of a presentation point, but maintaining appropriate eye contact helps keep you actively engaged with what you're hearing.

c) Talk Less

The more you talk in a conversation, the less you're listening. Avoid trying to plan what you're going to say next while another person's talking if you really want to hear what he's telling you, says William F. Doverspike, PhD, in an article on the Georgia Psychological Association's website. Also take advantages of the other person's pauses as an opportunity to absorb what he's saying rather than as a cue for you to start talking.

d) Summarize as You Go

As you're listening, make mental summaries of what's being said. According to Lee and Hatesohl, good listeners use conversational pauses to mentally summarize the most important information. It can be helpful to repeat your summary aloud to the speaker, saying "Here's what it sounds like you're

concerned about" or "It sounds like you're saying this" before repeating your summary.

e) Focus on the Big Picture

Don't get bogged down by quibbles you might have with individual words or details, says Doverspike. Instead, focus on the big picture. Make sure you understand the speaker's main point instead of getting sidelined by details that may not matter. Along the same lines, don't let a speaker's vocal habits or appearance distract you from what she's saying."¹⁵

5.1.20. READING SKILL

“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.

¹⁵Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies in language learning* (pp. 15-30). Englewood Cliffs, NJ: Prentice-Hall.

The communicative approach to language teaching has given instructors a different understanding of the role of reading in the language classroom and the types of texts that can be used in instruction. When the goal of instruction is communicative competence, everyday materials such as train schedules, newspaper articles, and travel and tourism Web sites become appropriate classroom materials, because reading them is one way communicative competence is developed. Instruction in reading and reading practice thus become essential parts of language teaching at every level.

5.1.20.1. READING PURPOSE AND READING COMPREHENSION

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to

know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are presented as hypotheses and givens.

5.1.20.2. READING RESEARCH SHOWS THAT GOOD READERS

- Read extensively
- Integrate information in the text with existing knowledge
- Have a flexible reading style, depending on what they are reading
- Are motivated
- Rely on different skills interacting: perceptual processing, phonemic processing, recall
- Read for a purpose; reading serves a function”¹⁶

5.1.20.3. READING AS A PROCESS

“Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

¹⁶Ackersold, J. A., & Field, M. L. (1997). *From reader to reading teacher: Issues and strategies for second language classrooms*. New York: Cambridge University Press.

5.1.20.4. READER KNOWLEDGE, SKILLS, AND STRATEGIES INCLUDE

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another
- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies (see Strategies for Developing Reading Skills for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension, results when the reader knows which skills and strategies are appropriate for the type of text, and understands how to apply them to accomplish the reading purpose.

5.1.20.4. 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.

a) 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.
- 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, 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.¹⁷

5.1.20.5. 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.

¹⁷Barnett, M. A. (1989). *More than meets the eye: Foreign language learner reading theory and practice*. Englewood Cliffs, NJ: Prentice Hall Regents.

d) 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)

e) 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

f) 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

5.1.20.6. 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.

5.1.20.7. 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.”¹⁸

5.1.20.7. 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.

¹⁸Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. New York: Cambridge University Press.

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.

5.1.20.8. READING TO LEARN

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

- Reading to learn the language: Reading material is language input. By giving students a variety of materials to read, instructors provide multiple opportunities for students to absorb vocabulary, grammar, sentence structure, and discourse structure as they occur in authentic contexts. Students thus gain a more complete picture of the ways in which the elements of the language work together to convey meaning.
- Reading for content information: Students' purpose for reading in their native language is often to obtain information about a subject they are

studying, and this purpose can be useful in the language learning classroom as well. Reading for content information in the language classroom gives students both authentic reading material and an authentic purpose for reading.

- Reading for cultural knowledge and awareness: Reading everyday materials that are designed for native speakers can give students insight into the lifestyles and worldviews of the people whose language they are studying. When students have access to newspapers, magazines, and Web sites, they are exposed to culture in all its variety, and monolithic cultural stereotypes begin to break down.

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

5. Figure out the purpose for reading. Activate background knowledge of the topic in order to predict or anticipate content and identify appropriate reading strategies.
6. Attend to the parts of the text that are relevant to the identified purpose and ignore the rest. This selectivity enables students to focus on specific items in the input and reduces the amount of information they have to hold in short-term memory.
7. Select strategies that are appropriate to the reading task and use them flexibly and interactively. Students' comprehension improves and their confidence increases when they use top-down and bottom-up skills simultaneously to construct meaning.

8. Check comprehension while reading and when the reading task is completed. Monitoring comprehension helps students detect inconsistencies and comprehension failures, helping them learn to use alternate strategies.

5.1.20.9. DEVELOPING READING ACTIVITIES

Developing reading activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.

As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

- Construct the reading activity around a purpose that has significance for the students
- Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.
- Define the activity's instructional goal and the appropriate type of response

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

- Check the level of difficulty of the text

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

- How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.
- How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.
- Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.
- Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the

content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

- Use pre-reading activities to prepare students for reading

The activities you use during pre-reading may serve as preparation in several ways.

During pre-reading you may:

- Assess students' background knowledge of the topic and linguistic content of the text
- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess
- Clarify any cultural information which may be necessary to comprehend the passage
- Make students aware of the type of text they will be reading and the purpose(s) for reading
- Provide opportunities for group or collaborative work and for class discussion activities

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information
- Looking at pictures, maps, diagrams, or graphs and their captions
- Talking about the author's background, writing style, and usual topics
- Skimming to find the theme or main idea and eliciting related prior knowledge
- Reviewing vocabulary or grammatical structures
- Reading over the comprehension questions to focus attention on finding that information while reading
- Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
- Doing guided practice with guessing meaning from context or checking comprehension while reading

Pre-reading activities are most important at lower levels of language proficiency and at earlier stages of reading instruction. As students become more proficient at using reading strategies, you will be able to reduce the amount of guided pre-reading and allow students to do these activities themselves.

Match while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

- When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?
- When reading for pleasure, students need to ask themselves, Do I understand the story line/sequence of ideas well enough to enjoy reading this?
- When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, and, if not, how does it differ? To check comprehension in this situation, students may
 - Stop at the end of each section to review and check their predictions, restate the main idea and summarize the section
 - Use the comprehension questions as guides to the text, stopping to answer them as they read

Using Textbook Reading Activities

Many language textbooks emphasize product (answers to comprehension questions) over process (using reading skills and strategies to understand the text), providing little or no contextual information about the reading selections or their authors, and few if any pre-reading activities. Newer textbooks may provide pre-reading activities and reading strategy guidance, but their one-size-fits-all approach may or may not be appropriate for your students.

You can use the guidelines for developing reading activities given here as starting points for evaluating and adapting textbook reading activities. Use existing, or add

your own, pre-reading activities and reading strategy practice as appropriate for your students. Don't make students do exercises simply because they are in the book; this destroys motivation.

Another problem with textbook reading selections is that they have been adapted to a predetermined reading level through adjustment of vocabulary, grammar, and sentence length. This makes them more immediately approachable, but it also means that they are less authentic and do not encourage students to apply the reading strategies they will need to use outside of class. When this is the case, use the textbook reading selection as a starting point to introduce a writer or topic, and then give students choices of more challenging authentic texts to read as a followup.”¹⁹

¹⁹Anderson, N. (1999). *Exploring second language reading: Issues and strategies*. Boston, MA: Heinle&Heinle.

CHAPTER II

5.2. PRODUCTIVE SKILLS

The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading. Example: Learners have already spent time practicing receptive skills with a shape poem, by listening to it and reading it. They now move on to productive skills by group writing their own, based on the example. In the classroom, certain activities, such as working with literature and project work, seek to integrate work on both receptive and productive skills

5.2.1. 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.

In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

5.2.2. GOALS AND TECHNIQUES FOR TEACHING SPEAKING

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Language input may be content oriented or form oriented.

- Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.
- Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities.

In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including

beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.”²⁰

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.

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

²⁰Brown, and G. Yule. (1983). *Teaching the spoken language*. New York: Cambridge University Press

to focus on what the other participant is saying, without having to simultaneously plan a response.

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.

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”²¹

5.2.4. DEVELOPING SPEAKING ACTIVITIES

“Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their

²¹Clark, M. (1976). Second language acquisition as a clash of consciousness. *Language Learning* 26: 377-389.

purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

a) Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

b) Information Gap Activities

- Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by

asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

- **Completing the picture:** The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

c) **Jigsaw Activities**

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

- In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.
- More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then

reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they

are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

d) Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions .

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.
- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.
- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.
- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.
- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.
- Do topical follow-up: Have students report to the class on the outcome of their role plays.
- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the instructor prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.
- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.
- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.
- Use small groups instead of whole-class discussion: Large groups can make participation difficult.
- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.
- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.
- Do topical follow-up: Have students report to the class on the results of their discussion.

- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.²²

5.2.5. WHAT IS WRITING?

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

²²Schmidt, R. W., &Frota, S. N. (1986).Developing basic conversational ability in a second language: A case study of an adult learner of Portuguese. In R. R. Day (Ed.), *Talking to learn* (pp. 237-326). Rowley, MA: Newbury House.

As a rule, however, we do not write just one sentence or even a number of unrelated sentences. We produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short-perhaps only two or three sentences- but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what we may call a “text”²³.

5.2.5.1. CHARACTERISTIC OF WRITTEN LANGUAGE.

a) Permanence.

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

b) Production Time.

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

A good deal of emphasis is placed on reading speed in our fast-paced, time-conscious society, which is good news and bad news, the good news is that readers can indeed capitalize on the nature of the printed word and develop

²³Terry, R. M. (1989). Teaching and evaluating writing as a communicative skill. *Foreign Language Annals*, 22(1), 43-54.

very rapid reading rates. The bad news is that many people who are “slow” readers are made to feel inferior. In practice, except for the time factor itself, fast readers do not necessarily have an advantage over slow readers.

c) Distance.

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

d) Orthography

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

English orthography itself, in spite of its reputation for being “irregular“is highly predictable from its spoken counterpart, especially when one consider morphological information as well.Fro literate learners of English, our

spelling system presents only minor difficulties, even for those native language have quite different system.

e) Complexity

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

f) Vocabulary

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

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

However, because the meaning of a good many unknown words can be predicted from their context, and because sometimes the overall meaning of a sentence or paragraph is nevertheless still clear, learners should refrain from the frequent use of a bilingual dictionary.

g) Formality

Formality refers to prescribed forms that certain written message must adhere to. The reason that you can both recognize a menu and decide what to eat fairly quickly is that menus conform to certain conventions things are categorized in logical order and subcategorized; exotic or creative names for

dishes are usually defined; prices are given for each item; and the menu isn't so long that it overwhelms you.

We have rhetorical, or organizational, formality in essay writing that demands a writer's conformity to conventions like paragraph topics: we have logical order for, say, comparing and contrasting something; we have openings and closings and a preference for no redundancy and, subordination of clauses, etc. until reader is familiar with the formal features of a written text, some difficulty in interpretation may ensue. ²⁴

5.2.5.2. MICROS SKILLS FOR WRITING.

There are some micros kills for writing production such us:

- Produce graphemes and orthographic patterns of English.
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.

²⁴Hewins, C. (1986). Writing in a foreign language: Motivation and the process approach. *Foreign Language Annals*, 19(3), 219-223.

- Appropriately accomplish the communicative functions of written text according to form and purpose.
- Convey links and connections between events and communicative such relations as main idea, supporting idea, new information, generalization and exemplification.
- Distinguish between literal and implied meanings when writing.
- Correctly convey culturally specific references I the context of the writing text.

5.2.6. TYPES OF CLASSROOM WRITING PERFORMANCE.

1. Imitative or writing down.

At the beginning level of learning to write, students will simply “write down” English letters, words, and possible sentences in order to learn the conventions of the orthographic code.

Some forms of dictation fall into this category, although dictations can serve to teach and test higher-order processing as well. Dictations typically involve the following steps:

- a. Teacher reads the paragraph once or twice at normal speed.
- b. Teachers read the paragraph in short phrase units of three or four words each and each unit is followed by pause.
- c. During the pause, students write exactly what they hear.
- d. Teacher then reads the whole paragraphs once more at normal speed to students can their writing.

- e. Scoring of students' written work can utilize a number of rubrics for assigning points. Usually spelling and punctuation errors are not considered as severe as grammatical errors.

2. Intensive or Controlled.

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much, if any, creativity on the part of the writer.

A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time reference in the paragraph.

Guided writing loosens the teacher's control but still offers a series of stimulators. For example the example might get students to tell a story just viewed on a videotape by asking them series of questions: where does the story take place? Describe the principle character. What does he say to the woman in the car?

Yet another form of controlled writing is dicto-comp. Here, a paragraph is read at normal speed, usually two or three times; then the teacher asks students to rewrite the paragraph to the best of their recollection of the reading. In one of several variations of the dicto-comp technique, the teacher, after reading the passage, puts key words from the paragraph, in sequence, on the chalkboard as cues for the students.

3. Self-writing

A significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. The most salient instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of the later recall. Other note-taking may be done in the margins of books and on odd scraps of paper.

Diary or diurnal writing also falls into this category. However, in many circumstances a dialogue journal, in which a student records thoughts, feelings, and reactions and which an instructor reads and responds to while ostensibly written for oneself, has two audiences.

4. Display Writing.

It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display.

5. Real Writing.

Three subcategories illustrate how reality can be injected.

a. Academic. The language experience approach gives groups of students' opportunities to convey genuine information to each other. Content-based instruction encourages the exchange of useful information, and some of this learning uses the written word. Group problem-solving tasks, especially those that relate to current issues and other personally

relevant topics, may have a writing component in which information is genuinely sought and conveyed. Peer-editing work adds to what would otherwise be an audience of one and provides real writing opportunity.

b. Vocational / technical. Quite a variety of real writing can take place in class of students studying English for advancement in their occupation. Real letters can be written; genuine directions for some operation or assembly might be given, and actual forms can be filled out.

c. Personal. In virtually any, diaries letters, post cards, notes, personal messages, and other informal writing can take place, especially within the context of an interactive classroom. While certain tasks may be somewhat contrived, nevertheless the genuine exchange of informational can happen.²⁵

5.2.7. TEACHING –LEARNING WRITING STRATEGIES

Teacher-Guided	Student Empowerment	Specific Strategies
<p>Before</p> <ul style="list-style-type: none"> • Discovering what to say about a particular topic • Considering the variables of purpose, audience, and form • Planning 	<p>Before</p> <ul style="list-style-type: none"> • What is my topic? My purpose? • Who is my audience? • What should I say? • What form should I use? • How should I 	<p>Before</p> <ul style="list-style-type: none"> • Talking, Interviewing, Reading, Researching • Brainstorming, Listing, Clustering, Mapping, Webbing, Flowcharting, Outlining • Focused Free Writing • Heuristics • Questions/Prompts/Leads

²⁵Dvorak, T. (1986). Writing in the foreign language. In B. Wing (Ed.), *Listening, reading, writing: Analysis and application* (pp. 145-167). Northeast Conference Reports. Middlebury, VT: Northeast Conference.

<p>During</p> <ul style="list-style-type: none"> • Saying what is meant as directly and clearly as possible • Finding an appropriate voice and point of view • Telling the reader about the topic 	<p>organize my ideas?</p> <p>During</p> <ul style="list-style-type: none"> • How can I introduce my topic? • How can I develop each part? • How can I conclude my topic? 	<ul style="list-style-type: none"> • Reading and Examining Models • Viewing, Visualization, Guided Imagery • Journal Writing <p>During</p> <ul style="list-style-type: none"> • Mapping Thoughts • Writing-off a Lead • Fast or Free Writing • Personal Letter • Conferencing • Reflecting and Questioning Self
<p>Revising</p> <ul style="list-style-type: none"> • Editing for ideas and organization • Proofreading for conventions other than content 	<p>Revising</p> <ul style="list-style-type: none"> • Have I edited and proofread? • Have I practised a variety of editing and proofreading methods? Which work best for me? 	<p>Revising</p> <ul style="list-style-type: none"> • Reading Aloud to Another • Using Revision Checklists • Check and Question Marks • Using a "Pass" Strategy • Self-monitoring • Peer Conferencing

5.2.8. DEVELOPMENT OF WRITING ABILITIES

“Writing is a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Writing shapes their perceptions of themselves and the world. It aids in their personal growth and in their effecting

change on the environment. Students are often unaware of the power of the written word, yet the written word”²⁶:

... enables the writer, perhaps for the first time, to sense the power of ... language to affect another. Through using, selecting and rejecting, arranging and rearranging language, the student comes to understand how language is used (Greenberg & Rath, 1985, p. 12).

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

The teacher’s mandate is to assist adolescents to gain control over the written word.

Students should:

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

5.2.9. WRITING AS PROCESS

“Writing is a messy process. It is not linear; it is recursive, "a loop rather than a straight line", where the writer writes, then plans or revises, and then writes again (Emig, 1971). Teachers can help students write more effectively by getting them to

²⁶RAIMES Ann. Teaching writing. Annual review of applied linguistic. 1998.

examine their own creative processes. Although the process of writing is essentially idiosyncratic, writers usually work through a few basic phases. Students can be shown the different stages in the production of a piece of writing and be encouraged to discover what works best for them. Students can be shown the basic phases of the writing process: pre-writing, drafting, revising (editing and proofreading), and presenting. The "writing process is the thinking processes that go on during writing" (Crowhurst, 1988, p. 7). The writing process can be summarized as follows²⁷.

Prewriting:

- ✓ using pre-writing techniques to gather ideas
- ✓ choosing a purpose and an audience
- ✓ ordering ideas

Drafting

- ✓ putting ideas down on paper
- ✓ exploring new ideas during writing

Revising

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

²⁷Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio assessment in the reading-writing classroom*. Norwood, MA: Christopher-Gordon Publishers.

Presenting

- ✓ Sharing writing

5.2.9.1. PRE-WRITING

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

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

- talking with and interviewing people who know something about a topic
- brainstorming
- focused free writing (i.e., nonstop writing on an intended subject to crystallize ideas and feelings)
- mapping and webbing (i.e., drawing thought webs or graphic representations of the topic)

- writing "leads" (i.e., creating three or more opening sentences as a way of determining the shape and scope of the topic)
- listing
- using reporters' questions (i.e., Who? What? When? Where? Why? How?)
- making similes and metaphors (i.e., asking "What is it like?")
- finding similarities and differences by comparing and contrasting concepts, pictures, and objects
- reading and examining written models to gather information about the topic or to notice genre, style, or tone
- viewing pictures, paintings, television, films, CD-ROMs, or slides
- using visualization and guided imagery
- listening to CDs, tapes, and records
- debating, role playing, and improvising
- exploring ideas in a journal.

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

Purposes

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

Audiences

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

Writing Forms

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

Some examples include:

- personal experience narratives
- autobiographies

- biographies
- fictional narratives (e.g., short stories and novellas)
- diary entries
- journal entries
- learning logs
- poetry (e.g., ballads, acrostics, counted-syllable formats, free verse, song lyrics, other formats)
- parodies
- essays
- research reports
- reviews
- news stories
- editorials and opinions
- advertisements
- correspondence (e.g., friendly letters; invitations; letters of thanks, complaint, application, sympathy, inquiry, protest, congratulation, apology)
- scripts (e.g., skits, plays, radio plays, TV commercials)
- oral histories
- eulogies and last will and testaments
- speeches
- memoranda and messages
- instructions and advice
- rules and regulations
- minutes and forms

- pamphlets
- résumés and cover letters.

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

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

5.2.9.2. ORGANIZING AND DEVELOPING IDEAS

Writers not only need to think about what they are going to say but also about how they are going to say it. Pre-composing plans help students approach the blank page. During the pre-writing phase, students should also give some attention to how they might organize and develop their thoughts (Olson, 1992). Although these plans will be tentative, they are useful for getting started.

Students need to organize their ideas in logical sequences. Several ways of developing and organizing ideas are possible depending on purpose and form. Some different ways of development and organization include:

Chronological order

- a chronological or step-by-step arrangement of ideas by time or order of occurrence

Spatial order

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

Common logic

- definitive (e.g., is called, is made up of)
- classification and division (e.g., parts and relationships)
- order of importance (e.g., first, second)
- comparison and contrast (e.g., compared to, differs from)
- cause-effect (e.g., consequently, the reason for)
- problem-solution (e.g., problem, alternatives, decisions)
- pros and cons (e.g., strongly support, against)
- inductive and deductive (e.g., specific to general, broad to specific)
- dialectic (e.g., thesis/antithesis/synthesis).

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

5.2.9.3. DRAFTING

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

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

During drafting, teachers should encourage students to:

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

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

- Mapping. Creating a map of additional ideas and reconceptualizing ways to order them as they write sometimes helps students capture their ideas before they are lost.
- "Writing-off" leads. Creating several first lines and then using the key words and direction suggested by one of these leads sometimes gets drafts underway for students.
- Fast or free writing. Writing an entire first draft as quickly as possible without rereading or pausing to attend to mechanics sometimes helps students create their first draft.

- Personal letters. Writing a first draft as if it were a personal letter to one specific person such as a friend sometimes frees students to create their first draft.
- Conferencing. Talking about ideas with a teacher or peer sometimes helps students see how they can start and develop their first draft.
- Reflecting and questioning. Pausing to ask themselves what they are saying and if they need to say more or to say it differently sometimes helps students move their drafts forward.

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

5.2.9.4. REVISING--EDITING AND PROOFREADING

Drafts reflect the struggle to get words down on paper and, as such, they are usually rough and incomplete. Revising brings a work to completion. It is a complex process of deciding what should be changed, deleted, added, or retained. Revising is the general post-writing procedure which involves editing (revising for ideas and form) and proofreading (revising for sentence structure, spelling, punctuation, and capitalization).

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

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

Useful strategies for revising ideas and form include:

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

Pass 1: Edit for truth and accuracy

(E.g., Did the governor really say his opponent had a face like a ferret? Why correct the spelling at this point if you might change the sentence?)

Pass 2: Edit for organization.

(E.g., Is each paragraph appropriately placed?)

Pass 3: Edit for paragraph structure.

(E.g., Does each paragraph have a topic sentence?)

Pass 4: Edit for sentence structure.

(E.g., Does each sentence have a verb? Is there variation in sentence length?)

Pass 5: Edit for word choice.

(E.g., Have you used "less" when you mean "fewer"?)

Pass 6: Edit for spelling and punctuation.

Pass 7: Edit for conciseness and clarity.

(E.g., Is there anything else that should be removed? Added?)

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

- paragraph structure
- sentence structure (syntax)
- word choice (diction)
- usage
- spelling
- capitalization
- punctuation
- appearance (e.g., spacing, indentation, page numbers).

A checklist for students to refer to when revising follows.

Questions for Editing and Proofreading

Ideas/Content:

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

Organization:

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

Voice/Tone/Flavour:

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

Word Choice:

1. Are my words accurate, concise, and well chosen?
2. Do I feel the need to experiment with any new words?
3. Is my paper enjoyable to read?

Syntax/Sentences:

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

Writing Conventions:

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

(Spandel&Stiggins, 1990, p. 130. Used with permission of Addison-Wesley Educational Publishers Inc.)

With experience, most students can develop a personal revision checklist.

a) Conferences

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

In peer conferences, students need to know how to maintain a helpful and supportive relationship. Alvermann and Phelps (1994) suggest that collaboration

among student writers does not occur spontaneously. Teachers need to take time to model good responses and set some ground rules such as the following”²⁸:

- Be positive. Respond to what the writer is trying to say and what the writer does well. Tearing down another person’s work will only result in discouragement and hurt feelings.
- Be helpful. Do your best to make comments that will be useful to the writer.
- Be specific. Talk about specific words, phrases, or paragraphs
- Students can be encouraged to use the PQP method of peer response:

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

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

P (Polish) What specific improvements could I make?

(Lyons, 1981, p. 42)

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

Sample Peer Conference Guide

Writer:

Reader:

Date:

Written Work:

²⁸Alvermann& Phelps, Strategies and techniques for Improving writing 1994, p. 212.

Discuss the following:

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

In any teacher-student conference, the key to success lies in asking questions that teach--questions that lead students to discover what they have to say and want to communicate, and that encourage them to talk about the work. The teacher can, for example, ask:

How is it going?

Where are you now in your draft?

Can you tell me more about that?

Can you say more about ...?

What do you think you will do next?

Where do you want this piece to go?

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

(Graves, 1983, p. 245)

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

b) Learning to write by writing

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

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

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

Stage	Writer's Focus	Teacher's Focus
Pre-writing	Exploring	Encouraging,

	ideas	probing
Drafting	Developing ideas	Suggesting
Revising	Clarifying, revising text	Questioning, coaching
Presenting	Sharing text	Responding

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

6. Draw up a list of five topics they really want to write about, choosing topics that will interest their students (for example, a camping trip, a pet's death, an embarrassing school memory).
7. List their topics on the board, discuss each briefly, and tell how they came to choose one of them to write about at this time.
8. Begin a very rough draft on a transparency at the overhead projector so that students can see their writing begin to take shape. While teachers write, they

should talk about their thoughts, word choices, and changes in focus or direction as they occur.

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

c) Mini-lessons

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

Sample Mini-lesson

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

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

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

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

Each opener presents a vivid but incomplete glimpse of what is to follow. The reader wants to read on to see the rest of the picture”²⁹.

d) Writer’s workshop

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

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

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

²⁹TEMPLE & GILLET, *Teaching Students to Write* 1983, p. 238.

5.2.9.5. PRESENTING AND PUBLISHING

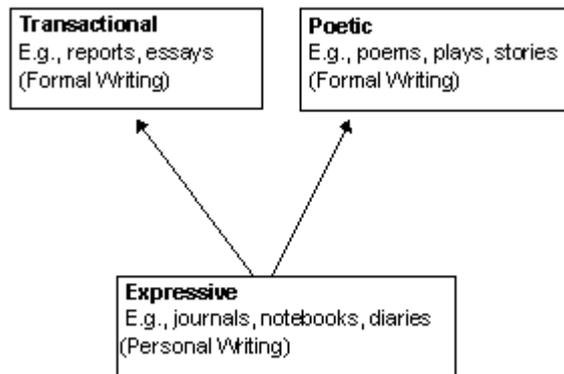
The writing process usually culminates in sharing and presenting. Publishing in its broadest sense, means "making public" or sharing with others. Students should be given the opportunity to choose pieces of writing they wish to have presented. Any piece that the teacher might select for presentation should be the result of a discussion with the student. The ways of presenting student writing are numerous: shared reading, bulletin board, individual books, class/school/city newspapers, student anthologies, or literary contests. Having a wider audience often will lead students to take more care and pride in their writing. However, teachers should keep in mind that some writing is private and some students will be reluctant to make their writing public. Teachers should be sensitive to individual student needs, while at the same time encouraging them to share some of their best work.

5.2.10. A VARIETY OF WRITING EXPERIENCES

Although the writing process is the starting point for developing students' writing abilities, teachers must recognize that students need a range of writing experiences to develop as writers. Moffett and Wagner (1983), Britton, Burgess, Martin, McLeod, and Rosen (1975), and others have noted that writing practice and instruction must occur in at least three modes--the expressive, transactional, and poetic. Students use the expressive mode to explore and explain their own thoughts and feelings informally. They use the transactional mode to report, inform, explain,

and persuade. They use the poetic mode to create a literary work. Each has a place in a balanced writing program.

“Traditionally, high school English courses have focused on the transactional and poetic modes to the exclusion of the expressive. Britton et al. (1975) argue that the expressive mode is the base for the other two and, therefore, deserves a higher profile in secondary school classrooms. Young (1982) captures this in the following diagram.



Informal writing can easily be incorporated into language arts courses. Just as silent sustained reading (SSR) is a familiar practice in many classrooms, silent sustained writing (SSW) can be similarly incorporated. To this end, students can use the following:

- Response journals, which encourage them to reflect and respond to what they are reading, hearing, or viewing.
- Writers’ notebooks, which encourage them to explore and record their ideas for subsequent compositions.

- Memorandums, which encourage students to respond personally to an issue. (E.g., "Write one page per week on an issue about which you feel strongly. Choose your format. This will not be graded except for effort. It must be original and will be responded to in one of two ways--either hand it in for written comments or share it with the class.")
- Fast writes, which encourage students to increase their fluency through timed writing on a given topic. By putting down whatever comes to mind, writing as quickly as they can, students can begin to see their initial ideas and discover others that can be expanded and developed in subsequent writing.
- Dialogue journals, which encourage students to interact with teachers as both make written responses to each other's entries.
- Learning logs, which encourage students to reflect on what they have learned in any subject area. Logs explore questions such as the following: What did you learn today? What confused you? What questions do you still have? What was the point of the lesson?

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

0 = no entry attempted

1 = a limited entry attempted; incomplete or unclear

2 = a clear, complete, and thoughtful entry.

Whatever form of assessment or evaluation is used, teachers need to set expectations. Mechanical errors will not be the focus of the teacher's responses but recurrent technical weaknesses will be noted for diagnostic purposes and future teaching. Each journal or log entry should be dated and labeled. The journal or log should be accessible to the student. The time when students write in their journal or log may vary--at the beginning of a lesson, during a lesson, for closure, once a week, twice a week, three times a week. As students work with the various modes--expressive, transactional, and poetic--they gain experience with the types of writing that are outlined in the learning objectives and that are carried out in daily living"³⁰.

a. Writing Folders and Portfolios

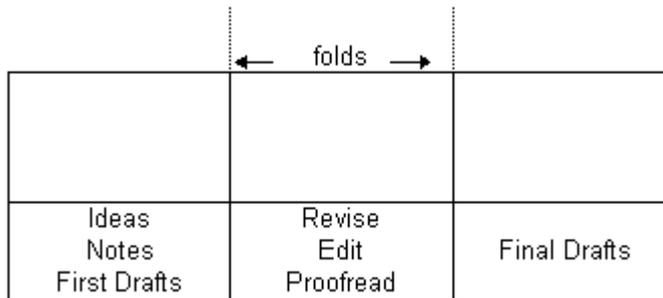
Students' writing folders are collections of the students' in-process writing. During an English language arts course, students will produce a number of compositions. Some will reflect the entire writing process but some will reflect only parts of it. For example, a student might begin five different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

A simple letter-size file folder or a manila folder can be used to store the various compositions as well as checklists, editors' comments, and student and teacher

³⁰ YOUNG, *Traditional Writing* 1982, p. 80.

evaluations. Writing folders can be made from Bristol board or a similar light cardboard. Separate sections can be kept for ideas, notes, and first drafts; for work in progress; and for final drafts.

Sample Writing Folder



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

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

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

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

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

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

Sample Guidelines for Writing Portfolios

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

b. Assessment of Writing

It is important that learning experiences in the classroom be assessed in an authentic manner. The traditional grading of papers still has a legitimate place in the English language arts classroom but should not be the sole means of assessing writing. Rather, continuous assessment should mirror instruction and be interwoven with it. Continuous assessment is vital in order that teachers gain a clear, reliable picture of how students are progressing and how well the methods of instruction address students' needs.

Writing assessment can take many forms and should take into account both product and process. In process assessment, teachers monitor the process students go through as they write. In product assessment, teachers evaluate students' finished compositions. In both types of assessment, the goal is to help students become better and more confident writers.

Process Assessment

Teachers watch students as they engage in writing in order to determine strengths, abilities, and needs. Teachers observe in order to learn about students' attitudes and interests in writing, the writing strategies that they use, and how students interact with classmates during conferencing. While observing, teachers may ask students questions such as: How is it going? What are you writing about? Where do you want this piece to go? This type of informal observation enables teachers to make informed instructional decisions and demonstrates to students that teachers are supportive of their efforts during the writing process.

Conferencing is a central means of assessing the writing process. A student-teacher conference is a meeting to discuss work-in-progress. As teachers listen to students talk about writing, they can learn how to help students work through the process. A conference can occur at various points of the writing process. Teachers' questions can lead students to discuss what they know, what they are doing, what they find confusing, or of what they are proud. Teachers should balance the amount of their talk with the students' talk and allow the students to take responsibility for discussing and thinking about their own writing.

The key to success in any conference lies in asking questions that teach. The following are examples:

As students begin to write:

- What will your topic be?
- How did you choose (or narrow) your topic?
- What pre-writing activities are you doing?
- How are you gathering ideas for writing?
- How might you organize your writing?
- How might you start writing your rough draft?
- What form might your writing take?
- Who might be your audience?
- What do you plan to do next?

As students are drafting:

- How is your writing going?
- Are you having any problems?
- What do you plan to do next?

As students revise their writing:

- How do you plan to revise your writing?
- What kinds of revisions did you make?
- Are you ready to make your final copy?
- What kinds of mechanical errors have you located?
- How has your editor helped you proofread?
- How can I help you identify (or correct) mechanical errors?
- What do you plan to do next?

After students have completed their compositions:

- With what audience will you share your writing?
- What did your audience say about your writing?
- What do you like best about your writing?
- If you were writing the composition again, what changes would you make?
- How did you engage in the phases of the writing process in writing this composition?

(Adapted from Tompkins, 1994, p. 375)

Using anecdotal records and checklists, teachers can chart students' development and gather information that will help them determine grades and quality. Anecdotal

records provide teachers with details about students' writing. Over time, these records provide comprehensive pictures of the students as writers. Teachers can use or adapt the checklist on page 97 to assess students during the phases of the writing process.

When students assess their own writing and writing processes, they develop a sense of responsibility. In self-assessment, students assess their own writing and decide which pieces will be shared or evaluated. As students work through the writing process, they may address the quality and effectiveness of the writing. They may also judge if they have met the requirements for the given assignment. Early in the course, teachers can introduce students to the concept of self-assessment by creating a handout with questions such as the following:

Sample Self-assessment

Does my composition make sense?

Does it say what I want it to say?

Does it say it clearly?

Can the reader follow my thinking (i.e., my organization)?

Are there any details that need to be deleted? Added?

Am I happy with this composition?

What makes this piece of writing strong? Weak?

Students' reflections and insights are an important element of evaluation. Most classes, with practice, are capable of assisting the teacher in establishing evaluative

criteria. Teachers should clearly communicate to students their expectations regarding evaluation. An example follows:

Choose five compositions from your writing folder/portfolio that you wish to submit for evaluation. Each composition should have gone through the following steps:

Step 1: Pre-writing plans

Step 2: Rough draft(s)

Step 3: Edited, proofread, and initialed by a peer or other person

Step 4: Revised and rewritten.

Work from each step must be submitted. You will be assigned/may choose a submission date.

HYPOTHESES

GENERAL

The methodological strategies used by the teachers influence on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

SPECIFICS

- There is little application of the methodological strategies to develop the receptive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

- The methodological strategies that teachers use are not helping to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Nigh High School. Academic Period 2010-2011.

f. METHODOLOGY

➤ TYPE OF STUDY

The present research work is defined as a no experimental work because it is an educational theme and the researchers will not have the chance to manipulate the variables. They only will describe the object in the same way as it is represented in the reality and it will be developed through a critical analysis of the results in order to propose some alternatives of solution to the problematic found.

As particular methods we will use the descriptive, the analytical-synthetic and the explicative one.

The descriptive method will be used to describe the main results that we reached in the applied instruments and it will facilitate the description of the training that the teachers have received and the main competencies that they have in their professional practice. It will also let us research the relation of the teachers' training with the students' achievement in the English Language.

The analytic-synthetic method will be used to analyze the obtained results through the field instruments and to make the interpretation of the data and to establish the conclusions based on the results of major tendency. It will also help us to analyze the relation between the teachers' training and the students' learning of the English Language.

The explicative method will serve to explain the implicit relation of the established variables in the research object, to give our point of view according to the obtained results and to explain the theoretical referents about the teachers' training and the learning of the English language in the researched High School.

It's important to mention that the descriptive statistics will be used as a tool that will facilitate the representation of the data in tables and graphs that will let us the comprehension of the information.

➤ **TECHNIQUES AND INSTRUMENTS**

In order to get the empiric information about the researched object we will use the following techniques and instruments.

A survey will be applied to the teachers of the English Language in order to know the strategies and techniques that they apply to develop the receptive and productive skills into the English learning process.

It also will be applied to the students of "BenjamínCarrión" High School in order to contrast the information that we will obtain since two points of view teachers and students. It will be applied through a questionnaire that will be elaborated with closed questions about the indicators that will guide our research work. To apply the survey we will explain the purpose of the project and the intention of the survey to the actors so that they won't deny supporting in the development of this important work.

➤ PROCEDURES

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

- ◆ The tabulation of the data making use of the descriptive statistics in the case of the closed questions and the criteria questions will be classified by categories in order to facilitate their interpretation. The tabulation of all the applied instruments will let us a contrast of the information and the analysis of one indicator since different points of view.

- ◆ The organization of the empiric information will be made according to the specific variables that will guide the classification of the questions by hypotheses.

- ◆ The graphic representation of the empiric information in tables and graphs that will let us the visualization of the data easily, and the tendency of the indicators in each variable.

- ◆ The analysis and interpretation of the empiric information stating the results in percentages and in the analysis of the data will be necessary to check again the principles of the main categories developed in the theoretical frame.

- ◆ The formulation of conclusions will be done with worth judgments that can be derived from the analysis and interpretation of the data and they will be based on the specific objectives which have guided the research process.

- ◆ The verification of the hypothesis will be done through the empiric method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

- ◆ The elaboration of the final report will be done through the integration of all the components of the research process trying a logic organization among them; this process will require a new revision of the theme, objectives, hypotheses and theoretical frame so we will get a good relation among them.

We also will take into account in the report, the National University of Loja regulations about the Graduation requirements to hand in the research work.

➤ **POPULATION AND SAMPLE**

The population that will help us in the field work is constituted by all the teachers that teach at “BenjamínCarrión” High School who are three and it is considered as a small population.

Regards to the students, we will also work with all of them who are 213 students from eight year of Basic Education to 3rd year of “Bachillerato” because it is a small population. They are represented in the following chart:

Chart No. 1

POPULATION	GROUP “A”	GROUP “B”	GROUP “C”	TOTAL
8th year of Basic education	33			33
9th year of Basic education	23			23
10th year of Basic education	42			42
1st year of “Bachillerato”	42	16		58
2nd year of “Bachillerato”	18	10		28
3rd year of “Bachillerato”	10	12	07	29
TOTAL				213
TEACHERS				3

g. TIMETABLE

MONTHS	2010				2011																2012																																						
	Nov				Dec				Jan				Feb				Mar				Apr				May				Jun				Jul				Aug				Sep				Oct				Nov				Dec				Jan		
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
<i>Elaboration of the project</i>	x	x	x	x	x																																																						
<i>Presentation of the Project</i>									x	x	x																																																
<i>Writing the recommendations to the project</i>													x	x	x	x																																											
<i>Checking and redesign of the research instruments</i>													x	x	x	x																																											
<i>Application of the research instruments</i>																	x	x	x	x	x																																						
<i>Processing of the research</i>																					x	x	x	x	x																																		
<i>Drawing conclusions</i>																													x	x	x																												
<i>Elaboration of the report</i>																																	x	x	x	x																							
<i>Private qualification of the thesis</i>																																	x	x	x																								
<i>Write the recommendations</i>																																					x	x	x																				
<i>Public sustentation and Graduation</i>																																																	x	x									

h. BUDGET AND FINANCING

RESOURCES

✓ HUMAN

Research Group:

- Cecibel Alexandra Guamán Ortiz
- Silvia Mafalda Granda Maza
- Teachers of the “Benjamín Carrión” High School
- Students of the “Benjamín Carrión” High School

➤ MATERIAL

We will use different kind of material resources to develop the research work such as: Office material, books, copies, computer, printer, paper, folders and paper clips.

➤ BUDGET

-	First draft	\$	200
-	Second draft	\$	200
-	Final work	\$	400
-	Unforeseen	\$	200
	TOTAL	\$	1.000

➤ FINANCING

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

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TEACHERS' SURVEY

The present work has as main objective to determine the strategies that teachers apply to develop the receptive and productive skills into the English Language Teaching learning process with the students at “BenjamínCarrión” High School”; For this reason, we ask all your collaboration answering the present survey.

1. Do you apply methodological strategies to develop the receptive skills?

Yes () No () Sometimes ()

Why:

2. Which or the following strategies help the students to improve the listening skill?

- a) Use body language ()
- b) Be responsive ()
- c) Acknowledge your audience ()
- d) Repeat silent points ()
- e) Emphasizing ()
- f) Others ()

3. Select the techniques that are applied as pre-reading or pre-listening strategies?

- a) Skimming ()
- b) Scanning ()
- c) Predicting ()
- d) Previewing ()
- e) Questions and answers ()

4. What kind of reading or listening do you practice with your students?

- a) Intensive reading or listening (in class) ()
- b) Extensive reading or listening (extra material at home) ()

5. What is the reading or listening purpose?

- a) For pleasure ()
- b) For comprehension ()
- c) For improving the language ()
- d) For completing the task ()

6. What kind of techniques do you use while-reading or listening?

- a) Main idea ()
- b) Sequence of ideas ()
- c) Understanding ()
- d) High lightning ()

7. Which of the following pos-reading or pos-listening strategies do you apply with your students?

- a) Summarizing ()
- b) Matching ()
- c) Questions and answers ()
- d) Checking predictions ()
- e) Graphic organizers ()

8. Which are the productive skills of the English Language?

- a) Listening ()
- b) Speaking ()
- c) Reading ()
- d) Writing ()

9. How do you work with the productive skills?

- a) Through grammar and vocabulary ()
- b) Thought interaction ()
- c) Through cooperative work ()

10. Which of the following aspects are the purposes of productive skills?

- a) Focus on information ()
- b) Focus on linguistic competence ()
- c) Focus on discursive competence ()
- d) Focus on socio-linguistic competence ()
- e) Focus on producing language ()
- f) Focus on completing the task ()

11. Which of the following strategies do you apply in productive skills?

- a) Using minimal responses ()
- b) Discussions ()
- c) Role plays ()
- d) Jigsaw activities ()
- e) Information gap activities ()
- f) Communicative activities ()

12. Which of the following strategies are appropriate to work with writing?

- a) Editing ()
- b) Drafting ()
- c) Planning ()
- d) Revising ()
- e) Publishing ()
- f) Organizing ()
- g) Matching ()

13. What kind of written production do you develop with your students?

- a) Stories ()
- b) Compositions ()
- c) Articles ()
- d) Reports ()

e) Letters ()

14. What is the receptive and productive level of students' in the English Language in your High School?

Skills	20-19 Excellent	18-17 Very Good	16-15 Good	14-12 Regular	11-10 Deficient
Listening					
Reading					
Speaking					
Writing					

THANKS

STUDENTS' SURVEY

The present work has as main objective to determine the strategies that teachers apply to develop the receptive and productive skills into the English Language Teaching learning process with the students at “BenjamínCarrión” High School”; For this reason, we ask all your collaboration answering the present survey.

1. Does your teacher apply methodological strategies to develop the listening and reading skills?

Yes () No () Sometimes ()

Why:

2. Which or the following strategies help you to improve the listening skill?

- g) Use body language ()
- a) Be responsive ()
- b) Acknowledge your audience ()
- c) Repeat salient points ()
- d) Emphasizing ()
- e) Others ()

3. Select the techniques that your teacher applies before reading or listening?

- a) Skimming ()
- b) Scanning ()
- c) Predicting ()
- d) Previewing ()
- e) Questions and answers ()

4. What kind of reading or listening do you practice?

- c) Intensive reading or listening (in class) ()
- d) Extensive reading or listening (extra material at home) ()

5. What is the reading or listening purpose?

- e) For pleasure ()
- f) For comprehension ()
- g) For improving the language ()
- h) For completing the task ()

6. What kind of techniques does your teacher use while-reading or listening?

- e) Main idea ()
- f) Sequence of ideas ()
- g) High lining ()

7. Which of the following pos-reading or pos-listening strategies does your teacher apply with in class?

- f) Summarizing ()
- g) Matching ()
- h) Questions and answers()
- i) Checking predictions()
- j) Graphic organizers ()

8. Which are the productive skills of the English Language?

- e) Listening ()
- f) Speaking ()
- g) Reading ()
- h) Writing ()

9. How does your teacher work with speaking and writing skills?

- d) Through grammar and vocabulary ()
- e) Thought interaction ()
- f) Through cooperative work ()

10. Which of the following aspects are the purposes of speaking and writing skills?

- g) Focus on information ()
- h) Focus on linguistic competence ()
- i) Focus on discursive competence ()
- j) Focus on socio-linguistic competence ()
- k) Focus on producing language ()
- l) Focus on completing the task ()

11. Which of the following strategies does your teacher apply in productive skills?

- g) Using minimal responses ()
- h) Discussions ()
- i) Role plays ()
- j) Jigsaw activities ()
- k) Information gap activities ()
- l) Communicative activities ()

12. Which of the following strategies does your teacher apply to work with writing?

- h) Editing ()
- i) Drafting ()
- j) Planning ()
- k) Revising ()
- l) Publishing ()
- m) Organizing ()
- n) Matching ()

13. What kind of written production do you develop in the English class?

- f) Stories ()

- g) Compositions ()
- h) Articles ()
- i) Reports ()
- j) Letters ()

14. What is your level in the English Language Skills?

Skills	20-19 Excellent	18-17 Very Good	16-15 Good	14-12 Regular	11-10 Deficient
Listening					
Reading					
Speaking					
Writing					

THANKS

CONSISTENCY MATRIX

THEME: THE METHODOLOGICAL STRATEGIES USED BY THE TEACHERS AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE ENGLISH LANGUAGE SKILLS IN THE TEACHING LEARNING PROCESS WITH THE STUDENTS AT “BENJAMIN CARRIÓN” NIGHT HIGH SCHOOL. ACADEMIC PERIOD 2010-2011

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
GENERAL	GENERAL	GENERAL		
How do the methodological strategies used by the teachers influence on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School?. Academic Period 2010-2011.	To determine the methodological strategies used by the teachers on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.	The methodological strategies used by the teachers influence on the development of the English Language Skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.		

SUBPROBLEMS	SPECIFICS	SPECIFICS		
<p>What kind of methodological strategies do the teachers use to develop the receptive skills with the students at “Benjamin Carrion” Night High School? Academic Period 2010-2011.</p>	<p>To find out the methodological strategies that teachers use to develop the receptive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.</p>	<p>There is little application of the methodological strategies to develop the receptive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.</p>	<p>Methodological strategies to develop receptive skills</p>	<ul style="list-style-type: none"> • Skimming • Scanning • Guessing meaning from context • Listening or reading for gist • Listening or reading for details
<p>Which are the methodological strategies that teachers use to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School?. Academic Period 2010-2011.</p>	<p>To determine the methodological strategies that teachers use to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.</p>	<p>The methodological strategies that teachers use are not helping to develop the productive skills in the Teaching Learning Process with the students at “Benjamin Carrión” Night High School. Academic Period 2010-2011.</p>	<p>Methodological strategies to develop productive skills</p>	<ul style="list-style-type: none"> • Dialogues • Role plays • Discussions • Planning • Organizing • Drafting • Editing • Revising • Publishing and reflecting

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