



UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación, el Arte y la Comunicación

ENGLISH LANGUAGE DEPARTMENT

INTERACTIVE METHODS AND THE DEVELOPMENT
OF LEARNING ABILITIES OF ENGLISH LANGUAGE
IN THE STUDENTS OF 2nd, 3rd YEARS OF
BACHILLERATO AT BERNARDO VALDIVIESO
EXPERIMENTAL HIGH SCHOOL, AFTERNOON
SESSION. ACADEMIC YEAR 2011- 2012

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

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LOJA-ECUADOR

2013

CERTIFICATION

Dra. Bertha Ramón

PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That I have directed and corrected this research work, previous to obtain the Bachelor's Degree with the title: "Interactive Methods and the development of learning abilities of English Language in the students of 2nd, 3rd years of Bachillerato at Bernardo Valdivieso High School, afternoon session. Academic year 2011-2012.", under the responsibility of the undergraduate student Diana Katherine Morocho Aguilar. Therefore, I authorize its presentation and defense.

Loja, December 7th 2012

Dra. Bertha Ramón Rodríguez Mg. Sc.

THESIS DIRECTOR

AUTHORSHIP

The whole Concepts, ideas, facts and opinions expressed in this thesis titled: “INTERACTIVE METHODS AND THE DEVELOPMENT OF LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE STUDENTS OF 2nd, 3rd YEARS OF BACHILLERATO AT BERNARDO VALDIVIESO EXPERIMENTAL HIGH SCHOOL, AFTERNOON SESSION ACADEMIC YEAR 2011-2012”. Are exclusive responsibility of the authoress.It can be used as bibliographic resource.

Diana Morocho

ACKNOWLEDGEMENT

The Researcher really appreciates the support of the English Language Department of the Universidad Nacional de Loja, Institution that helped me out with my professional growth. Likewise, to “Bernardo Valdivieso” Experimental High School, the authorities, teachers and students for having made possible the development of my research work.

Finally, I highlight my thankfulness to Dra. Bertha Ramón, who guided me constantly and efficiently during the entire process of this thesis.

The Authoress

DEDICATORY

With unconditional love, to people that have given me the motivation to conquer this goal and the inspiration to live:

FULVIO

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INDEX

Cover page
Certification
Authorship
Acknowledgement
Dedication
Index
Theme
Summary
Introduction
Review of literature
Resources and methods
Results
Discussion
Conclusions
Recommendations
Bibliography
Annexes

a. THEME

**INTERACTIVE METHODS AND THE DEVELOPMENT OF
LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE
STUDENTS OF 2nd, 3rd YEARS OF BACHILLERATO AT
BERNARDO VALDIVIESO EXPERIMENTAL HIGH SCHOOL,
AFTERNOON SESSION. ACADEMIC YEAR 2011- 2012.**

b. SUMMARY

The researcher shows off this work named: "INTERACTIVE METHODS AND THE DEVELOPMENT OF LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE STUDENTS OF 2nd, 3rd YEARS OF BACHILLERATO AT BERNARDO VALDIVIESO EXPERIMENTAL HIGH SCHOOL, AFTERNOON SESSION ACADEMIC YEAR 2011- 2012". by describing its general objective "To analyze the influence of interactive methods in the development of learning abilities of English language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011- 2012.

To accomplish this Research was taken the advantage of the descriptive, explanatory, deductive-inductive Methods. To collect the key information it was made use of the surveys which were directed to teachers and students.

According to the got results and the respective analysis made by the researcher, the students said that their teachers do not constantly use interactive activities into the teaching-learning process. They work every day with the same activities, which make boring and routine classes therefore, students lose the interest in the subject. However learners are aware of the damages that this issue has, and they would like to work with interactive activities.

Teachers already confirmed that they work in a traditional way, aspect that hinders to obtain an integral learning in students. Therefore the teaching-learning process is not completed in a good way which makes teachers and students affirm that it is kind of hard to fulfill all the objectives which were established at the beginning of the class.

c. INTRODUCTION

Education is a wide process which involves different elements like classroom management, resources, planning, methods, techniques and strategies, syllabus, didactic material, etc. which have a specific function into this process. A singular and important one, sometimes underestimated, has to do with the methods and its close relationship with interactive activities and strategies, in order to get students involved into the educational process, so this is the topic of the present research work which was set up as following:

In what measure the interactive methods influence in the development of learning abilities of English language? It is a singular problem which is affecting the educational quality. The sub problems were: "In what level teachers apply the interactive activities into the teaching-learning process of English language? and "Do students possess limitations in the development of speaking and reading skills due to the lack of application of interactive activities?"

Questions like the mentioned above has motivated the researcher to carry out the present work, since as a personal experience the use of interactive methods was really poor, this added to the observations performed during the four years of formation in the university as an English teacher professional, have turned the interest of the researcher into this field, as a

supportive work to propose alternatives to enhance this situation into the different educative centers that would require this kind of work.

The specific objectives which guided this research were: to determine the level of teachers' application of interactive activities into the teaching-learning process of English language and to explain the students' limitations in the development of speaking and reading skills of English language due to the lack of application of interactive activities. Similarly, the general hypothesis was: "The interactive methods influence scarcely in the development of learning abilities of English Language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session.

As in any investigative field, methods become the way to perform this entire process successfully, among the methods employed by the researcher were: descriptive, explanatory, deductive-inductive Methods. As it turned out, collecting the required data was made through a valuable technique called "survey".

The contents taken into account were: interactive activities to teach English language, the teaching learning process, elements of the teaching-learning process, developing of the learning skills.

This work was elaborated in sections which are shown in sequence:

The first part contains the literature review; it has the meaningful theory which was the support and the complement to contrast and analyze the reality that most schools present.

In the second place, the methodology applied, the respective methods, techniques and strategies at “Bernardo Valdivieso Experimental” High School is placed with the verification of the hypothesis established at the beginning of this project.

Finally, in the last section the conclusions and the suggestions can be found.

They were made through logical and detailed analysis about the gotten outcomes.

d. LITERATURE REVIEW

INTERACTIVE ACTIVITIES TO TEACH ENGLISH LANGUAGE

For centuries, teachers taught their pupils through lecture and book work. While this method of education can be effective in educating students, the task of learning can be made more enjoyable and easier if the teacher engages in interactive learning activities. Interactive learning activities allow students the opportunity to engage with new material as they learn, allowing them to process the information and cement it into their knowledge banks. Teachers can use one or multiple interactive activities to benefit students and create more engaging lessons.

- **THINK, PAIR, SHARE:**¹ It is a cooperative learning activity that encourages individual participation and is applicable across all grade levels and class sizes. The time considerable to develop this activity is around 5 or 7 minutes. Where students think through questions is that to say, firstly is necessary to pose a question or problem, this should require participant to explain a concept in their own words or to apply, synthesize, or evaluate what they've learned, using three distinct steps: Think, Pair, Share.

¹www.fctl.ucf.edu/TeachingAndLearningResourc.

- **BUZZ SESSIONS:**The buzz session is an activity for involving every member of a large audience in the discussion process directly. In other words Buzz sessions are short participative sessions that are deliberately built into a lecture or larger group exercise in order to stimulate discussion and provide student feedback. In such sessions, small sub-groups of two or four persons spend a short period (generally no more than five minutes) intensively discussing a topic or topics suggested by the teacher. Each sub-group then reports back on its deliberations to the group as a whole, or sometimes combines with another sub-group in order to share their findings and discuss the implications.
- **CASE STUDY:** The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, or film or in a combination of these forms.
- **INCIDENT PROCESS:** This is a learning activity which focused on how to solve problems and work out solutions by using actual incidents that involve real people in real situations. It is less formal, less demanding form case study that is the particularity of this activity.

- **QUESTION & ANSWER PERIOD:** Allowing the audience a certain amount of time for questions at the beginning, middle, or end of a presentation, the questions may be asked orally by individuals, groups, or in writing. It is an excellent way to reinforce your message and continue selling your ideas.

- **ASKING QUESTIONS²**

There are two types of questions they are:

Open-Ended Questions

- ❖ Ask questions to get participants to think, analyze, or evaluate.
- ❖ Prepare questions ahead of time.
- ❖ Questions should not have a single, right answer, e.g., “How could this procedure be improved?” or “What problems might occur with this technique?”

Closed-Ended Questions

- ❖ Have a short definite answer.
- ❖ Work best when asked fairly rapidly in a series to break the participants out of a passive mode.

²faculty.laserra.edu/~dlin/classes/.../chapter04.ppt

- **SHORT WRITING EXERCISES:**Involving students in interactive writing is a powerful way to teach the writing process. This activity starts given participants a card or sheet of paper, then ask them to write their responses, next collect responses & review them and clarify all misunderstandings & answer questions.

- **NOTE REVIEW:**This activity can be used in the middle of a seminar, after a break, or at the end.
 - ❖ Give participants 3 minutes to read their notes thoroughly and underscore or circle important points.
 - ❖ Mark anything that doesn't make sense.
 - ❖ Mark the location of missing information.
 - ❖ Circle the room answering individual questions.

After they've completed the exercise, ask for questions so you can clarify them.

- **DEMONSTRATION:** This is one of the most effective teaching activities because of its visual impact. It is specially used to do a visual presentation of one or more techniques, processes, skills, and so on. Nevertheless you or a participant, often assisted by others, go through the motion of showing, doing, explaining, and so on.

- **ROLE PLAY:** Allow students to put themselves in the shoes of others by engaging in role play. You can ask students to embody anyone from politicians (for a history or social studies lesson) to book characters (in an English class.) Ask students to physically embody their assigned person, speaking as they would speak and moving as they would move. Students will be more able to empathize with others and understand what it is like to be another person.
- **GROUP WORK:** While group work can sometimes seem chaotic, it is often a quite effective tool. When students engage with their peers in group work, they have the opportunity to learn from their classmates and exchange information. Provide students with an activity and allow them to complete it as a group. Monitor their work to ensure that they stay on task, and assist them if they encounter trouble as they work.
- **BRAINSTORMING** (sometimes called 'thought shower'): If this technique is to work effectively it's important to remind your students that they should obey the strict rules of Brainstorming which require participants to separate the creative from the analytic stages. Stage one involves the launching of ideas without discussion elaboration or criticism. Stage two requires the group to

select several of the more promising ideas and to discuss them. In order to make Brainstorming work effectively it may be necessary to appoint a referee in each group to call 'Foul' if the rules are broken.

- **PEER INSTRUCTION:** It is activity created by Eric Mazur to help make lectures more interactive and to get students intellectually engaged with what is going on.

In this activity,

- The instructor presents students with a qualitative (usually multiple choice) question that is carefully constructed to engage student difficulties with fundamental concepts.
- Students consider the problem on their own and contribute their answers in a way that the fraction of the class giving each answer can be determined and reported.
- Students then discuss the issue with their neighbors for two minutes and vote again.
- The issues are resolved with a class discussion and clarifications.

THE TEACHING-LEARNING PROCESS³

Definitions

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes.

Learning is the process of assimilating information with a resultant change in behavior.

Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

ELEMENTS OF THE TEACHING-LEARNING PROCESS

Teaching and learning are part of an only process that has as end the student's formation.

The etymological reference of the term to teach can serve as initial support: to teach is to point out something to somebody.

This implies that there is a fellow that knows (who can teach), and another that ignores (who can learn). Who can teach, wants to teach and he/she knows how to teach (the teacher); who wants to can learn and know how

³<http://www.uwex.edu/ics/design/teach.htm>

to learn (the student). There must be a disposition by the part of student and teacher.

Apart from these agents, there are the contents, that is, what you want to teach or to learn (curricular elements) and the procedures or instruments to teach them or to learn those (means).

When someone teaches something is to achieve some goal (objectives). On the other hand, the act of teaching and learning takes place within a determined framework by certain physical, social and cultural conditions (context).

According with the exposed, we consider that the teaching process is the act by which the teacher shows or raises educational contents (knowledge, habits, and skills) to a student, through some means, in terms of some objectives and within a context.

The learning process is the complementary process of teaching. Learning is the act by which a student tries to capture and to elaborate the contents exposed by the teacher, or any other source of information. He reaches it through some means (study techniques or intellectual work). This learning process is carried out in function of some objectives that can or not to be identified with those of the teacher and takes place within a given context.

DEVELOPMENT OF THE LEARNING SKILLS⁴.

THE SPEAKING SKILL

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.

⁴ <http://www.doredin.mec.es/documentos/00820073007971.pdf>

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.

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.

2. 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.

THE READING SKILL

- **Introduction**

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition.

Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

- **Importance**

The listening and speaking skills seem to precede in some way to reading and writing skills. This has made the practice of reading has been postponed in English classes for some time. Currently, there seems no valid reason for the reading ability not exercised from the beginning of teaching-learning process of English language. The teacher Finocchiaro writes around this topic: «I also believe that the reading skill should be developed, and that this should be done much earlier in the language program than has been thought possible»

- **Styles of reading**

There are three styles of reading which we use in different situations:

- 📖 Scanning: for specific information

The technique you use when you're looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you're doing.

It's useful to scan parts of texts to see if they're going to be useful to you:

- 📖 The introduction or preface of a book

- 📖 The first or last paragraphs of chapters

- 📖 The concluding chapter of a book.

Steps: When you only want specific information:

3. Do not waste time reading every word.
4. Run your eyes over the text quickly, looking for key words and phrases to help you find the part you need.

- **Skimming: for getting the gist of something**

The technique you use when you're going through a newspaper or magazine: you read quickly to get a general idea, and skip over the detail.

Steps: When you want to get a general idea what a text is about.

- Read the first paragraph (the introduction) and the last paragraph (the conclusion).
- Read the first and last sentences of the other paragraphs.

Use skimming when you're trying to decide if a book in the library or bookshop is right for you.

- **Detailed reading: for extracting information accurately**

Where you read every word, and work to learn from the text.

In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

How to improve the Learning Skills?⁵

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. We know that English is the most popular language in the world. In this computer age, English is the only language that any one can understand. So we can say that, it has become as an ideal language for expressing our feelings. English language attracts people because of the wealth of literature and knowledge enshrined in it. That's why we must make the best use of it to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. It is our window to the world. So we have to learn to develop our English language but I prefer four steps to develop it. Those are:⁶

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

Reading:

To develop this step we have to follow certain ways. Such as:

- 1) Read the lyrics to a song: We can read the lyrics of English song with a dictionary. If the lyrics are not given in the CD booklet, we may be able to find them on the internet.

⁵http://www.ehow.com/how_5197726_improve-learning-skills.html

⁶<http://www.howtolearn.com/2011/03/how-to-improve-your-little-ones-study-skills>

- 2) Read a book that already read in our own language: Reading a book that we already know the story of. This not only makes it easier to understand and guess vocabulary, but we are also more likely to remember the language in it.

- 3) Read an English language newspaper: Newspapers like “NEW AGE” are usually the easiest to understand, followed by mid-brow titles like "The Daily Express" or "The Daily Mail" in English. Popular newspapers like "The Sun" are more difficult because of the idiomatic, slangy use of language and the number of jokes in the headlines and articles.

- 4) Learn a famous speech or poem in English by heart: Although we may never hear or get the chance to say exactly that line, having one memorable example of English grammatical form in our head can make it much easier to learn other examples of the same grammar as we hear them.

- 5) Read dictionary: To learn or improve English language skill it is mandatory because it is necessary to increase our vocabulary.

- 6) Reading grammar book: It is also important because without grammar we can't make a appropriate sentence. So we have to learn grammar as far as possible.

Speaking:

Using it. Although some words have their pronunciation changed completely to fit in with a song, most of the words have the same sounds and stressed syllables as in normal speech. Remembering which words rhyme at the end of each line can also be a good way of starting to learn English pronunciation.

2) Say what we are doing in English as we do your daily tasks: As we are doing our chores, try creating sentences describing what we are doing. This gets us used to thinking in English without translating, and can be a good way of seeing what simple vocabulary that is around our everyday.

3) Talking dictionary: Now a day we find different talking dictionary where we can compare our pronunciation and can get the right pronunciation.

4) Presentation: Different presentation is also effective to make our fluency more clear.

5) Visit an English speaking country: it is very expensive then other's method but it can be very effective for speaking for us because there we can find a lot of native speaker. The top 5 countries to visit are: 1. USA 2. UK 3. Canada 4. Australia 5. New Zealand

6) Repeat the sentences after hearing them carefully: After hearing from media or native speaker we have to repeat the sentence as same as speaker and it helps us to improve our speaking in English.

To learn any thing either it would be a language or skill need self interest and hardworking without them nobody can do any thing. That's why proverb says, "There is a will, there is a way" but to develop English language we also have to remember that "Practice makes a man perfect". So we have to practice it again and again to get proper fluency. It is not our mother tongue that's why we face different difficulty but we have to overcome them by regular practice. If we are conscious and determine to develop our English we can achieve our success.

e. RESOURCES AND METHODS

Resources

Human

- English Teachers of “Bernardo Valdivieso” Experimental High School.
- Students of 2nd and 3rd years of Bachillerato of “Bernardo Valdivieso” Experimental High School.
- Coordinator of the English Language Career.
- Director of thesis
- Tribunal members.
- Researcher.

Material

- **Office material:** books, dictionaries, copies, paper, folders and binding.
- **Technical resources:** internet service, computer printer, pen drive, calculator and camera.
- Survey (teachers and students)
- Transportation.
- Copies.

Institutional

- National University of Loja.
- English Language Career.
- Bernardo Valdivieso Experimental High School.

▪ **Design of the Research**

The present research work has been developed as a non-experimental work because it is an educational problem that the researcher has considered important to research in order to contribute with the solution of the same at “Bernardo Valdivieso” Experimental High School.

▪ **METHODS, TECHNIQUES AND INSTRUMENTS**

Methods

The present research work has been developed with the application of some methods, according to the moments of the research.

The Deductive Method, helped the researcher from the formulation of the project, it has helped to go down from the abstract to the concrete, that is, from general ideas and without connection, to prioritize and systematize the problematic, to arrive to concrete problems to reach the research

problem. Likewise, this method also helped from the theoretical frame, to sum up the hypotheses, variables, indicators and research instruments.

The Inductive Method on the other hand helped to recognize the research object, through the use of the research tools, to know their empiric particularities to then by means of the search of the relationships given among them, to integrate them in the entirety of the phenomenon, this is, by means of a process that went from the particular to the general, whose information was grouped in tables and graphs, then were described, analyzed and interpreted.

The Descriptive Method allowed to do a first reading of empirical data represented in charts and graphs, from which it was made use of the analytic-synthetic method which made it possible to interrelate such data then the phenomenon was explained around of each one of the hypotheses, with which the conclusions were defined.

The Explanatory Method helped to confront the theory with the empiric data, and this way the investigated reality was explained, their causal and decisive relationships, of the concrete aspects of the existent relationship among the methods and techniques used by teachers and the development of linguistic.

Techniques, Instruments and Procedures used

One of the employed techniques was the survey.

The study was carried out with all the teachers (6) and with all the students (190)

Population

The population is structured of:

English teachers	6
Students	190

The students were distributed in the following way:

Chemistry	
2 nd "A"	18
2 nd "B"	12
2 nd "C"	28
2 nd "D"	3
2 nd "E"	35
TOTAL	96

Physics	
3 rd "A"	26
3 rd "B"	19
3 rd "C"	18
3 rd "D"	31
TOTAL	94

Procedure

The procedure used to obtain the necessary and reliable information was set up as following:

The systematic observation was addressed to principals and teachers, to mean the field information on the methods and the forms of use, the techniques that they use in English teaching. Subsequently, they were applied instruments for gathering informative data on the proposed topic; among them the researcher mentions the students and teachers surveys. This information was counted and taken out its percentages, then, presented and analyzed.

Procedure for the organization of information

Taken and quantified the information, it was organized in tables and graphs, under the direction and review of the director. When the information was collected from teachers and students, the researcher developed charts and graphs. Finally, all this information was organized in relevance to each one of the hypotheses.

Information analysis, hypothesis testing and formulation of conclusions

To interpret the information, it was necessary to recreate the theoretical frame, also it was made use of concepts and derived categories from it, the information was analyzed; for this was necessary to integrate data and linking referred answers to this phenomenon.

Once interpreted and analyzed the information, the researcher proceeded to verify the hypotheses, for this it was retrieved the most relevant information of the statistic charts, and that in turn they had direct relationship with each one of the hypotheses. Likewise, the information was recaptured with argument force and that it facilitated to evidence from a logical point of view the accomplishment and truthfulness of the hypotheses raised initially.

The elaboration of the conclusions was made starting from the evidences of the analysis of the data which did not give place to any doubt. Everything was always made on thinking to give answers to the general problem and the sub-problems.

f. RESULTS

Teachers' and Students'survey

* Hypothesis one

The lack of application of interactive activities by teachers affects the teaching-learning process of English language.

1. In English classes. Which of the following activities do you do?

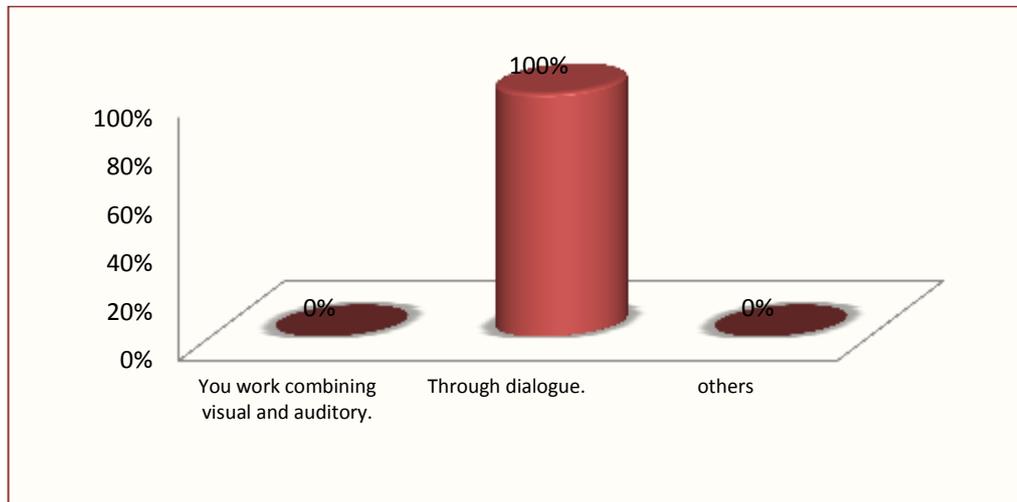
- **Statistic Chart**

Activities	F	%
You work combining visual and auditory.	0	0%
Through dialogue.	6	100%
Others	0	0%
TOTAL	6	100%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho

- **Graph**



- **Interpretation**

100% of teachers answered they work through dialogues and none of them combine visual and auditory activities.

The highest percentage of teachers assured that they work most of the time with dialogues, that is to say English teachers keep on working in a traditional way, attitude that is blocking the development of new methods, techniques, and activities that nowadays have already demonstrated to achieve better results in the teaching-learning process and consequently in the performance of students.

Teachers of Bernardo Valdivieso high school should change into English language teaching process, where it must be considered the use of technology and interactive activities to create a better atmosphere and involve students into the subject, getting their interest to learn this foreign language.

2. According to your opinion, at school. How often do you use interactive activities?

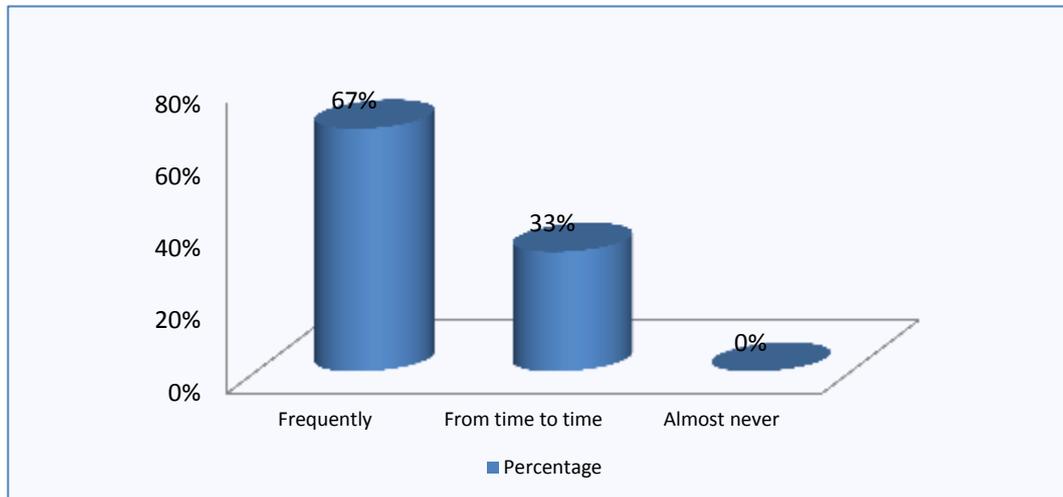
- **Statistic Chart**

Activities	F	%
Frequently	4	67%
From time to time	2	33%
Almost never	0	0%
Total	6	100%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

67% of teachers told that they use **frequently** interactive activities, 33% of them expressed to work with these **from time to time**, and none chose the **never** option.

According to the answers, the majority of teachers use frequently interactive activities but this result is contradictory to the previous answer where teachers are working with traditional methodology. It is necessary that English teachers implement the use of technology for working with new activities which help and motivate students into teaching-learning process; so that they participate actively in the whole process and improve their English level.

3. How often do you do these interactive activities, please make an (X).

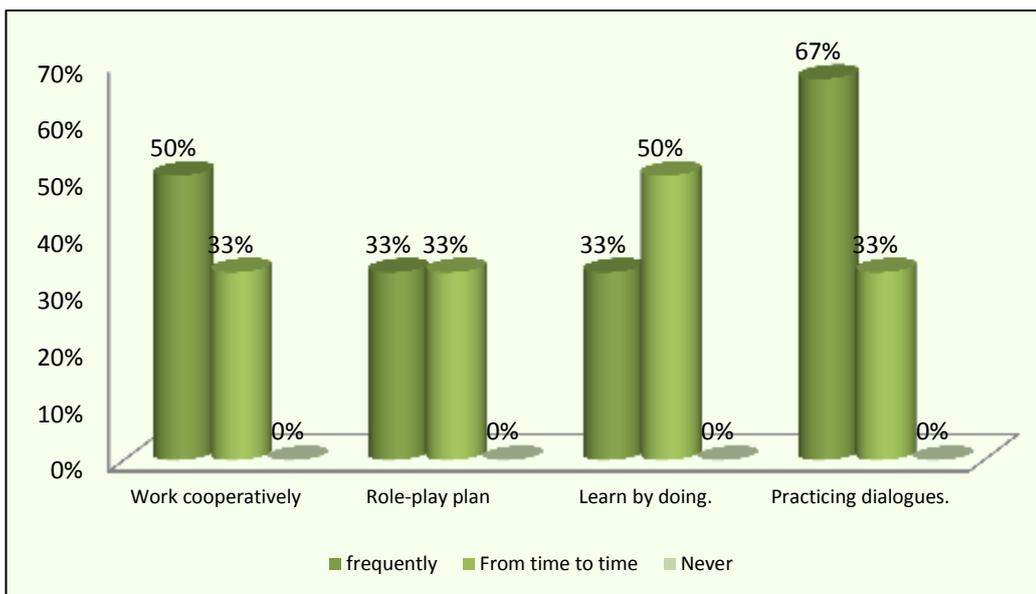
- **Statistic Chart**

Activities	Frequently		From time to time		Never	
	F	%	F	%	F	%
Work cooperatively	3	50%	2	33%	0	0%
Role-play plan	2	33%	2	33%	0	0%
Learn by doing.	2	33%	3	50%	0	0%
Practicing dialogues.	4	67%	2	33%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

From the gotten information, 67% of teachers mentioned that they develop interactive activities *from time to time* and 50% of them expressed that they work cooperatively *frequently* and *learn by doing*.

In spite of teachers assured that they develop learn-by-doing activities and cooperative work, it is evident the teachers most of time use dialogues in their classes with a high percentage, in other words English teachers continue working with a traditional methodology that impedes the development of the four basic language skills.

It is important that the students have in mind that the task of learning English can be more enjoyable and easier using interactive activities such as: think, pair, share; buzz sessions, case study, incident process, question and answer period, role play, group work and others.

4. Select with an (X) the percentage by which you believe your students are trained to do these exercises.

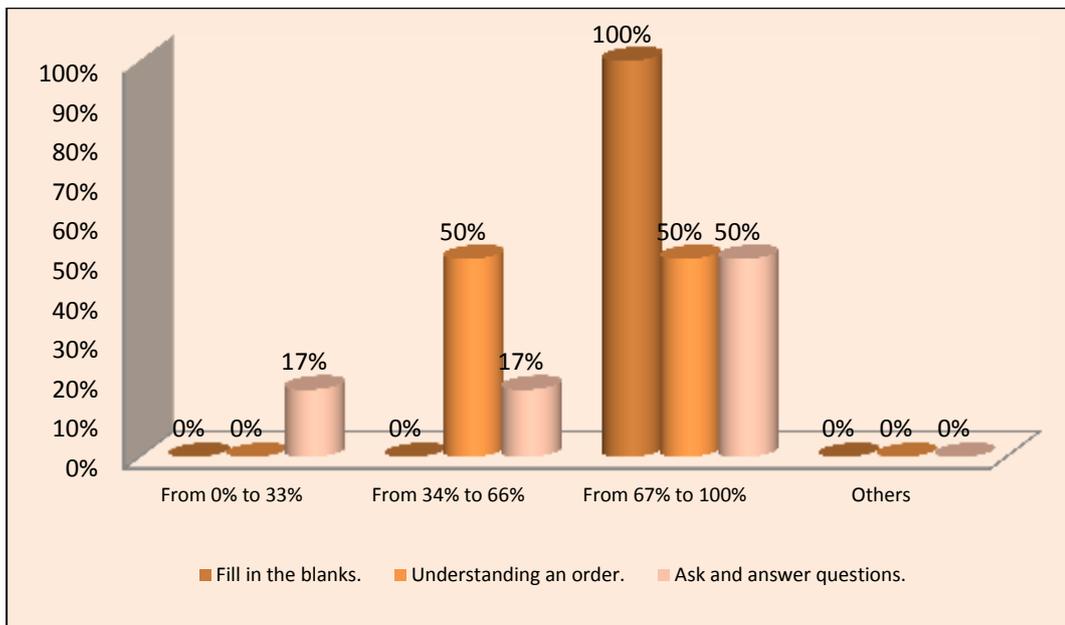
- **Statistic Chart**

Activities	From 0% to 33%		From 34% to 66%		From 67% to 100%	
	F	%	F	%	F	%
Fill in the blanks	0	0%	0	0%	6	100%
Understanding an order	0	0%	3	50%	3	50%
Ask and answer questions	1	17%	1	17%	3	50%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

In an average of 67% to 100%, teachers answered that 100% of their students ***fill in the blanks*** and 50% ***understand an order*** and ***answer questions***.

Through the obtained information, the teachers told their students in high percentage fill in the blanks; secondly they can understand an order and answer questions. It demonstrates that they are unable to do some activities but not insert new strategies that help and motivate the learning process since they did not include more activities in “other” option, that is to say that; teachers believe they are accomplishing all the proposed objectives in the teaching-learning process, but the reality is other, students need to practice more so in this way to improve the development of the basic skills of the language.

✳ Hypothesis 2

Students' limitations in the development of speaking and reading skills as consequence of the lack of application of interactive activities.

5. With an (x) indicate the level of capacity for developing speaking do you think your students are?

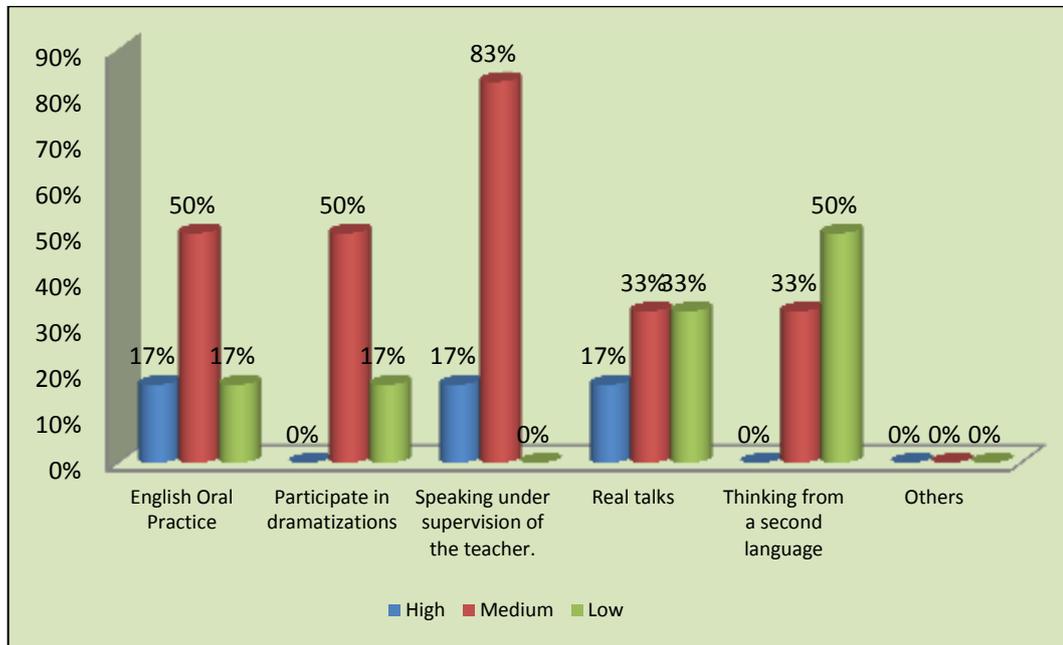
- **Statistic Chart**

Levels of Capacity	High		Medium		Low	
	F	%	F	%	F	%
English Oral Practice	1	17%	3	50%	1	17%
Participate in dramatizations	0	0%	3	50%	1	17%
Speaking under supervision of the teacher	1	17%	5	83%	0	0%
Real talks	1	17%	2	33%	2	33%
Thinking from a second language	0	0%	2	33%	3	50%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

According to the gathered answers from teachers, they consider that 83% of students speak under supervision of them in a medium level while 50% of students participate in dramatizations and in oral practice and finally 50% of students think from a second language in a low level.

In other words learners develop different appropriate activities but in a low level that means that there is not a good production of the English language.

The games are considered amusing, at the same time they are an interactive way to help students to improve their spoken English, that is to say that if teachers substitute the use of passive methods by interactive ones, the results would be really different because they learn by doing.

6. Which is the level to which you believe that your students have got in the reading skill? Select with an (X) one of the following alternatives:

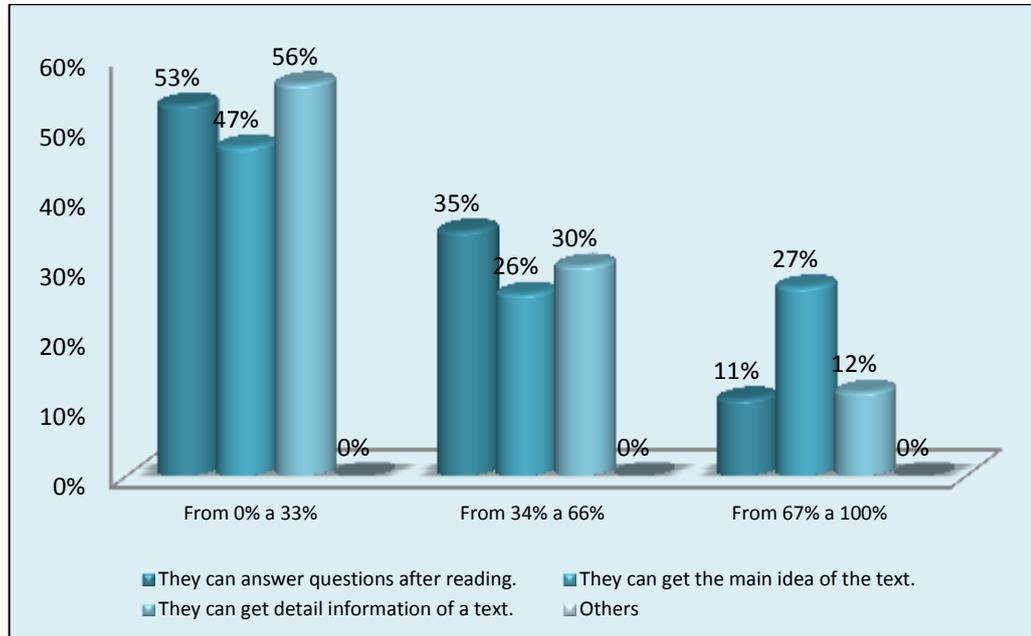
- **Statistic Chart**

Activities	From 0% to 33%		From 34% to 66%		From 67% to 100%	
	F	%	F	%	F	%
They can answer questions after reading	1	17%	4	67%	1	17%
They can get the main idea of the text	1	17%	4	67%	1	17%
They can get detail information of a text	0	0%	3	50%	2	33%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

67% of students can answer questions after reading and get the main idea of a text in an average of **34% to 66%** while the rest of the students (33%) get detail information from a text in an average of **67% to 100%**.

According to teachers their students carry out basic reading activities, this means that students perform activities but they are not developing the reading skill in a good level, the truth is that just reading English alone is not enough, reading English newspapers, magazines and book is a key of becoming fluent.

Reading provides students with an overview of the English language in all its variety. It reinforces the understanding of grammar and helps to build vocabulary. So it is necessary to develop this basic skill with a great variety of activities according to level of the learners.

7. In which level do you believe the students of 2nd and 3rd years of Bachillerato execute the following learning activities?

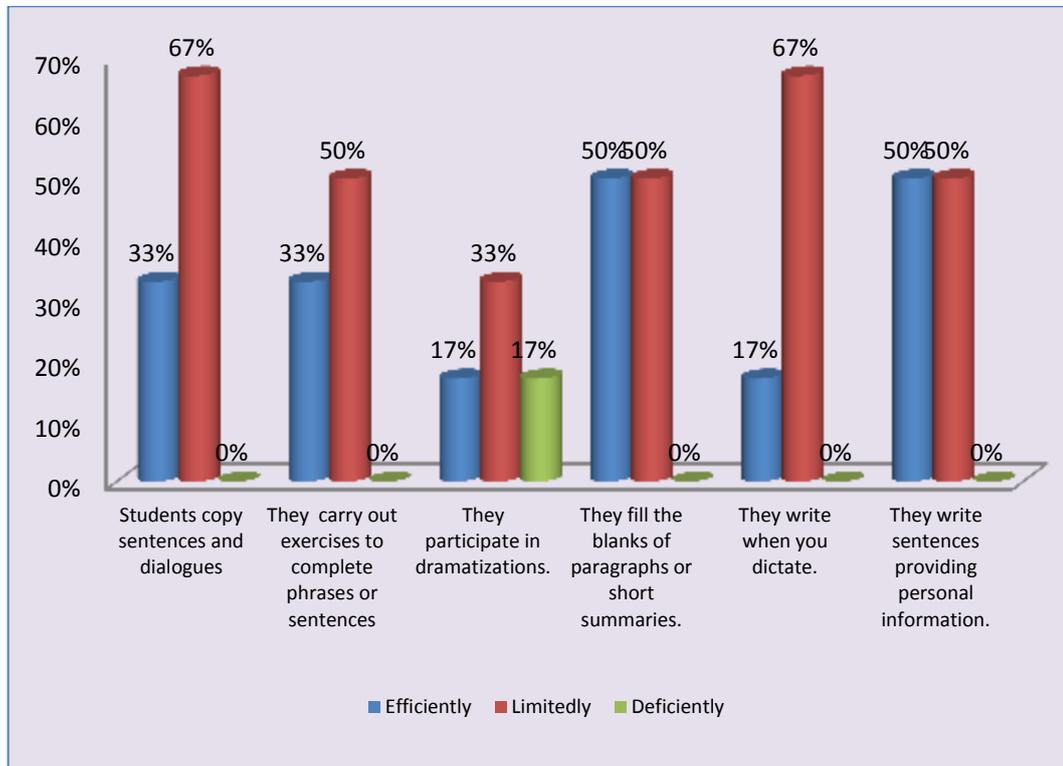
- **Statistic Chart**

Activities	Efficiently		Limitedly		Deficiently	
	F	%	F	%	F	%
Students copy sentences and dialogues	2	33%	4	67%	0	0%
They carry out exercises to complete phrases or sentences	2	33%	3	50%	0	0%
They participate in dramatizations	1	17%	2	33%	1	17%
They fill the blanks of paragraphs or short summaries	3	50%	3	50%	0	0%
They write when you dictate	1	17%	4	67%	0	0%
They write sentences providing personal information	3	50%	3	50%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

According to the answers, 50% of the students are efficient to fill the blanks of paragraphs or short summaries and write sentences providing personal information.

According to the exposed information it is easy to realize that the students develop learning activities but in a limited way as can be seen in the percentages that is to say, that the teachers are not reaching the proposed aims for developing the English teaching process. In other words there is a

traditional work so, once again it was confirmed that teachers continue using traditional methodologies.

8. What do you recommend to improve the teaching-learning process of English language in your school?

Teachers told that they need an Audio-visual laboratory with interactive programs to combine the diary activities during the teaching-learning process; another important tool that they consider necessary is a tape recorder to practice the listening skill since most of the time they have to read the typescripts.

* Hypothesisone

The lack of use of interactive activities by teachers affects the teaching-learning process of English language.

1. In English classes. Which of the following activities does your teacher usually carry out?

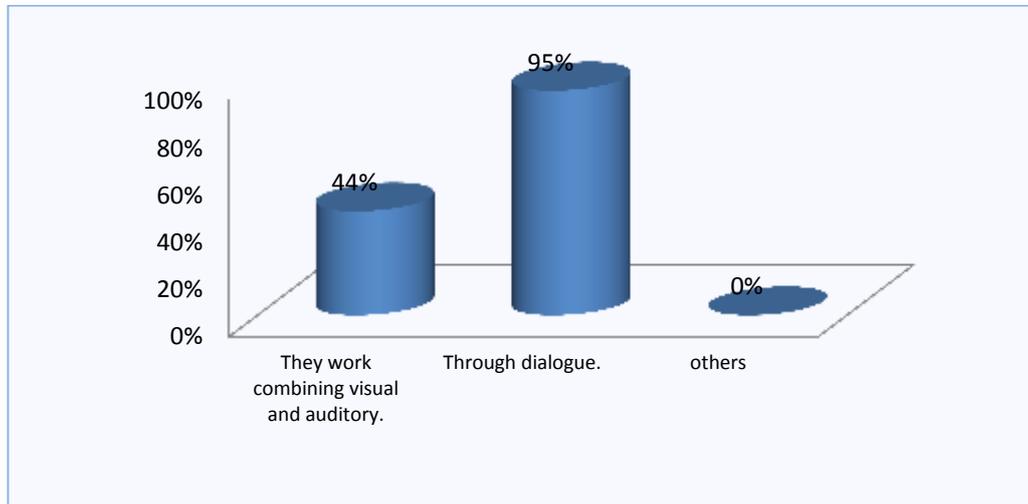
- **Statistic Chart**

Activities	F	%
They work combining visual and auditory.	83	44%
Through dialogues.	181	95%
Others	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

From the gotten information 95% of students answered that their teachers develop most of the time dialogues in class and 44% of teachers work combining visual and auditory.

According to students' answers the English teachers carry out frequently dialogues with high percentage; which means they are still working based on traditional methods, techniques and activities, consequently learners lose the interest in the subject, teaching-learning process is boring, so the English teachers must apply update methods based on interactive activities with the purpose to get meaningful learning outcomes.

2. How often do your teachers use interactive activities?

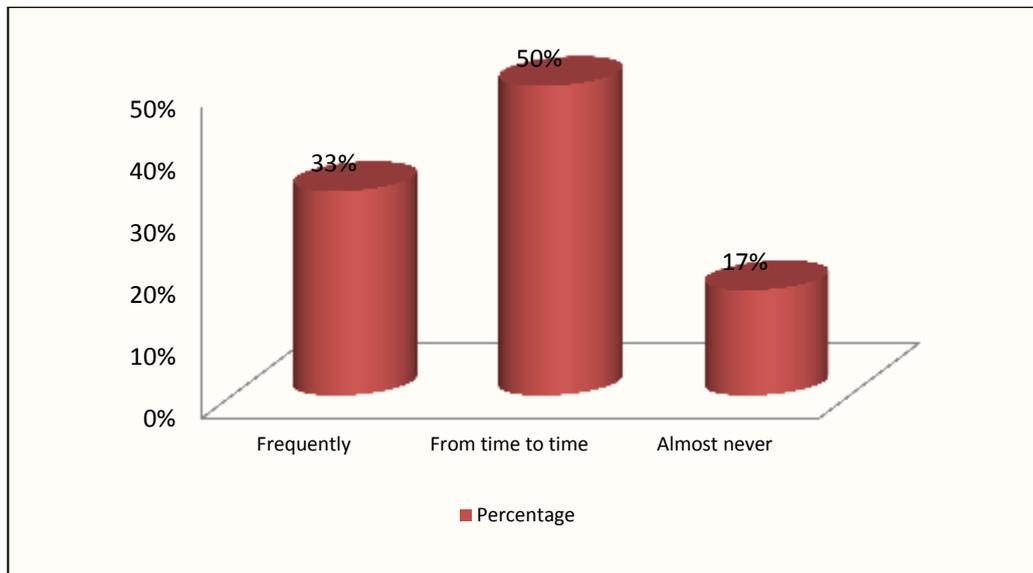
- **Statistic Chart**

Activities	F	%
Frequently	63	33%
From time to time	95	50%
Almost never	32	17%
TOTAL	190	100%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

50% of students manifested that teachers use interactive activities **from time to time**, 33% told that their teachers work with these kind of activities **frequently** and 17% said that they almost **never** carry out this type of activities.

The majority of teachers do not use interactive activities; it means that English teachers are working most of the time with traditional methods, confirming it with the previous answer where students assured that in most of the classes, teachers employ dialogues.

The implementation of new activities in the teaching-learning process is one of the most effective techniques that help not only the teacher but also the students to get better results since, combining traditional and interactive activities every day it will create a dynamic class, full interest, a good environment of work and at the same time the student will get meaningful knowledge and interact and participate voluntary.

3. Of the interactive activities exposed in the following matrix, please mark an (X) according to the frequency that your teachers develop these ones in class?

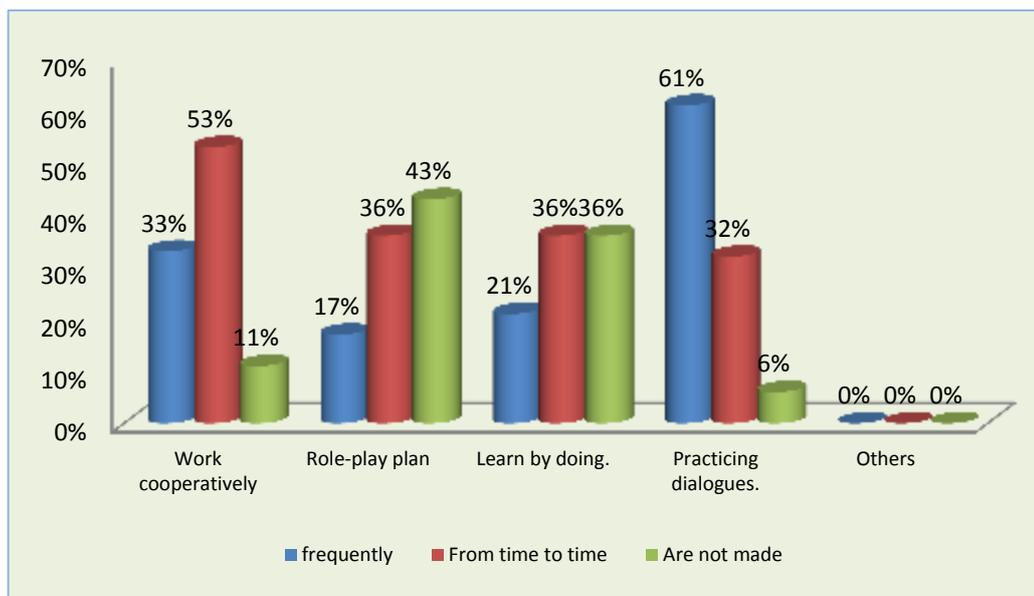
- **Statistic Chart**

Activities	Frequently		From time to time		Never	
	F	%	F	%	F	%
Work cooperatively	63	33%	101	53%	20	11%
Role-play plan	32	17%	69	36%	81	43%
Learn by doing	40	21%	69	36%	69	36%
Practicing dialogues	115	61%	60	32%	12	6%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

61% of students answered that their teachers *frequently* practice dialogues, 53% told that their teachers work cooperatively *from time to time* work and 43% of teachers *never develop* role play.

The results showed that the English teachers prefer to develop traditional activities; this research is not against the use of them but it is important to highlight that the teaching-learning process takes place actively. That is, students must work with cooperative activities where students interact with each other and share their knowledge to increase it, participate face to face among them, improve their learning with real conversations where they show what they can do, listen CDs and not only to the teacher, thus they will learn through practice and rehearsal of the material.

Other important aid that teachers must involve in the teaching process is the use of technology and the flexibility of such advancements where the students have the opportunity to learn in a more interactive way, where the information varies according to the students' abilities and interactions. This form of learning via interactive exercises has many advantages over passive learning.

4. Mark an (X) in what percentage you develop these exercises.

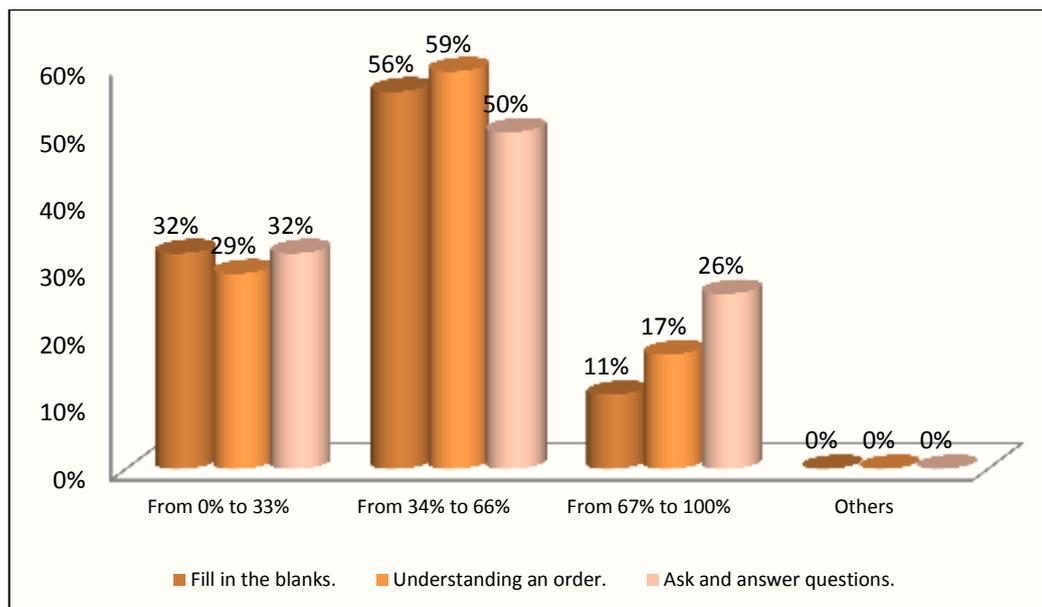
- **Statistic Chart**

Activities	From 0% to 33%		From 34% to 66%		From 67% to 100%	
	F	%	F	%	F	%
Fill in the blanks	60	32%	107	56%	20	11%
Understanding an order	55	29%	112	59%	32	17%
Ask and answer questions	66	32%	95	50%	49	26%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

The most representative results were: “fill in the blanks”, “understanding an order” and “ask and answers questions” and they were placed **34% to 66%**.

Although the high percentage show us that learners carried out the exercises in an intermediate level. There is a variety of answers; due to these it is believed that students are not completely sure about their own levels or ability for developing these exercises.

For the improvement of basic skills of the language in students these days is really necessary that teachers make use of an interactive well-known tool (The Internet) which has many English language learning resources. Interactive English uses audio-visual prompts to assist in learning and self-testing, is one such resource. Interactive English websites typically contain pages of visual aids that can be activated by the user with a mouse click to generate spoken or written vocabulary or to link to a quiz for self-testing.

So in that way teachers can vary the activities for the learners taking into account that interactive learning methodologies are based on the theory that reproducing language for the purpose of direct communication which accelerates the assimilation of grammar and vocabulary.

✳ Hypothesis 2

The limitation of students in the development of speaking and reading skills, as a consequence of the lack of application of interactive activities.

5. Write an (x) in the level of capacity for developing speaking do you think you are?

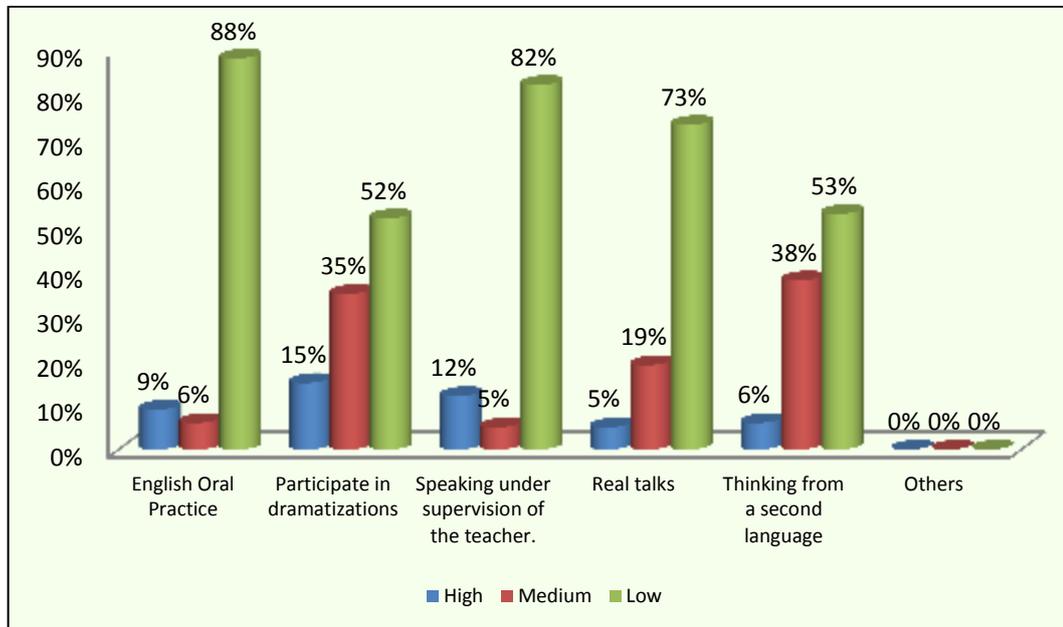
- **Statistic Chart**

Levels of capacity for speaking	High		Medium		Low	
	F	%	F	%	F	%
Participate in dramatizations	17	9%	12	6%	167	88%
Speaking under supervision of the teacher	29	15%	66	35%	98	52%
Real talks	23	12%	9	5%	155	82%
Thinking from a second language	9	5%	37	19%	138	73%
Others	12	6%	72	38%	101	53%
English Oral Practice	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

Most of the surveyed students were placed in ***a low level when*** they produce speaking activities.

In a general way and as it is evident in all the options exposed before the students manifested that they develop with a high percentage each one of the activities but in a low level.

As everybody knows, all skills have the same level of importance but speaking skill is more used since it is necessary to communicate in daily

activities as in the job, in the street, at home and others in other words speaking is fundamental to human communication.

Interactive speaking situations include face-to-face conversations and telephone calls, in which it alternates listening and speaking, and in which there is a chance to ask for clarification, repetition, or slower speech from the conversation partner. Reason why it is deduced that Bernardo Valdivieso students need to include interactive practice of the language in order to get better results in the learning of English.

6. What level do you have in the English reading skill? Mark withan (X).

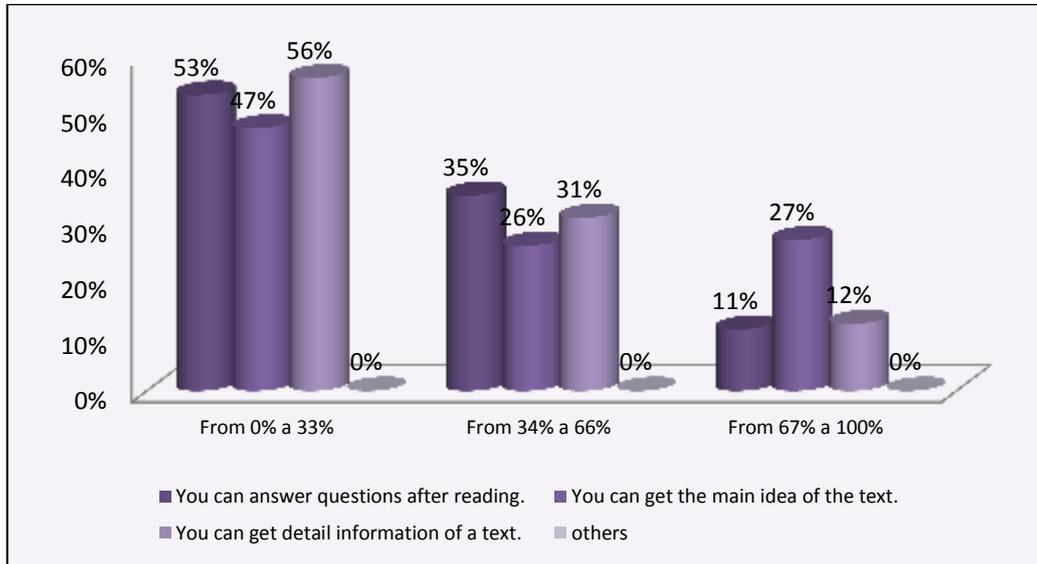
- **Statistic Chart**

Activities	From 0% to 33%		From 34% to 66%		From 67% to 100%	
	F	%	F	%	F	%
You can answer questions after reading	101	53%	66	35%	20	11%
You can get the main idea of the text	89	47%	49	26%	52	27%
You can get detail information of a text	107	56%	58	31%	23	12%
Others	0	0%	0	0%	0	0%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

In this question 56% of students manifested that they can get detail information of a text, 53% can answer questions and 47% can get the main idea of a text from *in a low level*.

It is necessary that learners know that one of the best ways to make progress with their English is to read. When the students possess strong English reading skills, there is a difference in their English as a whole. Also reading is an easy, fun and very affordable way to improve many aspects of English. Teachers and students can improve their vocabulary, comprehension and grammar all by picking up a book, or visiting a website for that reason there is a saying that “**A good reader is a good speaker**”.

7. Of the following learning activities, in which level do you believe you execute them? Mark with an (X).

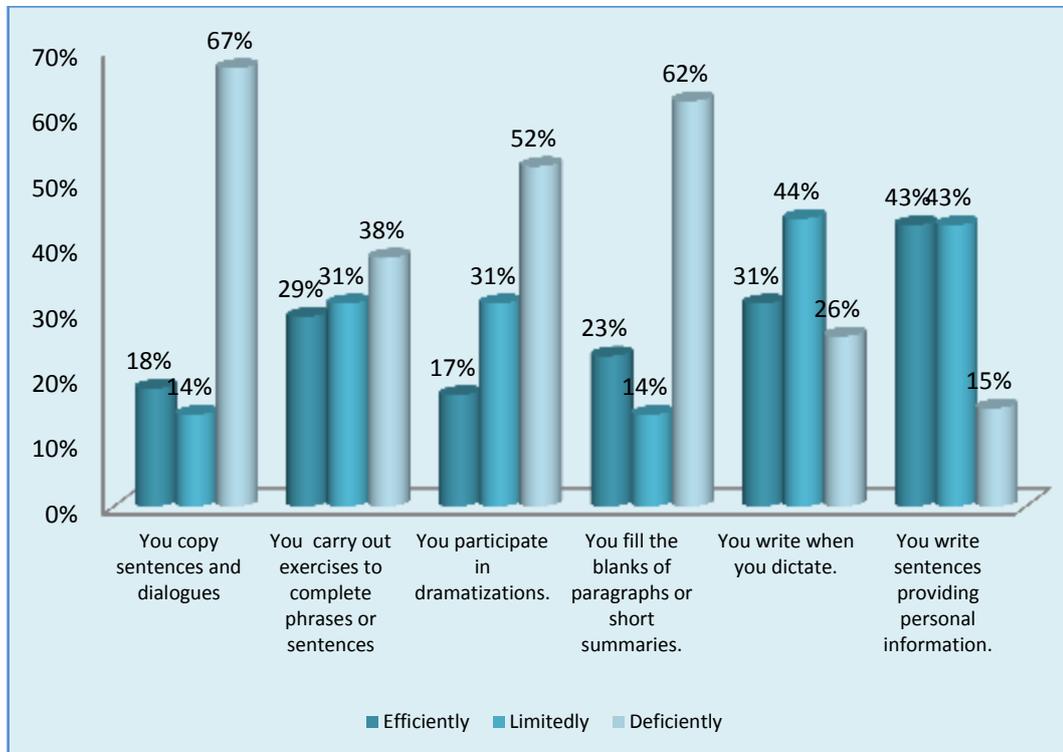
- **Statistic Chart**

Activities	Efficiently		Limitedly		Deficiently	
	F	%	F	%	F	%
You copy sentences and dialogues	35	18%	26	14%	127	67%
You carry out exercises to complete phrases or sentences	55	29%	58	31%	72	38%
You participate in dramatizations	32	17%	58	31%	98	52%
You fill the blanks of paragraphs or short summaries	43	23%	26	14%	118	62%
You write a dictation	58	31%	83	44%	49	26%
You write sentences providing personal information	81	43%	81	43%	29	15%

Source: "Bernardo Valdivieso Experimental" High School.

Elaboration: "Diana Morocho"

- **Graph**



- **Interpretation**

The highest percentages show that the students develop all the activities but in **deficiently** and **limitedly** way.

It can be observed that few students develop learning activities efficiently and a lot of students develop them deficiently and limitedly, aspects that are affecting the development of meaningful learning process.

The core elements of active learning are *student activity* and *engagement* in the learning process. Active learning is generally defined as any instructional method that engages students in the learning process.

So if teachers have the desire of getting better results they may put in practice the active learning which requires students do meaningful learning activities and think about what they are doing.

8. What do you recommend to improve the teaching-learning process of English language in your school?

Students recommended that their teachers develop fun classes where they put in practice games, movies, songs, and dynamics; moreover they recommended the use of didactic material, teaching aids, and an English language laboratory with the purpose to have interactive classes.

g. DISCUSSION

To contrast and verify the hypothesis that the researcher has set up in relation to the main issues, the obtained results through surveys and analysis collected from teachers and students of “Bernardo Valdivieso Experimental High School” have been employed. This valuable information has allowed us to prove or reject the hypothesis. After that, we have established the respective conclusions and suggestion to better the use of interactive methods and to develop the learning abilities of students.

HYPOTHESIS ONE

a) Statement

The lack of application of interactive activities by teachers affects the teaching-learning process of English language.

b) Demonstration

This hypothesis has two variables: the independent one, the lack of use of interactive activities; and the dependent variable, the teaching-learning process of English Language.

This hypothesis is proved by means of some questions, among them the **number ONE** of teacher's and students' surveys which referred about the activities used by teachers in class, where both of them answered they work only through dialogues. That is to say that at "Bernardo Valdivieso" High School, teachers do not include many interactive activities, reason why students told that the English classes are boring, moreover most of learners assure they are not motivated to learn the language.

In question **number TWO** applied to teachers and students, it was asked about how often teachers use interactive activities? The results showed that teachers use them only from time to time, but making a comparison with question number one they assure to work with dialogues, based on it can say that teachers do not really apply interactive activities in their classes, which directly affects the development of the basic skills of the language and the whole teaching-learning process.

In the question **number THREE** presented how often teachers carry out certain interactive activities. Here is important to highlight that students pointed out that two of the most important activities are not made by teachers, which stands out once that the teachers continue making use of traditional strategies in their classes which affects directly the whole teaching-learning process. Since a new language is best absorbed when learning is fun and interactive. Studying English in a class or with a group

of people allows learners to use the new language regularly without feeling intimidated.

The question **number FOUR** referred to the percentages by which students are trained to do some exercises, although the teachers placed to their learners in the high percentage in these activities, the students assured to stay in an intermediate percentage which is acceptable and means that teachers should include more interactive activities and much more practice during the teaching-learning process to improve the English learners' level.

The question **number EIGHT** asked teachers and students for recommendations to improve the teaching-learning process in the school, here the above criteria and the hypothesis were confirmed since the students suggested activities like these: fun classes with games, movies, songs, dynamics, also they recommend the use of didactic material, interactive classes, an audio-visual room and an English laboratory. In the other hand teachers suggest the acquisition of a tape-recorder to put in practice the listening skill, and they coincide with students and the necessity to have an audio-visual room to improve the teaching-learning process.

c) Discussion and Conclusions

The previously got results through surveys applied to teachers and students allowed accepting the first hypothesis, because there is the lack of application of interactive activities by teachers which affects the teaching-learning process of English language

HYPOTHESIS TWO

a. Statement

Students' limitations in the development of speaking and reading skills as consequence of the lack of application of interactive activities.

b. Demonstration

This hypothesis has two variables: the independent one, Students' limitations in the development of speaking and reading skills; and the dependent variable, the lack of application of interactive activities.

To prove this hypothesis we have taken into account some questions among them the **number FIVE** referred to student's level to develop speaking activities, here, most of learner's revealed that their level in this

skill is low, because they do not feel secure to carry out easily this productive skill.

The question **number SIX** talked about the level that students have got in the reading skill, where learner's answered that their reading performance is at the low percentage.

Through question **number SEVEN** referred to the students' level of 2nd and 3rd years of Bachillerato to execute some learning activities, the results tell us the learners of these years are not able to develop learning activities in an efficient way.

c. Discussion and Conclusions

Using the obtained data through surveys and the logical deduction, the researcher could confirm and corroborate the second hypothesis of this research work refers to: Students' limitations in the development of speaking and reading skills as consequence of the lack of application of interactive activities.

h. CONCLUSIONS

- ❖ There is a lack of application of interactive activities by teachers, which affects the teaching-learning process of English language, since the teachers are constantly repeating the same activities of educational work, that provokes a low academic performance of the students, disinterest for learning the language; aspect that hinders the teachers accomplish the suitable formation profile with their students.

- ❖ There are students' limitations in the development of speaking and reading skills as a consequence of the lack of application of interactive activities. Teachers are not using appropriate speaking and reading activities in their classes. They only emphasize dialogues and fill spaces. Situation that limits the development of these basic language skills.

- ❖ There is a lack of use of didactic material, teaching aids, role play, games, dynamics and information gap which limit students to get meaningful learnings.

- ❖ Teachers are using traditional methodologies in the process which do not allow the development of the basic language skills because

students practice the same routine of exercises every day and it provokes disinterest, demotivation in the teaching-learning process.

i. RECOMMENDATIONS

- ❖ Teachers must apply interactive activities in class in order to catch the interest of the students. It is necessary that they change bored activities by fun ones as for example role plays dynamics, puzzles, games and etc. For motivating students and so get a good formation profile.

- ❖ Teachers must include more speaking (role play, information gap, case study and others) and reading (get main ideas, detail information and others) because these activities allow them to improve and produce these skills.

- ❖ Authorities must look for a budget to implement with update materials or teachers should look for alternatives to create their own didactic material and so the way of working let students to understand and get meaningful learnings.

- ❖ Authorities should include in their Institutional Plan training methodology courses with the purpose that teachers must be updated as a result they put in practice this knowledge with their students.

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k. ANNEXES

ANNEX N° 1



UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación, el Arte y la Comunicación

ENGLISH LANGUAGE DEPARTMENT

THEME

INTERACTIVE METHODS AND THE DEVELOPMENT OF LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE STUDENTS OF 2nd, 3rd YEARS OF BACHILLERATO AT BERNARDO VALDIVIESO EXPERIMENTAL HIGH SCHOOL, AFTERNOON SESSION. ACADEMIC YEAR 2011- 2012

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

AUTHORESS: Diana Katherine Morocho Aguilar

THESIS DIRECTOR: Dra. M.Sc. Bertha Ramón Rodríguez

LOJA-ECUADOR

2012

a. THEME

**INTERACTIVE METHODS AND THE DEVELOPMENT OF
LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE
STUDENTS OF 2nd, 3rd YEARS OF BACHILLERATO AT
BERNARDO VALDIVIESO EXPERIMENTAL HIGH
SCHOOL, AFTERNOON SESSION ACADEMIC YEAR
2011- 2012.**

b. PROBLEM STATEMENT

1. BACKGROUND

⁷The “BERNARDO VALDIVIESO” Experimental High school is the oldest school in the country. It was founded in 1856. It is considered as a cultural icon of the South Region of Ecuador.

The institution was officially created on October 19th, 1822, for a signed decree of Simon Bolivar, who granted the first regulation of the high school, in charging to the Loja Municipality.

On August 26, 1824 in the Capitular Court of Loja was inaugurated that institution.

The institution officially started working on October 22, 1826 in “Las Conceptas” church with the name of “San Bernardo”.

Since September 12th, 1902, that institution changed its name from "San Bernardo" to "Bernardo Valdivieso." in honor to the founder and protector of the Education of Loja.

⁷Taken from The Secretary’s Office of the “Bernardo Valdivieso” High School

In 1967 by means of the ordinance N° 098 sent by the Honorable National Constituent Assembly the "Bernardo Valdivieso" was risen to the category of Experimental School.

On April 24th, 1996, Agreement N° 002, The Dirección Provincial de Educación de Loja conferred to the School the category of Educational Experimental Unit.

Nowadays this institution has 7 apartment blocks distributed for basic and Bachillerato. Also it counts with a staff: 180 teachers, 40 administrative members, 3.395 students, with 3 specializations: Chemistry-Biology, Physics-Mathematic, Social-Science and 3 sections: morning, afternoon and evening.

MISION

The institution exists since October 22, 1826, as a legacy of the illustrious Dr. Bernardo Valdivieso. The mission of the institution is to educate children and youth of wide popular sectors of the city and province of Loja and the regional context, in response to demands and needs of society, this is done through an efficient teaching and influence on the Family Action, which promote meaningful learning, the dynamics of a quality education.

It graduates capable, genuine and permanent winners, with an education based on the discovery and application of skills and the cultivation of values, committed to the development of the city, culture and society fair and balanced⁸.

VISION

The “BERNARDO VALDIVIESO” Experimental High school pretends to be an institution of academic excellence, humanistic and scientific and technical grounds, based on values of justice, equity, solidarity and citizenship, to promote research and human development, in service of the community.

MAIN AUTHORITIES

- **Rector:** Lic. Franklin Orellana.
- **Vice rector:** Lic. Enith Vivanco.
- **Head of English Language Area:** Dr. Floril Paccha.

⁸ Information taken from "Working Together Project" www.bernardovaldiviezo.edu.ec

CURRENT SITUATION OF THE RESEARCH OBJECT

From the different diagnoses regarding to the Ecuadorian Education, it is known that it suffers a series of weaknesses, such as the decoupling between theory with practice, teachers simply dictate the classes and due to this, there are uncritical, passive and dependent students. Concerning to the teaching-learning of the English language, it is evident the lack of using of interactive methods by teachers in the teaching-learning process. The same Ministry of Education justifies the Project of Update of the General Basic Reformation which comes executing since last year (2010), pointing out that "The separation among the levels, the insufficient precision of the knowledge to get in every year of study, the limitations in the development of the language skills and the lack of criteria and indicators of evaluation."⁹ These would be indicators of a series of mistakes which registers the little interaction in the teaching-learning process of the English Language.

Some research works carried out by undergraduate students of careers of education, found that "Our educational system makes emphasis in developing of English writing, neglecting in certain way the oral production

⁹Ministerio de Educación actualización y fortalecimiento curricular de la educación básica 2010
pág. 4

which without a doubt would facilitate the communication, making it more efficient.”¹⁰

To identify the current situation of the research problem, it was necessary to apply surveys in the mentioned institution and according to the obtained and analyzed answers, it arose the idea to know, how the way of teaching could be determining the production of learning abilities.

When students manifest that the majority of teachers make boring classes, it emerges the idea that interactive methods are not incorporated in the teaching-learning process in the high school under study.

The study of English is meaningful, whether the teacher selects a set of activities to motivate the student, when they are pertinent to the content that is learned. Learning cannot take place, if the learner is not enough motivated and has no interest in what's going to learn.

When analyzing the answers given to the questions, the idea of the research theme was getting clear. This first idea was commented with the doctor Carmen Ojeda, who helped me to establish the two fundamental

¹⁰Mónica Contero Cazar y Leticia Azucena Vaca. La formación Académica y su incidencia en la Comunicación oral y escrita del idioma inglés de los estudiantes del Instituto Superior tecnológico “Stanford” de la ciudad de Riobamba. Período 2006-2007. Lineamientos alternativos. Tesis de grado de Magíster en Docencia Universitaria e Investigación Educativa. Nivel de Postgrado de la Universidad Nacional de Loja. Ecuador, 2008, p. 16.g

categories that would be confronted in the research process, these are: the interactive methods and the learning abilities.

Once defined the two fundamental categories, which constitute at the same time the main variables, the researcher could formulate the problem, and the corresponding research theme. With this breakthrough was possible to request the members of the academic commission of the career the corresponding approval.

Under the achieved validation, the following research problem was formulated.

In what measure the interactive methods influence in the development of learning abilities of English language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011 - 2012?

RESEARCH PROBLEM

Based on some approaches that I carried out to observe how teachers executed their teaching of English language in Bernardo Valdivieso Experimental High School, it was detected that they still use traditional methodology, which affects the learning of the students.

When analyzing the curricula, it was found that these are different, since teachers do not plan together and with similar references and objectives to fulfill. Likewise, in these plans were observed very little interactive strategies that teachers provide in the development of teaching-learning process.

Through a short survey that was applied to the students of the high school, 70% agreed on that their teachers do not use interactive methods, so that the classes are boring, repeated and do not elicit learners to study.

In the same way when the students were asked to identify the methods more used by teachers in English classes, the highest percentage (70%) were obtained by traditional methods, thus the questions and answers and conversations had a (20%), on the other hand the modern interactive methods reached (6%) role-play and (4%) power point .

Asking about how many times in a week their teachers use interactive methods, the highest percentage (60%) of the criteria pointed out that twice a week; being situated the lowest percentages in: once a week (21,7%), three times a week (13,3%), and others (5%).

An amount of 65% of students said “the teachers’ teaching way is expository, repetitive and bookish” causing only study for the exam.

When it was investigated, if teachers relate the contents with real life, 75% of students gave a negative response; therefore, the teaching of the contents was too abstract and was reduced to the learning of grammatical rules.

In the same way the teachers were surveyed; and, a first question was to define what they understand by interactive learning, where 82.7% of teachers answered that it is the process where the learner participates actively and 17.3% answered that it is when students simply assimilates information; this reflects that the majority of teachers properly conceptualize the interactive learning, but they don't apply it.

Likewise they were asked to identify the learning styles that are linked with the interactive learning, which causes a lot of worry that 83, 3% has considered the teachers and students interaction as a learning style, when

in most of theories only point out this interaction as a relationship between teacher-student.

90 of teachers said that they apply interactive methods; however when they were asked if the institution has propitiated them up-dating courses, 73% said no. then, if teachers are not trained, how do they apply interactive methods in their classrooms?

Also, 87% of teachers manifest that they do reach the knowledge, abilities and skills required in English learning in their students, which is contrasted when 63% of students unlike the teachers said that these learnings are not durable neither significant.

This described problematic statement invites to find out with more depth the characteristics of the teaching of English language in the, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School afternoon section, as well as the repercussions that would be provoking on student's learning.

DELIMITATION OF THE PROBLEM

a. OBSERVATIONS UNITS

This research work will be developed in The “BERNARDO VALDIVIESO” Experimental High school.

To detect possible problems about INTERACTIVE METHODS, it will be applied surveys as a resource to elaborate the research work, with six English Teachers and hundred and ninety students.

b. SPATIAL

The “BERNARDO VALDIVIESO” Experimental High school is located in La Pradera neighborhood, on Eduardo Kingman Avenue and Maximo Rodriguez Street. It is to South-East of Loja city, in Ecuador.

c. TEMPORAL

This research work will be carried out from February 2012 until December 2012.

d. SUB PROBLEMS

In what level teachers apply the interactive activities into the teaching-learning process of English language?

Do students possess limitations in the development of speaking and reading skills of English language due to the lack of application of interactive activities?

c. JUSTIFICATION

Few years ago for general sciences, teaching traditional methods were more useful, that was when the Teacher explained the information and students were limited to accept it; after some investigations it was found this way of pedagogic work gave low meaningful learning achievements.

With the contribution of the cognitive psychology, particularly of the constructivist approach, it comes incorporating interactive methods where teachers and students do an activity in pursuit of the learning.

Nowadays the Ministry of Education of the country, has updated both the guidelines of the General Basic Curriculum Reform as referred to the Bachelor, in these reforms suggests the need to propitiate interactive methods of teaching and learning. So that among other areas, in the study of the English language is necessary to investigate how these methods influence in the achievement of abilities and linguistic skills.

Thus, in the guidelines of the BachilleratoUnificado, in terms of Language and Literature is said that these "constitute basic cultural manifestations of humanity. This means that not only are tools that enable communication, but also speeches which express and build individual and collective identity of human beings"

All implies that the teaching-learning process necessarily makes use of interactive methods, the same ones that refer to the ways that teachers found to interact with their students, although its use is diverse and depends on the contents and objectives to be achieved, the most important is: think, pair, share, buzz sessions, case study, incident process, question& answer period, writing exercises, note review, demonstration, role play, group work, among other.

The target of the following research is to determine the influence of the interactive methods in achieving the learning abilities of English Language in the afternoon Section of the Bernardo Valdivieso Experimental high school, also the researcher believe that with the results that will be found, could benefit other educational institutions in the country.

Similarly, once investigated the problematic statement, at Bernardo Valdivieso Experimental high school, it may introduce reforms to enhance the achievement of abilities in the teaching-learning process through appropriate interactive methods.

This work is also justified, since it will facilitate to the Authoresse to deepen in the knowledge of methods, techniques and interactive activities guided to develop the learning abilities of the English language; as well as to get the licentiate's degree in sciences of Education, Specialization English Language that enabled me to practice the profession.

d. OBJECTIVES

GENERAL OBJECTIVE

To analyze the influence of interactive methods in the development of learning abilities of English language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011- 2012

SPECIFIC OBJECTIVES

To determine the level of teachers' application of interactive activities into the teaching-learning process of English language

To explain the students' limitations in the development of speaking and reading skills of English language due to the lack of application of interactive activities

e. THEORETICAL FRAME

INTERACTIVE ACTIVITIES

Importance

Interactive Teaching

Characteristics

Strategies

Benefits

Interactive activities to teach English Language

- think, pair, share
- buzz sessions
- case study
- incident process
- question & answer period
- asking questions
- short writing exercises
- note review
- demonstration
- role play
- group work
- brainstorming
- peer instruction

THE TEACHING-LEARNING PROCESS

Definitions

Teaching and Learning

Elements of the teaching- learning process

DEVELOPMENT OF THE LEARNING SKILLS.

The Speaking skill

Introduction

Importance

Speaking situations

Strategies for developing speaking skills

The Reading skill

Introduction

Importance

Styles of reading

How to improve the Learning Skills?

INTERACTIVE ACTIVITIES

Importance

The interactive activities for the teaching of a second language recognize that the teaching of a second language is for the use with and through a community or group that speak the second language.

In the school context the community is in the school, in the room of classes, in the vicinity or in the combination of all or some of the previous ones. The students and the teacher, and in some places (as in certain states of the Nation) the members of the home and of the vicinity, be part of people that speak the second language.

The use of the second language between the students and the members of the community (in the school or the neighborhood) is mostly for 6 NYSABE Journal, 11, 1996 communication to each other and the social interaction. In the school classroom is where the use of the second language is emphasized for the learning through the subjects. For this reason, when designing interactive activities for the teaching of the second language he/she should take into account that:

A. the language is the main vehicle for the instruction and the learning, this is, the language relates what is said (linguistic content) with the mechanism that is used to say it (linguistic expression);

B. The language plays an essential role in the social interaction

- The language is a mechanism to establish social relationships and to learn on the world in general and in the school classroom;

C. The language is intrinsically related with the content used in the instruction,

- The second language is a mean to learn the academic material;

D. The scheme-context, experiences and previous knowledge play an essential role in the learning of the new knowledge,

- Elements of the culture of the home and of the first language they are part of the learner's previous scheme.

- The language of the home carries part of the student's culture,
- The student can benefit of the transfer of skills: inside the scheme that the student possesses when entering to the learning atmosphere there are skills that can be transferred, for example, reading skills of L1 to L2 and of visualization space;

E. The communication, interaction and the development of concepts in the living room of classes require mostly of proficiency skills academic-cognitive; for example, the science and the mathematics require vocabulary knowledge and of specific symbols of the sciences and the mathematics, such as: volume, for, chart, exponent, +, -, x ;

F. The planning of these activities requires

- The coordination among the second language teachers' with the teachers of school subject or content,
- The analysis of the learner's necessities: linguistic, interpersonal, socio-cultural and academic,

- The identification and description of the academic environment, the description of the communicative environment in the home and the school,
- The selection of subjects and the appropriate curriculum,
- The identification of topics and chapters adapted in the "regular" curriculum for the development of the activities,
- The adaptation of the curriculum through the development of interactive activities that reflect the integration of the content with the second language,
- The development of interactive activities that reflect the scheme of the linguistic knowledge, academic and social previous of the student,
- The development of activities that reflect the student's cultural background;

G. The activities for the learners of pre-school age and early age they also have to incorporate appropriate practices for integral development of the student. These have that:

- To agree with the learner's age (their physical, emotional, social and cognitive development),
- To reflect the student's individuality (their growth, learning style, background of the home, skills, interests, disposition for the learning, experiences, culture, etc.),
- To integrate the active exploration and the interaction with other members of the group and adults,
- To incorporate the use of concrete, real and outstanding materials,
- To provide for a variety of interests and skills,
- To reflect challenges of social nature, linguistics and academic in a gradual form.

INTERACTIVE TEACHING¹¹

Interactive teaching is a two-way process of active participant engagement with each other, the facilitator, and the content. Moreover the use of

¹¹Interactive Teaching & Learning | eHow.com http://www.ehow.com/about_5552709_interactive-teaching-learning.html#ixzz1nzzjGay1W

interactive teaching can provide opportunities to students that are not normally available in traditional situations. Interactive teaching also focuses on the process of learning and not just presenting information.¹²

Characteristics:

- ✓ Use questions to stimulate discussion, emphasizing the value of answers
- ✓ Give participants hands-on experience
- ✓ Use teaching aids to gain and retain attention
- ✓ Encourage and develop thinking and problem solving
- ✓ Develop and enhance self-confidence
- ✓ Nurture problem solving through reasoning and discussion among peers
- ✓ Make teaching and learning interactive and fun

¹² www.arma.org/.../uploads/interactiveteaching.ppt

Strategies

When a topic is presented, it is important for a teacher to have wide knowledge of the subject in order to assist in guiding the students in the right direction. The students are given an opportunity to work in groups to complete a task that uses their prior knowledge, while combining it with new information. At the end of the task, they will be required to evaluate what they have learned and how they came to their conclusions.

Benefits

By using interactive teaching, it is easy to see how much the students know. It also allows the teacher to understand how the students' individual thought processes are working with the information they are learning. This allows for more useful planning for future lessons on similar topics. The students gain by learning facts within a bigger picture, which makes it easier to remember. Interactive learning is motivating, due to the use of peer groups and positive interactions between the students and teacher.

INTERACTIVE ACTIVITIES TO TEACH ENGLISH LANGUAGE

For centuries, teachers taught their pupils through lecture and book work. While this method of education can be effective in educating students, the task of learning can be made more enjoyable and easier if the teacher engages in interactive learning activities. Interactive learning activities allow students the opportunity to engage with new material as they learn,

allowing them to process the information and cement it into their knowledge banks. Teachers can use one or multiple interactive activities to benefit students and create more engaging lessons.

- **THINK, PAIR, SHARE:**¹³It is a cooperative learning activity that encourages individual participation and is applicable across all grade levels and class sizes. The time considerable to develop this activity is around 5 or 7 minutes. Where students think through questions is that to say, firstly is necessary to pose a question or problem, this should require participant to explain a concept in their own words or to apply, synthesize, or evaluate what they've learned, using three distinct steps:
 1. **Think:**Students think independently about the question that has been posed, forming ideas of their own.
 2. **Pair:**Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
 3. **Share:**Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

¹³www.fctl.ucf.edu/TeachingAndLearningResourc.

- **BUZZ SESSIONS:** The buzz session is an activity for involving every member of a large audience in the discussion process directly. In other words Buzz sessions are short participative sessions that are deliberately built into a lecture or larger group exercise in order to stimulate discussion and provide student feedback. In such sessions, small sub-groups of two or four persons spend a short period (generally no more than five minutes) intensively discussing a topic or topics suggested by the teacher. Each sub-group then reports back on its deliberations to the group as a whole, or sometimes combines with another sub-group in order to share their findings and discuss the implications. The buzz session may be used:

1. To develop questions for a speaker or panel.
2. To discover areas in which the group would like more information or further study.
3. To discover areas of special interest for future programs.
4. To evaluate a meeting in terms of its value to the participants.

- **CASE STUDY:** The case study is a detailed account of an event or a series of related events that may be presented to an audience orally, in written form, or film or in a combination of these forms. The case study may be used:

1. To present in detail to a group a problem with which the group is concerned.
2. To present and study the solution of a problem similar to the one confronting the group.
3. To teach the problem-solving process.

Advantages

1. Gives a detailed accounting of the case under study.
 2. Helps the learner to see various alternative solutions to the problem.
 3. Helps people develop analytical and problem-solving skills.
- **INCIDENT PROCESS:** This is a learning activity which focused on how to solve problems and work out solutions by using actual incidents that involve real people in real situations. It is less formal, less demanding form case study that is the particularity of this activity.
 - **QUESTION& ANSWER PERIOD:** Allowing the audience a certain amount of time for questionsat the beginning, middle, or end of a presentation, the questions may be asked orally by individuals, groups, or in writing. It is an excellent way to reinforce your message and continue selling your ideas. Youmaydevelopthis activity in the following way:

- ❖ **TRY:** distributing index cards at the start of your session. Ask participants write down a question they have and return it to you before the break.
- ❖ Then review their questions while the participants are on break.
- ❖ When they return, answer their questions while summarizing key points learned before the break.
- ❖ Use this as a transition in to the next sections.

- **ASKING QUESTIONS¹⁴**

There are two types of questions they are:

Open-Ended Questions

- ❖ Ask questions to get participants to think, analyze, or evaluate.
- ❖ Prepare questions ahead of time.
- ❖ Questions should not have a single, right answer, e.g., “How could this procedure be improved?” or “What problems might occur with this technique?”

Closed-Ended Questions

- ❖ Have a short
- ❖ Definite answer.

¹⁴*faculty.laserra.edu/~dlin/classes/.../chapter04.ppt*

❖ Work best when asked fairly rapidly in a series to break the participants out of a passive mode.

- **SHORT WRITING EXERCISES:** Involving students in interactive writing is a powerful way to teach the writing process. This activity starts given participants a card or sheet of paper, then ask them to write their responses, next collect responses & review them and clarify all misunderstandings & answer questions.

There are two steps:

Muddiest Point: (10 minutes: 2 min. of writing, 8 min. of answering/discussion)

- Use to immediately explain points that have not been clearly understood.
- Ask the participants to write their least clear or “muddiest” point.

Three Minute Summary:

- Use this to clarify points and assess the depth of participants’ understanding.
- Ask them to summarize the key points of the seminar.

- **NOTE REVIEW:** This activity can be used in the middle of a seminar, after a break, or at the end.

- ❖ Give participants 3 minutes to read their notes thoroughly and underscore or circle important points.
- ❖ Mark anything that doesn't make sense.
- ❖ Mark the location of missing information.
- ❖ Circle the room answering individual questions.

After they've completed the exercise, ask for questions so you can clarify them.

- **DEMONSTRATION:** This is one of the most effective teaching activities because of its visual impact. It is specially used to do a visual presentation of one or more techniques, processes, skills, and so on. Nevertheless you or a participant, often assisted by others, go through the motion of showing, doing, explaining, and so on.
- **ROLE PLAY:** Allow students to put themselves in the shoes of others by engaging in role play. You can ask students to embody anyone from politicians (for a history or social studies lesson) to book characters (in an English class.) Ask students to physically embody their assigned person, speaking as they would speak and moving as they would move. Students will be more able to

empathize with others and understand what it is like to be another person.

- **GROUP WORK:** While group work can sometimes seem chaotic, it is often a quite effective tool. When students engage with their peers in group work, they have the opportunity to learn from their classmates and exchange information. Provide students with an activity and allow them to complete it as a group. Monitor their work to ensure that they stay on task, and assist them if they encounter trouble as they work.
- **BRAINSTORMING (sometimes called 'thought shower'):** If this technique is to work effectively it's important to remind your students that they should obey the strict rules of Brainstorming which require participants to separate the creative from the analytic stages. Stage one involves the launching of ideas without discussion elaboration or criticism. Stage two requires the group to select several of the more promising ideas and to discuss them. In order to make Brainstorming work effectively it may be necessary to appoint a referee in each group to call 'Foul' if the rules are broken.

- **PEER INSTRUCTION:** It is activity created by Eric Mazur to help make lectures more interactive and to get students intellectually engaged with what is going on.

In this activity,

- The instructor presents students with a qualitative (usually multiple choice) question that is carefully constructed to engage student difficulties with fundamental concepts.
- Students consider the problem on their own and contribute their answers in a way that the fraction of the class giving each answer can be determined and reported.
- Students then discuss the issue with their neighbors for two minutes and vote again.
- The issues are resolved with a class discussion and clarifications.

This activity, besides having the advantage of engaging the student and making the lecture more interesting to the student, has the tremendous importance of giving the instructor significant feedback about where the class is and what it knows. To often, we use the "union of knowledge principle" if any student in the class knows something, we assume the whole class knows it. The response system gives us much better information about the distribution of knowledge among our students. This

method also offers significant opportunity for engaging the students in discussions of reasoning and epistemology (how we decide which answers are right and under what circumstances the answers hold).

THE TEACHING-LEARNING PROCESS¹⁵

Definitions

Teaching is an active process in which one person shares information with others to provide them with the information to make behavioral changes.

Learning is the process of assimilating information with a resultant change in behavior.

Teaching-learning process is a planned interaction that promotes behavioral change that is not a result of maturation or coincidence.

Teaching and Learning¹⁶

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

¹⁵<http://www.uwex.edu/ics/design/teach.htm>

¹⁶<http://www.ncdhhs.gov/dhsr/hcpr/pdf/PrinciplesofAdultLearning2007.pdf>

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

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

Technology has long been used as a support for learning, for example, the use of radio, film, film strips, and overheads. During the past several decades, however, the advancement of technology has led to comprehensive meeting and teaching via more advanced technologies like audioconferencing, videoconferencing, webconferencing and online

learning management systems (LMS). These new technologies are rapidly changing the face of education. In this changed educational environment it is essential to develop design principles and a process that will lead to effective educational experiences. These effective practices should include — 1) access, 2) learning effectiveness, 3) faculty satisfaction, 4) learner satisfaction, and 5) cost-effectiveness. (Sloan-C Five Pillars of Quality).¹⁷

ELEMENTS OF THE TEACHING-LEARNING PROCESS

Teaching and learning are part of an only process that has as end the student's formation.

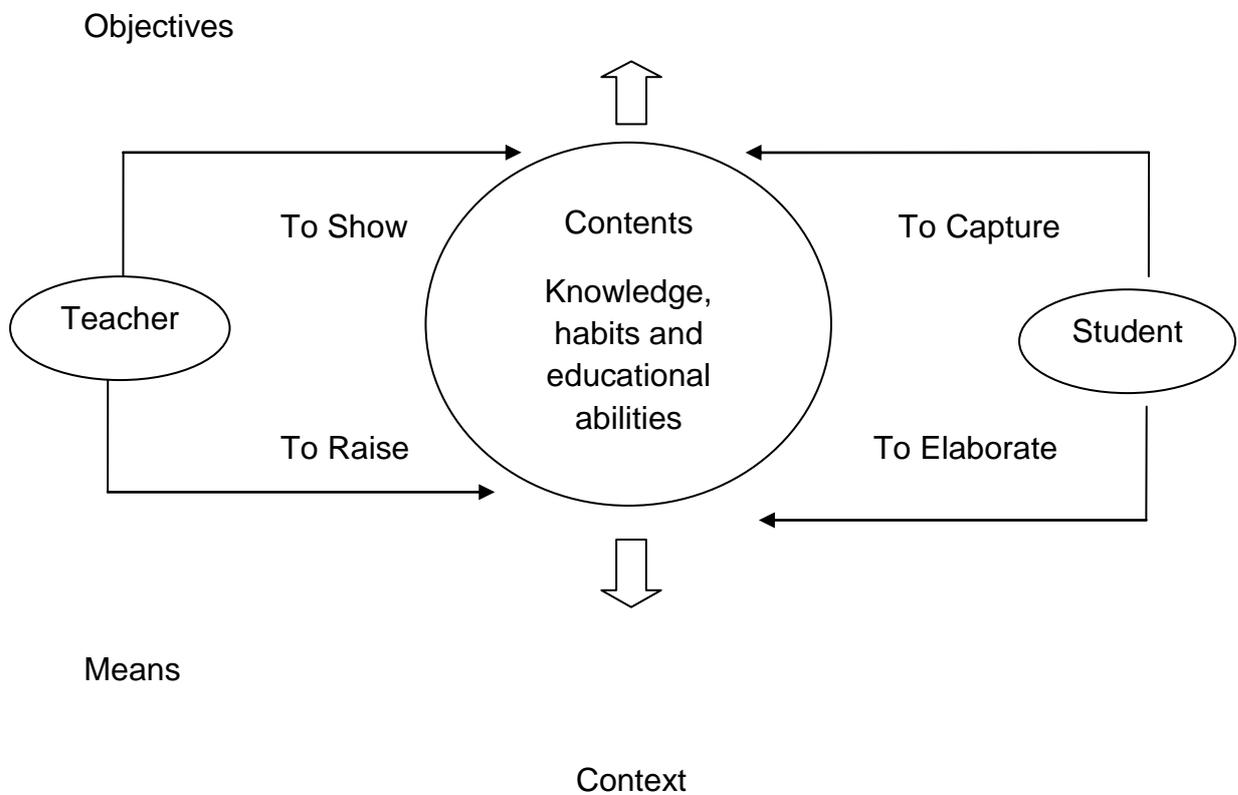
The etymological reference of the term to teach can serve as initial support: to teach is to point out something to somebody. It is not to This implies that there is a fellow that knows (who can teach), and another that ignores (who can learn). Who can teach, wants to teach and he/she knows how to teach (the teacher); who wants to can learn and know how to learn (the student). There must be a disposition by the part of student and teacher.

¹⁷ ion/article2865448.ece

Apart from these agents, there are the contents, that is, what you want to teach or to learn (curricular elements) and the procedures or instruments to teach them or to learn those (means).

When someone teaches something is to achieve some goal (objectives).
On the other hand, the act of teaching and learning takes place within a determined framework by certain physical, social and cultural conditions (context).

Figure: Elements of the teaching-learning process.



According with the exposed, we consider that the teaching process is the act by which the teacher shows or raises educational contents (knowledge, habits, and skills) to a student, through some means, in terms of some objectives and within a context.

The learning process is the complementary process of teaching. Learning is the act by which a student tries to capture and to elaborate the contents exposed by the teacher, or any other source of information. He reaches it through some means (study techniques or intellectual work). This learning process is carried out in function of some objectives that can or not to be identified with those of the teacher and takes place within a given context.

DEVELOPMENT OF THE LEARNING SKILLS¹⁸.

THE SPEAKING SKILL

Introduction

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

¹⁸ <http://www.doredin.mec.es/documentos/00820073007971.pdf>

Importance

As we have seen in the previous section, the speaker is as important as the listener in the oral communication, and therefore, it is evident the enormous importance transcendence that this ability has in the teaching of a language. It is more, during the last years their importance has maybe been exaggerated, of detriment of the other "skills."

As for the time to start exercising this skill, it seems obvious that the oral practice in English classes must be made from the same beginning of the learning process.

At first, the student should repeat mechanically the classic drills of repetition ("pattern drills"). These exercises will be repeated in chorus first, then by groups and then one by one. All of which provide to the student the difficult task to say the first words of a language that is not the own one.

These early mechanical exercises "substitution drills," "conversion drills," and so on, are essential for the formation of the linguistic habits, of those who spoke a few years ago the defenders of the audio-lingual approach. "But should not neglect the creative use of English in communicating ideas, as advocated by Chomsky and his followers,

transformationalists and try to make meaningful communication takes place as soon as possible in the teaching-learning of English.

The use of dialogues and small dramatizations "role playing", serves perfectly to help students to work out in practice of this skill. And there is a huge range of possibilities to facilitate it in English classes, such as wall charts, drawings on the blackboard, movies, cards and so on.

These dialogues and role plays should be gradually giving way to real communication, that is to say: students should be gradually introducing their own words to a situation more or less prepared in advance.

Well it seems convenient to practice speaking skill first with some supervision or direction to reach success, later, the practice of free conversation. As stated by L. G. Alexander, «Conversation has to be guided before it can become open-ended or «free» and texts are an excellent medium through which to guide aural/oral work»

It is obvious that the only phase in the acquisition of speaking skill constitutes the real practice of free communication, (free communication) in which the student will feel especially motivated by being actively able of using your mental abilities, and therefore much more interested in the

learning of English language, which must always be one of the main purposes or goals of any good teacher.

The use of "free communication" in English classes is really important, since the learning of a second language should be a natural and creative process, not a mere acquisition of linguistic habits, as structuralists said. Therefore, care must be taken not to stand in the mere repetition of mechanical exercises, providing students the possibility of communicating meaningfully and even think in the second language.

It is therefore advisable to use English in class, whenever we can, for real communication, by the word, of our ideas in the different functions of a language: personal, interpersonal, directives, imaginative, and so on.

Speaking situations

There are three kinds of speaking situations in which we find ourselves:

- Interactive
- Partially interactive, and
- Non- interactive

Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner. Some speaking situations are

partially interactive, such as when giving a speech to a live audience, where the convention is that the audience does not interrupt the speech. The speaker nevertheless can see the audience and judge from the expressions on their faces and body language whether or not he or she is being understood.

Some few speaking situations may be totally non-interactive, such as when recording a speech for a radio broadcast.

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 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.

THE READING SKILL

Introduction

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition.

Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

Importance

The listening and speaking skills seem to precede in some way to reading and writing skills. This has made the practice of reading has been postponed in English classes for some time. Currently, there seems no valid reason for the reading ability not exercised from the beginning of teaching-learning process of English language. The teacher Finocchiaro writes around this topic: «I also believe that the reading skill should be developed, and that this should be done much earlier in the language program than has been thought possible»

Anyway, it will depend on the particular circumstances of the students: their age, their culture, their education, the relationship between the graphic systems of their native language and English, and so on, and of the focus that each teacher gives to his classes.

As for the actual practice of this skill, is important that the teacher first read aloud any text that students will read later, especially if it is in English, in which the difference between the spoken language and writing is so great, with the purpose of students do not learn incorrect pronunciations that

then will cost much to amend, and that they will associate, what they hear with what they see, when they follow the reading by the text.

Through the teacher's reading, the students must go discovering where the pauses should go in the spoken speech, what words or syllables are those that must be emphasized and where ups or downs the intonation.

In relation with students' reading aloud, V. F. Alten suggests to the following: "Reading aloud by stu-hope the reading aloud would be done by the teacher, while the students follow with their eyes, It is necessary to pay great attention to the election of the texts that it will read in class, mainly in the first levels.

These texts could be read by students, in groups and individually, after they have been presented orally by the teacher. Progressively it will go offering more difficult material, but always seek to direct the reading, to explain the pronunciation and the meaning; both are closely linked of the new words.

The student has to learn to easily distinguish the different groups of words and their relationships with other groups. The students should try to anticipate what is likely to come in the text, while he stores in their memory what has just read, and all these reactions will have to produce

automatically, which will make of the reading something really "active", although, sometimes it is considered as a passive skill.

The practice of reading has to be improving slowly, until arriving to the reading of newspapers, magazines, novels and all kinds of books for the mere pleasure of reading, or for use as a vehicle for the acquisition of all knowledge and information. But to achieve this, the student has to develop this skill by reading various types of texts with an understanding progressively during the first years of English's learning.

The reading can and it should contribute interesting contributions to English's classes. And, although the methodological tendencies of some years ago they rejected the use of this "skill" in the courses of modern languages, today seems that it is returning to great importance in the teaching of the English language. Robert Side, for example, says "I though it is possible to learn to speak without reading, it seems a more effective strategy to learn to read simultaneously with learning to speak"

Styles of reading

There are three styles of reading which we use in different situations:

- **Scanning: for specific information**

The technique you use when you're looking up a name in the phone book: you move your eye quickly over the page to find particular words or phrases that are relevant to the task you're doing.

It's useful to scan parts of texts to see if they're going to be useful to you:

- The introduction or preface of a book
- The first or last paragraphs of chapters
- The concluding chapter of a book.

Steps: When you only want specific information:

5. Do not waste time reading every word.
6. Run your eyes over the text quickly, looking for key words and phrases to help you find the part you need.

- **Skimming: for getting the gist of something**

The technique you use when you're going through a newspaper or magazine: you read quickly to get a general idea, and skip over the detail.

Steps: When you want to get a general idea what a text is about.

- Read the first paragraph (the introduction) and the last paragraph (the conclusion).
- Read the first and last sentences of the other paragraphs.

Use skimming when you're trying to decide if a book in the library or bookshop is right for you.

- **Detailed reading: for extracting information accurately**

Where you read every word, and work to learn from the text.

In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

3.3. How to improve the Learning Skills?¹⁹

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. We know that English is the most popular language in the world. In this computer age, English is the only language that any one can understand. So we can say that, it has become as an ideal language for expressing our feelings. English language attracts people because of the wealth of literature and knowledge enshrined in it. That's why we must make the best use of it to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter. It is our window to the world. So we have to learn the language unless we have the fluency in English language.

There are many ways to develop our English language but I prefer four steps to develop it. Those are:²⁰

¹⁹http://www.ehow.com/how_5197726_improve-learning-skills.html

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

Reading:

To develop this step we have to follow certain ways. Such as:

- 1) Read the lyrics to a song:** We can read the lyrics of English song with a dictionary. If the lyrics are not given in the CD booklet, we may be able to find them on the internet.

- 2) Read a book that already read in our own language:** Reading a book that we already know the story of. This not only makes it easier to understand and guess vocabulary, but we are also more likely to remember the language in it.

- 3) Read an English language newspaper:** Newspapers like “NEW AGE” are usually the easiest to understand, followed by mid-brow titles like "The Daily Express" or "The Daily Mail" in English. Popular newspapers like "The Sun" are more difficult because of the idiomatic, slangy use of language and the number of jokes in the headlines and articles.

²⁰<http://www.howtolearn.com/2011/03/how-to-improve-your-little-ones-study-skills>

4) Learn a famous speech or poem in English by heart: Although we may never hear or get the chance to say exactly that line, having one memorable example of English grammatical form in our head can make it much easier to learn other examples of the same grammar as we hear them.

5) Read dictionary: To learn or improve English language skill it is mandatory because it is necessary to increase our vocabulary.

6) Reading grammar book: It is also important because without grammar we can't make a appropriate sentence. So we have to learn grammar as far as possible.

Writing:

We have to develop this step by following those ways which are written below:

1. Write a diary: Another daily writing task that can work for people who would be bored by writing about their own routines in a diary is to write about the news that we read and listen to everyday. This can give us a good reason to read old entries another time, at which time we can also correct and mistakes we have made and generally improve what we have written.

2. **Write fiction in English or short stories:**²¹ For people who find writing a diary about things that happen to them everyday boring, the best thing is to let we imagination go and write about whatever comes into our head. The advantage of this is that if we can't think of how to say something in English, we can just change the story to something that is easier to explain.
3. **Playing writing games:** Like word games is a better way to develop English language.
4. **Article:** Writing article is also very good to improve writing skills.
5. **Writing something that we want to say:** There are many things that we want to say. Writing those things in English is a better way to practice writing. Such as I want to say history that I suffer tomorrow so write it in English is a good way to learn it.

Listening:

There are many ways to develop this step. Such as:

- 1) **Listen to English music:** Even listening to music while doing something else can help us a little for things like getting used to the natural rhythm and tone of English speech, although the more time and attention we give.

²¹http://www.ehow.com/how_2146288_improve-study-skills.html

to a song the more we will learn from listening to it again in the future. We can listen and read the lyric at the same time and this can be a good way of understanding how sounds change in fast, natural, informal speech.

2) Watch English language films with English subtitles: It is a good way to listening with reading and it also helps us to know English well.

3) Listen to the radio news in English: We can make this easier by reading the news in English first, or even just by reading or listening to the news in our own language then listen to the radio news in English and it will be effective.

4) Use computer pronunciation analysis: Although most programmed that claim to tell us when we are pronouncing correctly or not don't actually do that, listening many times and seeing how our voice changes as we try to match the sounds and waveform given by a pronunciation CD ROM can be good practice and more motivating than just recording our own voice.

5) Listen to native speakers as much as possible: There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that

students of English should try to imitate. The closer students can get to this rhythm or flow, the more convincing and comfortable they will become.

6) Watch English Channel: This is not only a fun way to learn but it is also very effective. By watching this we can expand our vocabulary and hear the flow of speech from the actors. If we listen to that we can also hear different accents.

Speaking:

This step can be developed by following those ways which are given below:

1) Sing English song:²² The next stage after understanding and memorizing a song is to sing it. Although some words have their pronunciation changed completely to fit in with a song, most of the words have the same sounds and stressed syllables as in normal speech. Remembering which words rhyme at the end of each line can also be a good way of starting to learn English pronunciation.

2) Say what we are doing in English as we do your daily tasks: As we are doing our chores, try creating sentences describing what we are doing.

²²<http://www.britishcouncil.org/morocco-english-lz-learners-skills.htm>

This gets us used to thinking in English without translating, and can be a good way of seeing what simple vocabulary that is around our everyday.

3) Talking dictionary: Now a day we find different talking dictionary where we can compare our pronunciation and can get the right pronunciation.

4) Presentation: Different presentation is also effective to make our fluency more clear.

5) Visit an English speaking country: it is very expensive then other's method but it can be very effective for speaking for us because there we can find a lot of native speaker. The top 5 countries to visit are: 1. USA 2. UK 3. Canada 4. Australia 5. New Zealand.

6) Repeat the sentences after hearing them carefully: After hearing from media or native speaker we have to repeat the sentence as same as speaker and it helps us to improve our speaking in English.

To learn any thing either it would be a language or skill need self-interest and hardworking without them nobody can do any thing. That's why proverb says, "There is a will, there is a way" but to develop English language we also have to remember that "Practice makes a man perfect". So we have to practice it again and again to get proper fluency. It is not

our mother tongue that's why we face different difficulty but we have to overcome them by regular practice. If we are conscious and determine to develop our English we can achieve our success.

HYPOTHESIS

GENERAL HYPOTHESIS

The interactive methods influence scarcely in the development of learning abilities of English Language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011-2012.

SPECIFIC HYPOTHESIS

The lack of application of interactive activities by teachers affects the teaching-learning process of English language.

Students' limitations in the development of the speaking and reading skills as consequence of the lack of application of interactive activities.

f. METHODOLOGY

METHODS

The present research work for their characteristics will be developed with the application of some methods, according to the moments of realization of the research.

The Deductive Method, since the formulation of the project, it comes facilitating to go down from the abstract to the concrete , that is, from general ideas and without connection, to go prioritizing and systematizing problematic, to arrive to concrete problems to reach the research problem. Likewise, this method will be used from the theoretical frame, to sum up the hypotheses, variables, indicators and research instruments, and finally.

The Inductive Method on the other hand will help: to recognize the research object, making use of the research tools, to know their empiric particularities to then by means of the search of the relationships given among them, to integrate them in the entirety of the phenomenon, this is, by means of a process that will go from the particular to the general, whose information will be grouped in tables and graphs, ready to be described, analyzed and interpreted.

The Descriptive Method will allow to make a first reading of empirical data represented in charts and graphs, from which, making use of the analytic-synthetic method will be possible to interrelate such data and to go explaining the phenomenon around each one of the hypotheses, with which the conclusions will be defined.

The use of Explanatory Method will help to confront the theory with the empiric data, and this way to be able to explain the investigated reality, their causal and decisive relationships, of the concrete aspects of the existent relationship among the methods and techniques that use the teachers and the development of linguistic abilities.

Techniques

It will be used those that allow to gather the necessary information to be able to comply with the aimed objectives in the research. Among the techniques used in the main form, I can cite the survey.

Population

The population is structured of:

English teachers	6
Students	190

The students are distributed in the following way:

Chemistry	
2nd "A"	18
2nd "B"	12
2nd "C"	28
2nd "D"	3
2nd "E"	35
TOTAL	96

Physics	
3rd "A"	26
3rd "B"	19
3rd "C"	18
3rd "D"	31
TOTAL	94

During this investigation we worked with all the teachers 6 and all students 190 too.

Procedure

The procedure used to obtain the necessary and reliable information is described in the next lines:

The systematic observation, directed to directive and teachers, to mean the field information on the methods and the forms of using the techniques that use in English's teaching. Subsequently, it will be applied instruments

for gathering informative data on the proposed topic; among them I can mention the survey students and teachers. This information will be counted and taken out its percentages, to be then, presented and analyzed.

Procedure for the organization of information

Taken and quantified the information, I will proceed to organize it in tables and graphs taking care that there is not repetitive or redundant information, under the direction and review of the director. It will be eliminated. When I collect information from teachers and students, I shall develop charts and graphs. It is important to emphasize that, all this information will be organized in relevance to each one of the hypotheses.

Information analysis, hypothesis testing and formulation of conclusions

To interpret the information, there will be necessary to recreate the theoretical frame, and to the light of the use of concepts and derived categories from it, the information will be analyzed; for this will be necessary to integrate data and linking referred answers to this or that phenomenon.

Once interpreted and analyzed the information, proceed to verify the hypotheses, for this will retrieve the most excellent information in the previous squares, and that in turn they will have direct relationship with each one of the hypotheses. Likewise, the information will be recaptured with argument force and that it facilitates to evidence from a logical point of view the accomplishment and truthfulness of the hypotheses raised initially.

The elaboration of the conclusions will be made starting from the evidences that will be of the analysis of the data and that they don't give place to any doubt. Everything it always thinking on giving answers to the general problem and the sub-problems.

RESOURCES

a) HUMAN

- English Teachers of “Bernardo Valdivieso” Experimental High School.
- Students of 2nd and 3rd years of Bachillerato of “Bernardo Valdivieso” Experimental High School.
- Coordinator of the English Language Career.
- Director of thesis
- Tribunal members.
- Researcher.

b) MATERIAL

- **Office material:** books, dictionaries, copies, paper, folders and binding.
- **Technical resources:** internet service, computer printer, pen drive, calculator and camera.
- Survey (teachers and students)
- Transportation.
- Copies.

c) INSTITUTIONAL

- National University of Loja.

g. CHRONOGRAM

Time Activities	2011-2012						
	1 st month	2 nd month	3 rd month	4 ^{rt} month	5 th month	6 th month	7 th month
ELABORATION OF THE PROJECT AND REPORT OF RELEVANCE	█						
APPOINTMENT OF DIRECTOR		█					
FIELD RESEARCH		█	█				
ORGANIZATION AND PROCESSING				█			
DRAFT REPORT WRITING THE THESIS				█	█		
DIRECTOR'S REVIEW					█	█	
IMPLEMENTATION OF IMPROVEMENTS AND PRESENTATION OF						█	
FINALREPORT OF RESEARCH							█
LIFT AND INCORPORATION							█

h. FINANCING AND BUDGET

Desktop Material	80
Specialized bibliography	300
Transport	100
Typing and reproduction	200
Bookbinding	100
Internet and telephone	100
Contingency	100
TOTAL	980

i. Bibliography

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- 14.**Mónica Contero Cazar y Leticia Azucena Vaca. La formación Académica y su incidencia en la Comunicación oral y escrita del idioma inglés de los estudiantes del Instituto Superior tecnológico “Stanford” de la ciudad de Riobamba. Período 2006-2007. Lineamientos alternativos. Tesis de grado de Magíster en Docencia Universitaria e Investigación Educativa. Nivel de Postgrado de la Universidad Nacional de Loja. Ecuador, 2008, p. 16.g
- 15.**Ob. Cit.,p.103
- 16.**Unidad Educativa “San José de Calasanz, (1999), Técnicas de Aprendizaje Activo, Loja- Ecuador. Pág. 12
- 17.**www.bernardoaldiviezo.edu.ec
- 18.**www.fctl.ucf.edu/TeachingAndLearningResource.

Annex 2

SURVEY APPLIED TO TEACHERS



SURVEY DIRECTED TO TEACHERS

Dear Teacher:

It is making a research aimed to know the teaching-learning process of English language in the afternoon section of their school, for which in courteous form is requested to answer to the following questionnaire. You are requested criteria as original as possible and will remain the reserve of the case.

GENERAL DATA

1. Courses in which you exercise your teaching practice in the School?

.....

2. How many years do you have as English Teacher?

.....

SPECIFIC DATA

3. Of the study activities that below are exposed, which do you believe that you use more? Select with an (X)

You constantly develop listening activities	
You emphasize in oral communication	
You usually realize reading exercises	
You perform writing drills	
Others	

4. In English classes. Which of the following activities do you do?

- You work combining visual and auditory
- Through dialogue.
- Others

5. According to your opinion, at school. How often do you use interactive activities?

- Frequently
- From time to time
- Almost never

6. How often do you do these interactive activities, please make an (X).

Activities	Frequently	From time to time	Never
Work cooperatively			
Role-play plan			
Learn by doing			
Practicing dialogues			

7. Select with an (X) the percentage by which you believe your students are trained to do these exercises.

Activities	From 0% to 33%	From 34% to 66%	From 67% to 100%
Fill in the blanks			
Understanding an order			
Ask and answer questions			
Others			

8. With an (x) to indicate the level of capacity for developing speaking do you think your students are?

LEVELS OF CAPACITY	English Oral Practice	Participates in dramatizations	Speaking under the supervision of the teacher	Real talks	Thinking from a second place	Others
High						
Medium						
Low						

9. Which is the level to which you believe that your students have got in the reading skill? Select with an (X) one of the following alternatives:

Activities	From 0% to 33%	From 34% to 66%	From 67% to 100%
They can answer questions after reading			
They can get the main idea of the text			
They can get detail information of a text			
Others			

10. In what level you believe the students of 2nd and 3rd years of Bachillerato execute the following learning activities?

Activities	Efficiently	Limitedly	Deficiently
Students copy sentences and dialogues			
They carry out exercises to complete phrases or sentences			
They participate in dramatizations			
They fill the blanks of paragraphs or short summaries			
They write when you dictate			
They write sentences providing personal information			

11. What do you recommend to improve the teaching-learning process of English language in your school?

.....

THANKS

Annex 3

SURVEY APPLIED TO STUDENTS



SURVEY DIRECTED TO STUDENTS

Lord student:

It is making a research aimed to know the teaching-learning process of English language in the afternoon section of their school, for which in courteous form is requested to answer to the following questionnaire. You are requested criteria as original as possible and will remain the reserve of the case.

GENERAL DATA

1. In what year are you studying now?

.....

2. Specialty that follows (in case to have it)

.....

SPECIFIC DATA

3. Select which activities are the most used by your teachers?

Your teacher constantly develops listening activities	<input type="checkbox"/>
Your teacher emphasize in oral communication	<input type="checkbox"/>
Your teacher usually realizes reading exercises	<input type="checkbox"/>
Your teacher performs writing drills	<input type="checkbox"/>
Others	<input type="checkbox"/>

4. In English classes. Which of the following activities your teacher usually carries out?

- They work combining visual and auditory
- Through dialogue.
- Others

5. How often your teachers use interactive activities?

- Frequently
- From time to time
- Almostnever

6. Of the interactive activities exposed in the following matrix, please mark an (X) according to the frequency that your teachers develop in class.

Activities	Frequently	From time to time	Never
Work cooperatively			
Role-play plan			
Learn by doing			
Practicing dialogues			
Others			

7. Mark an (X) in what percentage you develop these exercises.

Activities	From 0% to 33%	From 34% to 66%	From 67% to 100%
Fill in the blanks			
Understanding an order			
Ask and answer questions			
Others			

8. Write an (x) in the level of capacity for developing speaking do you think you are?

LEVELS OF CAPACITY	English Oral Practice	Participates in dramatizations	Speaking under the supervision of the teacher	Real talks	Thinking from a second place	Others
High						
Medium						
Low						

9. Which level do you have in the English reading skill? Mark withan (X).

Activities	From 0% to 33%	From 34% to 66%	From 67% to 100%
You can answer questions after reading			
You can get the main idea of the text			
You can get detail information of a text			
Others			

12. Of the following learning activities, in what level you believe you execute them? Mark withan (X).

Activities	Efficiently	Limitedly	Deficiently
You just copy sentences and dialogues			
You carry out exercises to complete phrases or sentences			
You participate in dramatizations			
You fill the blanks of paragraphs or short summaries			
You write when you dictate			
You write sentences providing personal information			

10. What do you recommend to improve the teaching-learning process of English language in your school?

.....

THANKS

ANNEX 4

CONSISTENCY MATRIX

THEME: INTERACTIVE METHODS AND THE DEVELOPMENT OF LEARNING ABILITIES OF ENGLISH LANGUAGE IN THE STUDENTS OF, 2 nd , 3 rd YEARS OF BACHILLERATO AT BERNARDO VALDIVIESO EXPERIMENTAL HIGH SCHOOL, AFTERNOON SESSION. ACADEMIC YEAR 2011-2012.			
PROBLEMS	OBJECTIVES	HYPOTHESIS	INDICATORS
<p>Problem:</p> <p>In what measure the interactive methods influence in the development of learning abilities of English language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011- 2012?</p>	<p>General:</p> <p>To analyze the influence of interactive methods in the development of learning abilities of English language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011- 2012.</p>	<p>General:</p> <p>The interactive methods influence scarcely in the development of learning abilities of English Language in the students of, 2nd, 3rd years of Bachillerato at Bernardo Valdivieso Experimental High School, afternoon session. Academic year 2011- 2012.</p>	

<p>Sub problems:</p> <p>In what level teachers apply the interactive activities into the teaching-learning process of English language?</p>	<p>Specifics:</p> <p>To determine the level of teachers' application of interactive activities into the teaching-learning process of English language.</p>	<p>Specifics:</p> <p>The lack of application of interactive activities by teachers affects the teaching-learning process of English language.</p>	<ul style="list-style-type: none"> • InteractiveActivities - Importance - InteractiveTeaching - Characteristics - Strategies - Benefits - Interactive activities to teach English Language • TheTeaching-LearningProcess - Definitions - Teaching and Learning - Elements of the teaching-learning process
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<p>Do students possess limitations in the development of speaking and reading skills due to the lack of application of interactive activities?</p>	<p>To explain the students' limitations in the development of speaking and reading skills of English language due to the lack of application of interactive activities.</p>	<p>Students' limitations in the development of speaking and reading skills as consequence of the lack of application of interactive activities.</p>	<ul style="list-style-type: none"> • Development of the Learning Skills. <ul style="list-style-type: none"> - The Speaking skill - Introduction - Importance - Speaking situations - Strategies for developing speaking skills - The Reading skill - Introduction - Importance - Styles of reading <p>How to improve the Learning Skills?</p>
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INDEX

Cover page	i
Certification	ii
Authorship	iii
Acknowledgement	iv
Dedication	v
Index	vi
Theme	1
Summary	2
Introduction	3
Literature review	6
Resources and methods	23
Results	29
Discussion	59
Conclusions	64
Recommendations	66
Bibliography	67
Annexes	69