UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICA DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
CARRERA DE CIENCIAS DE LA EDUCACIÓN
MENCIÓN DOCENCIA EN INGLÉS
MODALIDAD: PRESENCIAL

THESIS:

PREVIOUS TO OBTAINING A BACHELOR'S DEGREE IN SCIENCES OF

EDUCATION, ENGLISH MAJOR

THEME:
"IMPORTANCE OF THE TEACHING – LEARNING STRATEGIES TO DEVELOP THE READING AND WRITING SKILLS OF ENGLISH ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014."

AUTHORS:

CRUZ BERNABE, LUIS ANTONIO

ROMERO VÁSQUEZ, MARÍA JOSÉ

THESIS DIRECTOR:

LCDO. EDDY ZALDUA MORAN MG. SC.

MACHALA   -   EL ORO   -   ECUADOR
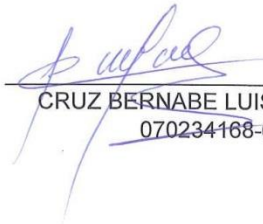2015

I

CESIÓN DE DERECHOS DE LOS AUTORES

Nosotros, ROMERO VÁSQUEZ MARÍA JOSÉ, con C.I.:070506094-5, CRUZ BERNABE LUIS ANTONIO, CON C.I.:070234168-6, estudiantes de la carrera de DOCENCIA EN INGLÉS de la UNIDAD ACADEMICA DE CIENCIAS SOCIALES de la UNIVERSIDAD TÉCNICA DE MACHALA, en calidad de autores del siguiente trabajo de Titulación **"IMPORTANCE OF THE TEACHING-LEARNING STRATETEGIES TO DEVELOP THE READING AND WRITING SKILLS OF ENGLISH ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014."**

- Declaramos bajo juramento que el trabajo aquí descrito es de nuestra autoría, que no ha sido previamente presentado para ningún grado o calificación profesional. En consecuencia asumimos la responsabilidad de la originalidad del mismo y del cuidado al remitirnos a las fuentes bibliográficas respectivas para fundamentar.
El contenido expuesto, asumiendo la responsabilidad frente a cualquier reclamo o demanda por parte de terceros de manera, EXCLUSIVA.

- Cedemos que la Universidad Técnica de Machala de forma NO EXCLUSIVA con referencia a la obra en forma digital los derechos de:

a) Incorporar la mencionada obra al repositorio digital institucional para su democratización a nivel mundial, respetando lo establecido por la licencia Creative Commons Atribución – No comercial – Compartir Igual 4. 0 Internacional (CCBY – NC, SA 4.0).
La Ley de Propiedad Intelectual del Estado Ecuatoriano y el Reglamento Institucional.

b) Adecuarla a cualquier formato o tecnología del uso en Internet, así como incorporar cualquier sistema de seguridad para documentos electrónicos, correspondiéndonos como autores la responsabilidad de velar por dichas adaptaciones con la finalidad de que no se desnaturalice el contenido o sentido de la misma

Machala, 29 de Febrero del 2016.

_____   _____
ROMERO VASQUEZ MARIA JOSE   CRUZ BERNABE LUIS ANTONIO
070506094-5   070234168-6

CERTIFICACIÓN

LIC. EDDY ZALDÚA MORÁN, MG. SC.
PROFESSOR OF THE FACULTY OF SOCIAL SCIENCES
UNIVERSIDAD TÉCNICA DE MACHALA

CERTIFIES:

That the present research thesis titled: "**IMPORTANCE OF THE TEACHING – LEARNING STRATEGIES TO DEVELOP THE READING AND WRITING SKILLS OF ENGLISH ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014.**"; has been reviewed, studied and analyzed in detail in all its parts, therefore, I authorize its presentation.

_____
LCDO. EDDY ZALDUA MORAN MG.SC.
THESIS DIRECTOR

II

III

RESPONSIBILITY:

The description of fact results, ideas and doctrines shown at this research work are under exclusive responsibility of the authors.

_____
CRUZ BERNABÉ LUIS ANTONIO

_____
ROMERO VÁSQUEZ MARÍA JOSÉ

DEDICATION

This work is dedicated to Eddy Zaldúa Morán Professor, my parents, my wife and my children, who have been a bastion support for this work to be completed. Giving me knowledgement that were key in my educational process all.

Cruz Bernabé Luis Antonio

This research work is dedicated with all love to my parents, husband, son, brothers and loved ones, Lcdo. Eddy Zaldúa for the support they have given me and have made it feasible to complete this work. A time for spiritual and intellectual knowledge they have shared with me during the course of my life.

María José Romero

ACKNOWLEDGEMENT

Through this working research, we want to express our sincere acknowledgement to the Academic Authorities, Personal Administrative and UNIVERSIDAD TECNICA DE MACHALA teachers for their valuable guidance.

We also thank the Academic Authorities, Administrative Staff and English teachers of the "NUEVE DE OCTUBRE" High School with their teaching and educational contribution helped with the collection of information.

Finally, our valuable Thesis Director, Lcdo. Eddy Zaldúa Morán for their valuable advice and aid in the performance and development of this thesis.

AUTHORS

INDEX

CONTENTS

PAGES

EXECUTIVE SUMMARY

Our research work is performed in the city of Machala, Province El Oro, in the "NUEVE DE OCTUBRE" High School, to analyze the importance of teaching - learning strategies, to develop the reading and writing skills of the English Language in the students of Eighth, Ninth and Tenth Year of Basic Education during the school year 2013-2014, for the purpose of providing the strategies that help a better development and learning this language for the teacher and student.

The theoretical framework we have presented in this work focuses on the types of strategies that exist and which could apply to acquire a better understanding and application of a second language, the factors involve in the teaching - learning and their influences and how to adapt to achieve in the reading and writings skills.

The contextual framework is based on field research conducted in the Education Unit above, in order to observe how important is given to this research within the field of study and how they help in the teaching and learning process in the development of reading and writing skills .

The information collected during the investigation in the classrooms we observed that strategies have not been coupled according to the teaching process efficiently so that students lack of a good reading and writing skills. Moreover, the conclusions and recommendations was conducted in accordance with the hypothesis and objectives.

INTRODUCTION

When we talk about strategies we say that is a number of elements, methods or techniques that allow us to develop in a teaching – learning process in which both the transmitter and the receiver are seeking a better teaching and also obtaining a good learning.

This implies that teacher becomes in a generator body of knowledge and students discover in an active way how important is known to write and speak English well.

The research work present part with the first chapter where we will find the reasons and hypothesis that we select our theme to discuss

In the second chapter with scientists theoretical axis of theme to develop in which later research work deals.

In the third chapter outline the methodological aspects, ie the description of the research problem and then present the results of research in the observed Institution.

In the fourth chapter we present the survey, interview, observation guides results and schemes in picture, stadistic graphics in story form and the we analyzed to look if your hypotheses were checked or no and why, and following the conclusions and recommendations.

In the fifth chapter we present our proposal which will let to solve the identified problems in the researched field and will contribute to a better institutional academic performance.

CHAPTER I

1. PROBLEM OBJECT OF STUDY

1.1. DESCRIPTION OF THE RESEARCHED PROBLEM

Through observation we have detected a lack of methodological techniques or strategies in the teaching learning process of the English language, which directly affects students who are limited only to get a good grade and not been able to write and read in the right way this language.

Another factor that prevents a good education is the lack of knowledge of interactive strategies by teachers that make the subject becomes boring or passive.

1.2. LOCATION

Research undertaken on our part was realized in the Machala city, Province El Oro, on the "Nueve de Octubre" High School in the eight, ninth and tenth years of General Basic Education.

1.3. JUSTIFICATION:

English as a second universal language is necessary for the person to get basic knowledge in a way and appropriate order to serve in the performance of their profession, work and comunications information in different traits.

As observer students during our professional training in different educational institutions of the province midlevel have analyzed and found difficulties in teaching the English language, so we have raised the following research topic: **"IMPORTANCE OF THE TEACHING – LEARNING STRATEGIES TO DEVELOP THE READING AND WRITING SKILLS OF ENGLISH ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014."**

This research work is aimed at improving and implementing new techniques that provide better efficiency in learning to read and write the English Language.

It also seeks to provide teachers with a firsthand information that demonstrates support for English language teaching for an own and students benefit.

Statistical data will be collected with the help of the institutions surveyed, the bibliography will be previously selected by experts in the field and at a chronologically supervised time.

The present research has as an aim to develop a plan as proposed in the English area in the Institution and graduate to get our degrees in science of education as an English teacher in a successful way.

1.4. PROBLEMATIZATION
1.4.1. CENTRAL SCIENTIFIC QUESTION:

Why are important teaching – learning strategies in the development of the reading and writing skills in English?

1.4.2. PARTICULAR SCIENTIFIC QUESTIONS:

What teaching strategies do teachers use to develop reading and writing skills of English?

What types of activities do teachers use to develop the reading and writing skills of English?

What Didactic Resources do teachers use to improve the reading and writing level of the students in the teaching - learning process of English?

What are the most common problems that arise in the development of the English teaching - learning?

1.5. THEME OBJECTIVES

1.5.1. GENERAL OBJECTIVE:

To establish the importance of the application of instructional strategies to develop the writing and reading skills of English.

1.5.2. SPECIFIC OBJECTIVES:

To identify specific strategies to be used by teachers to develop the skills of reading and writing in the English teaching - learning.

To describe what types of activities the teachers use on the students for a better reading and writing of English.

To specify how often the teacher and students manage teaching resources that improve their level of reading and writing in the teaching - learning of English.

To investigate which are the most common problems that arise in reading – writing of English, which makes the teaching - learning not develop fully.

1.6. HYPOTHESIS

1.6.1. CENTRAL HYPOTHESIS:

The poor implementation of development strategies in the teaching of English, prevents enhance the reading and writing skills of English.

1.6.2. SPECIFIC HYPOTHESIS:

Because of the teacher uses a minimal range of English teaching strategies related to the development of reading and writing skills, the students do not achieve an active participation and motivation in the classroom.

In the English Area teachers do not have sufficient theoretical-practical knowledge of the reading and writing activities, so students can not read and write the language fluently.

If the teachers in this area use the teaching resources properly to promote the reading and writing of English on the students, they would ensure that the level of reading and writingis efficient, useful for communication.

One of the problems that mostly affect the development of literacy in the teaching of English is the lack of reading skills such as skimming or scanning that negatively affects for the students not to understand the texts and their adequate interpretation.

CHAPTER II
2. THEORETICAL FRAMEWORK

2.1. LEARNING STRATEGIES.

2.1.1 .CONCEPTUALIZATION:

The teaching - learning depends heavily on the correct address, and it occupies a prominent place in the teaching - learning method. The teacher must be aware that raising the quality of teaching means among other important aspects, constant search for new methods that lead to the elimination of the type of teaching that promotes teacher and reproductive learning , leading to routine and schematic of their daily work , far from promoting the initiative, the desire for knowledge and skills development leads to memoristic learning , with little understanding , reduced transfer , promoting disinterested , passivity and very little use of knowledge.

The method in education we can say that constitutes a practical theory , conceived this as a process of constructing meaning and teaching in the classroom have to prepare students with skills building who are responsible for their own learning and can value their own knowledge. The concept of teaching method also involves how the teacher organizes student cognitive activity , also how it acts for the assimilation of knowledge (how learn) , considering authentic performance tasks , aspects involving to put in play reasoning , creativity , problem solving , making connections and transfer , collaboration.

Thus, the goal of any particular learning strategies will be to affect and motivational state and learning how selects, acquires, organizes, or integrates new knowledge.

2.1.2. IMPORTANCE OF STRATEGIES
The strategies in different applications have their due importance in the application as in the teaching English. Through them it makes the most dynamic teaching and reaches your goal.

If a teacher does not use teaching - learning strategies or techniques this cannot succeed on both the students as in the subject.

Each strategy has its purpose and if it fails then its efficacy cannot be counted as a purpose.

2.1.3. TEACHING STRATEGIES:

Then we analyzed the book "Strategies for developing classroom" by author Dr. Emma Zerda Issue N° 1 and writing according to the research topic:

2.1.3.1. Cooperative Learning Strategies:

Guidance Stage: This stage aims to speed up the integration process and knowledge of a group, using the following techniques suggested:

a) Presentation by couples.
b) The secret friend.
c) Sharing something special.
d) History of a photo.
e) The sayings.
f) Person, word, place.
g) Keyword.

Standards-Setting Stage: This stage facilitates integration and making decision with enthusiasm, confidence, mutual helping, group, listening criteria and participating. You can apply these techniques

i. Communication with questions without questions.
ii. Agree, disagree.
iii. One for all.
Iv. Construction and destruction of the world.
v. What is listening?

Conflict Stage: encourages reflection and analysis of content through communication to improve the decision of a problem. We can use the following techniques:

1. Dialogue simultaneous and whispering.
2. Meeting of cliques.
3. Exchange of ideas.

4. Grid.

5. The technique of the question.

6. Educational workshop.

7. Commented reading.

8. Discussion in small groups.

9. The case study.

<u>Stage productivity:</u> It produces equal ideas or solutions and / or classifying a set of elements about any subject, making cause and effect relationships, solve a problem in equipment achieving, and creative critical and participatory student aptitude. It proposed to use the following techniques:

A. Discussion.

B. Take advantage of mistakes.

C. The last letter

D. Small group discussion.

E. Brainstorming.

F. What is it?

<u>Stage of Completion:</u> is the final part in which are presented, socialize, classify and evaluate the results.

2.1.3.2. Strategies for teaching values:

Values as a fundamental part in the teaching and learning developmentis a commitment of educators to build a society with strong values and deep. **Examples of values development activities that permeate the curriculum in the social**

a. Reading selected people biographies.

b. Students work in groups to present their identification of strengths in these characters.

c .Reconstruction of historical situations in imaginary form, with a different outcome to the real.

d. Transmission of the importance of teachers to have a deep moral formation.

e. Dramatization of facts.

f. Display and discussion of historical videos with moral content.

2.1.3.3. Strategies for learning attitudes:

Attitudes are deeper ways to adapt yourself and reality.

These are the ways we react and act.

In short, they are the result of the influence on us in the values , culture and level of scientific training.

RELATIONSHIP BETWEEN ATTITUDE AND VALUE:

ATTITUDE: Confidence and others (esteem)

STRATEGIES:

- ✓ It is exposed to the class group you want to discover the good things everyone does throughout the day.
- ✓ It is written on the blackboard the description of qualities, abilities and skills of a student without revealing your identity.
- ✓ The teacher asks each student to present to colleagues saying his name as a surname inventing a quality he possesses.

ATTITUDE: Creativity (Find, adapt)

STRATEGIES:

- ➢ Students are displays an object, such as a magazine and asked to list all the uses that can be applied to this object.
- ➢ It offers students the aim of this activity.

ATTITUDE: Justice (consciousness)

STRATEGIES:

- It encourages students over the esteem and rights defense.

- Students are asked to write a set of duties as a student and as children.

ATTITUDE: Tolerance (Respect and Consideration)

STRATEGY:

+ The teacher announces that it will hold a debate on an issue conflict.

ATTITUDE: Solidarity (sharing the needy, Merciful)

STRATEGIES:

• Students are requested to have everyone bring home one or two objects to lend to all his colleagues.

 • Are motivated to form groups of students who want to help others in

in those school tasks that go backward.

ATTITUDE: Social Participation (interest and social engagement)
STRATEGY:

- Ask each student is asked to do an essay on the subject.

ATTITUDE: Curiosity (knowandfind out)
STRATEGY:

❖ The teacher initiates encouraging students to know ideas and opinions of others people.

2.1.3.4. Strategies for increasing questions:

The teacher should be concerned that their students raise questions because through them you will see the interest in learning more and effective of the above.

STRATEGY:

They ask students to cut pieces of paper and write questions with interrogative words:

What?,Who?, How?,Where?, When?, Why?, Why?

2.1.3.5. Strategies for the development of analytical thinking:

Among the mainare:

1. - The Identification of relevant data.
2. - Understanding the main idea
3. - Detect errors.
4. - Identify the differences and similarities.
5. - Classify objects and phenomena.
6. - The ordering.
7. - The construction of concepts.

2.1.3.6. Strategiesfor developing thinking systems:

Thinking systems seek to capture the theme totality, making in clear the relationships between the elements that compose it. By relating the different parts of the new knowledge each other and with previous knowledge the student is using systematic thinking.

STRATEGY:

- ❖ Graphic Organizers.
- ❖ Conceptual Map
- ❖ Sequence Diagram.
- ❖ Attributes Wheel
- ❖ A main idea table.
- ❖ FactoMind.

2.1.4. STRATEGIES FOR READING AND WRITING TO ENGLISH.

Strategy is a variety guide of exercises, activities and tips that we use in the English classroom for object lessons.

Any strategy is used to facilitate learning and therefore create solid foundation of knowledge in academics as English affective.

Teachers who seek a teaching with high capacities the student seeking not only learn the written and spoken language but are critical and able to solve problems more quickly and efficiently.

Below is a list of strategies thatare applied to the feedback from theTarget Language.

2.1.5. STRATEGIES TO DEVELOP IN ENGLISH CLASS:

To remember what they learned:
Before to start each class, the teacher evaluates the student's previous knowledge about the new theme to learn.

Make student book:
Each student will have a draft that will collect information on what the teacher explain daily about rules and new knowledge of the matter.

Organize English class for skills:
It means that every day will emphasize knowledge whether any of the four English skills.

2.1.6. STRATEGIES FOR TEACHING WRITING SKILLS ENGLISH:

Of all the texts we have investigated about our topic , we considered and interpreted the most important strategies obtained following the book Techniques and Principles in Language Teaching authored by theAmerican educator Diane Larsen -Freeman

2.1.6.1. Strategy to Transmit the Grammar:

This method is to transmit what a person is talking or text is saying into English in a document.

To transmit a document or have a class with higher learning efficiency and we have to apply the following reading strategies:

a) CONVEY A LITERARY PARAGRAPH :

Students pass a reading of a passage or paragraph from English to Spanish to learn vocabulary.

b) UNDERSTANDING WRITING QUESTIONS:

In this strategy, students answer questions in English based on what they understood the paragraph read.

c) SYNONYMS - ANTONYMS:

After reading or end of a class is looking for new or unknown words learned in the dictionary with synonyms and antonyms to recognize them in other readings.

d) FILL IN THE BLANKS:

The teacher seeks readings and cut them some sentences or words, students fill in the blanks while the teacher reads.

e) DEDUCTIVE APPLICATION OF RULES:

In this strategy the grammar rules are explained by examples. Each student grammar rule will notice and recorded separately in a draft with new exercises do apply

f) COGNATES:

Students ask questions to memorize words that are similar but have different meanings in English and Spanish.

g) USING WORDS IN SENTENCES:

11

We apply the new vocabulary in sentences as homework and use it to talk to the teacher.

H) COMPOSITION:

The teacher gives students a word for that disaggregated seeking function that has that word.

2.1.6.2. Direct Approach Strategy:

The method involves the classroom instructions are made only in English, think in English and answer in English.

The following strategies:

1. READING ALOUD:

Students take turns reading a paragraph by sections, dialogue game or strongly.

The teacher specifies the meaning using objects, pictures, gestures, etc. . .

2. QUESTIONS AND ANSWERS EXERCISES:

Students ask and answer questions in complete sentences in order to practice new words.

3 .PRACTICAL CONVERSATIONS:

The classroom becomes a center of conversations where everyone expresses their ideas and thoughts of the topic by answering questions from the teacher and students and vice versa.

4. DICTATES:

The teacher reads a story three times.

Students only listen.

The teacher reads sentence by sentence again letting students write down what they hear.

Again the teacher reads and students review.

5. MAP OF DRAWINGS:

This strategy is used for students to observe a map and then to write down what they observed.

2.1.6.3. Strategy of the Audio- Lingual

This strategy is to learn through repetition and group work.

1) MEMORIZATIONOF DIALOGUES:

A student gives a short dialogue memorized and other listen and then the teacher asked about the information received.

2) EXERCISE OF REPETITION

Students repeat what the teacher is saying as fast as possible, that it is most used in reading a paragraph.

3) EXERCISE OF CHAINS:

Is that the teacher says a word and the students say a sentence containing the word and so on.

4) EXERCISE OF TRANSFORMATION:

The teacher writes sentences and the students have to make them negative, interrogative and at different times.

2.1.7. STRATEGIES FOR DEVELOPING THE READINGSKILLS ENGLISH:

These strategies are useful for improving the success of students inside and outside the classroom; the following list shows strategies for developing written English.

Below we name some of the strategies that can be applied in our educational obtained from Senner Wayne "The origins of reading" 2001 Mexico Edition

- ✓ READING TASKS:
  The professor finds and selects texts for students to practice reading either silently, aloud or in whole.
- ✓ FILL IN THE BLANKS WITH MISSING LETTERS:
  On the board is written down a few words with missing letters and adding students will read the letter is missing.
- ✓ WHAT'S THE WORD :

The teacher gives the word about something; they read and guess what it is

- ✓ .MEMORY GAME :

The teacher writes on the board or twister text, students read,then the teacher will delete letter by letter until students memorize the entire text.

- ✓ IDENTIFY OBJECTS:

The teacher brings to the table some objects and writes for mixing serving, students are read one by one and identifying which they belong.

- ✓ PRONOUNCE SYLLABLE SEPARATELY:

He writes on the board a few words, students read it separating it by syllables.

- ✓ MIX WORDS:

In a paper write sentences, then trimmed by word and students have to find the sentences in order.

- ✓ CROSSWORD:

He writes on the blackboard meanings of words and the students have to look for that word belongs.

- ✓ RUN TEXTS READING:

When students do not know very well read find words they do not understand. When this word is important is the results, but it is, ignore it without losing the sense of reading. Let's not use the dictionary as often because it can make you lose the sense of fluidity, is extremely important if we continue then with the following strategy. The message many times we understand without having to understand every word.

- ✓ REMEMBER THE MEANING OF WORDS:

That word not try to guess its meaning remember, if a subject, verb, preposition, etc... . , Then see in the dictionary if our hypothesis is correct. This strategy makes it easier to memorize the words.It is an ability to hit in a word meaning but very carefully because there are similar words with the same meaning or even a single letter completely changes students´ state.

- ✓ SCANNING:

This is a technique in which only specific information we want to take a

reading. It reads line by line very quickly. Give positive but is mostly used for English reading assessments for its time.

- ✓ SKIMMING:

It's almost like the scanning but this is to understand and to abstract the main idea of the text without regard little things. These are the uses in – depthresearch.

- ✓ EXTENSIVE READING:

This strategy is used to obtain a general understanding and includes reading longer texts. It is very common to use this strategy to read novels, articles or textbooks.

- ✓ INTENSIVE READING:

This reading is very deep and detally. Is required to know what each word means. Commonreports, interviews, contracts, etc. . . .

- ✓ VISUAL HELPERS:

Visual aidsgivestudentswho are learning Englishvisualcuesthat can helpclarify the meaning andconsolidate learning. Visual aidsshould be clear.

2.2. READING AND WRITING

2.2.1 .CONCEPTUALIZATION:

Reading and writing is the direction of learning in this way essential instrumental in the acquisition of culture.

This is required to process general teaching and learning standards, methods and procedures based on the evolution of intelligence of the individual and the various aspects of their personality but aimed at the acquisition of reading and writing.

The image is not the essential element of thought is rather its support, often useful, but certainly not indispensable.

It should be understood subjects or areas of expertise as a set of operations that the student has to achieve that intellectual activities are built progressively from reactions or less sophisticated schemes and more primitive, so the role of

the teacher is to create environmental and psychological situations that allow the child to build the operations of their different levels.

2.2.2. IMPORTANCE OF READING AND WRITING:

Reading and writing skills together are more suitable for text comprehension. The one without the other would have no real validity in the texts. The ability to read and know how to write correctly ensures syncretic solution, analytical and synthetic.

2.2.3 WHAT IS READING?

Reading as a means of communication and knowledge is the process of understanding and transmitting any information either audibly or tactilely.

Also, it is seen as the power to interpret and understand everything that contains and expresses or text.

Reading in English is a vital tool for learning English. We must make it a habit for us to get the most out

Weaver, C. (1994) has proposed three definitions to read:

1. Knowing how to read means knowing pronounce written words.
2. Knowing how to read means knowing how to identify the words and the meaning of them.
3. Knowing how to read means knowing how to extract and understand the meaning of a text.

After reading summaries should do, ask and answer questions, retell and use graphic organizers.

2.2.3.1. Importance of Reading:

By panoramic, the importance of reading is given by the following notes:

1. - We start in the analytical knowledge of language and facilitates further analysis.

2.- Increase vocabulary and habituates us to capture the precise expressions of thought.

3. - Promotes intellectual dimension and take an interest in what makes us stranger.

4. - Our horizon increases with increasing vital information.

5. - Promotes habits of living and contributes to the conviction of our writings.

2.2.3.2. Types of Reading:

There are a variety of readings that help the understanding of texts and identify the main idea of the text:

1. SCIENTIFIC READING :

   This reading is mostly used in scientific research because it is read in depth and not superficially, seeking a total of reading purpose.

2. INCOMING READING :

   The main function is to get ideas, many ideas and group them to understand the text and if possible draw a conclusion.

3. FAST READING :

   Try only to find an overview of reading.

4. INFORMATIVE READING:

   It makes the reading to magazines, newspapers, novels, plays, etc. .
   It ischaracterized by very fast read and understand very well, read   only what attracts attention.

5. SEQUENTIAL READING:

   It reads from top to bottom individually without repetitions or omissions.

6. INTENSIVE READING:

   He reads through to see what the intention of the author is but the reader is notinvolved in that topic.

7. SPOT READING:

   In this reading only read what interests you and try to find the information in agiven time.

8. DIAGONAL READING:

   The reader reads only what interests him. These can be titles, first paragraphs, words accented with bold, conclusions or other.

9. MECHANIC READING:

   Only identifies relevant words but do not get a good understanding.

10. LITERAL READING:

Only looking for a literal understanding of the text.

11. ORAL READING:

When we proceed to read aloud.

12. SILENT READING:

It reads lips moving but without hearing a word to get the message of the Text.

13. REFLECTIVE READING:

Called also the slowest because it is read again and again to understand the content fully.

14. CRITICAL READING:

The reader tries to read and then evaluate its content.

15. AFTER READING:

Summaries should do, ask and answer questions, retell and use graphic organizers

2.2.3.3. Reading as a Skill:

The ability is defined as a skill that must be obtained to complete a task with vigor and easy.

This ability is characteristic of the individual that is congenital and acquired during the systematic learning.

A person with this ability it can be very simply and quickly interpret what encompasses a document.

2.2.4. WHAT IS THE WRITING?

Writing as the second process is the answer to both receive reading and what we hear is, after reading and hearing we can write what we get as important or major parts of a text or documents.

It is a system of graphic signs by which we can keep our memory, our knowledge, and our media culture. Student life in daily use to develop and have and make available documents of all kinds and to communicate with our fellow man.

The expression required even writes their own efforts on itself internally and externally.

It has to do with the ability to express what we read, what we feel and the level we have.

2.2.4.1. Types of Writing:

We have taken as the basis of "the origins of writing" Wayne Senner 2001 edition published in Mexico the following types of writing then we will ask:

Sumerian writing:

It is based on an accounting means which makes use of small clay objects of various shapes to symbolize a number of particular merchandise and then be passed clay tablets represented as numerals printed by a cylinder.

Hieroglyphics:

Writing system that used pictographs used phonetic form, indicating words that could not be represented by a particular image. Possessed a high degree of naturalism since they were clearly representative of real scale and made use of the relief, the brush painting.

Pictographic Writing:

It uses complex drawings which set content without referring to its linguistic form to illustrate specific situations. It was used in the Neolithic to represent objects drawing on stones.
Each of its signs translates a phrase or complete sentence.

Ideographic Writing.

It can only represent figurative when visible objects, symbolic or conventional when any figure is used to indicate a feeling, etc. . . .

It originated with cuneiform writing. It's an order handwriting as that of the Chinese whose elements designate discourse semantic units in the form of words or combinations of words. It also presents syntactic order.

Alphabetic or Phonetic Writing:

Represents sounds or phonemes and ideas, can be of words (verbal) or letters as vowels and joints (syllabic - Alphabetical). Presents a rigorous correspondence between sounds and signs. The type's main characters whose phonetic consonant consonants designated as in the Arabic alphabet, Hebrew etc. . . . And vocalized phonetic signs mark where both consonants and vowels, this is seen in the Greek alphabet, Latin, Slavic, etc. . . .

2.2.4.2. Importance of Writing

Writing is an essential part of communication between a sender and receivers. With it we can communicate through symbols and not just with words,it is easier to convey a message written than spoken because writing can concentrate more on what we want to show or express.

Thanks to it we can convey our thoughts to others.
Serves train, educate and entertain through letters that we mean a meaning.

2.2.4.3 .Writing Skill:

The skill of writing is obtained from the continuous practice and motivation for people around us to a better understanding to future. So, we are expressing ourselves more correctly in oral or written language.

In written communication, there must be two people who meet one emitter function (sending the message) and one receiver (receiving the message).
When you're sending and using written language, you use your writing skill.

Some people find it easier to write than talk about writing as symbols, signs or letters put to work their creative writing skills.

2.2.4.4. Activities to Encourage Writing:

For good writing is necessary to have a good read, then a list of exercises to get an effective reading writing:

- Read new vocabulary words
- Read sentences
- Read short stories of two sheets maximum
- Read paragraphs that contain various sentences
- Read essays withmain topic and paragraphs
- Read a long stories book

After reading we proceed to the next step which is the POST READING of reviewing, evaluating and summarizing what they read, and then answer questions useful for the development of a new script.

Post reading activities have an effective writing:

♣ Learning keywords

♣ Summarize content

♣ Answer the comprehension questions

♣ Find the main theme

♣ Sort the ideas correctly

♣ Discuss the issue with others

♣ Write report of the reading

♣ Annotate whole passage.

Third reading apply in the following items listed to improve writing:

1. Magazines or newspapers

2 .Daily or academic articles

3. Movies with subtitles

4. Texts from other authors

5. Literary works with its passage

2.3 .PROCESS OF TEACHING – LEARNING

2.3.1. CONCEPTUALIZATION:

We understand as a systematic transformation process of the phenomena under a series of gradual changes , which occur in ascending stages , we think of teaching as a process, as it is subject to phases, stages , the child , youth,

adult , transmitted from a level of education to another in succession to complete their education. Moreover, the existence of degrees or courses of instruction at a certain level and at different periods of the school year, are evidence that it really is a process.

2.3.1.1. TEACHING:

It is the act by which the teacher shows the objects of knowledge to the student to understand what it is.

Teaching is still, despite special teaching methods, a dialectical process complicated, in which students do not ever unfold regularly and consciously. Sometimes surpasses the teacher's direction, others are left behind constantly, posing and solving contradictions. If the teacher wants to penetrate the nature of this dialectical process, must recognize, as proponents of this to the contradictions that exist in student.

So that teaching constitutes an intentional social practice in which teachers and students develop a set of activities to produce learning and this way contribute to the consolidation of how to be, to do and to act the student. If we understand education as an activity in which the face , and contrast the exchange of ideas and experiences of the participants , ie, if the interaction conceive as though not only the teacher is the custodian of l know , we can understand that the various proposals and contents constitute a means of knowledge construction .

While we are all able to teach, what is the quality of teaching we do? , Is what we must ask ourselves , as this quality depends on a myriad of factors, and it is our obligation interact or combine them to achieve this desired quality education.

2.3.1.2. LEARNING

All teaching produces learning, but what is the difference with those who do daily and sometimes even unconsciously.

If you try to remember all that has been learned from birth to the present, maybe we get to find out, if we reflect deeply, that almost everything we know comes from experience.

That's why we want to recommend that teachers when teaching theirstudents remember that you only live once and you have to teach with joy for our students to learn to enjoy and live consciously their learning.

Learning is the process by which we obtain new knowledge, skills or attitudes through experiences lived that produce a change in our being and acting, and hang time gives us the opportunity to grow, assimilate and even transform reality in such so that we gain a fuller and deeper existence.

2.3.2. ELEMENTS OF TEACHING - LEARNING:

2.3.2.1. The Educator.
Every man is an educator of others, whether for good or for evil. Teacher is who unwittingly or voluntarilyinfluences the spiritual life of his fellow man, elevating them to a more perfect state. Is a person who exerts an educational action? This must be creative, motivating, dynamic students begin to develop their personality.

2.3.2.2 .The learner.
It is the subject that the purpose of education, that is to say, the person who receives educational activities, it is the human who is training to become a man in the full sense of the word: Today is not considered as educating only the child or adolescent, but the man throughout life and whose behavior may change under the influence of education. It is who assimilate, transform and create knowledge .A person who wishes to assimilate more knowledge to develop. It is who seeks overcome, modified to achieve the goals that meet their interests.

2.3.2.3. Material or Content.
Are the study materials that are distributed on a logical plan and pedagogically? It is the cultural heritage that is passed from one generation to another. It is the element and the subject of the relationship between the learner and

educator, which liaises with significance and meaning between the present and the future of man who is educated.

2.3.2.4 .School.

It is a space for academic instruction whose vision is to prepare citizens for the future, with scientific knowledge and appropriate teaching methodologies also be analytical reflective able to solve the problems that society demands.

One of the fundamental aspects of the new school is to defend the right and fulfill the duty under the auspices of freedom over evil instincts and impulses blind.

2.3.2.5 .Family.

The family of a child is the first transmitter of cultural patterns and main agent of socialization. The school appears as an extension of the family in the sense of taking a task begun by this, from the moment you have to provide intellectual and professional training, which exceeds the operational possibilities of the family.

Parents are primarily responsible for the education of their children and educate them the right to choose the kind of education they think is best for them.

2.3.2.6 .The State.

We conceive of the state as a political organization domain that appears to private property and class division.

It is considered the state as a society that being on a given territory has the full capacity to govern with absolute independence.

2.3.3. OBJECTIVES IN THE TEACHING - LEARNING:

- Meet the function of determining the content, methods and organizational forms of teaching, to express the planned transformation to be achieved in the student based on the formation of man sucking the teacher.

- With what purpose we teach students, this should be the daily work of a master.

2.4. CONTEXTUAL THEORETHICAL FRAMEWORK

2.4.1. Name of Institution

"Nueve de Octubre" National High School

2.4.2. Location

The Institution is located on Las Palmeras Avenue, between 25 de Junio and Bolivar – Machala, El Oro, Ecuador.

2.4.3. "Nueve de Octubre" High School Historical Narration
TAKEN FROM THE IEP OF THE CAMPUS

During 1886 some Machaleñas families met to find a way to create a campus in the city, and in union with the Parish Priest of the place of Dr. José Ochoa Leon and Colonel Don. Jose Madero V., made it possible to start to register the inscriptions for the first academic year 1886-1887, later they began classes being appointed its first principal Dr. José Ochoa Leon and the Colombian educator as Viceprincipal Don José Santos Ortiz.

On October 11th, 1886 with 14 students in the first year of the Humanities and one in the second year that came from the "San Vicente" High School of Guayaquil.

According to Executive Decree to 1 September 1887 legalizing the creation of high school and decreed:

Art 1. To stipulate in Machala city a National high school which will be called "Nueve de Octubre".
Art 2. To post for this high school three thousand six hundred pesos, of the funds for public education.

Given in Quito, the capital of the Republic on August 8th, 1887.

The high school name was given in honor of the geste of libertarian independence of Guayaquil in 1820, the same that supported Machala.

To create "Nueve de Octubre"High School meant for Machala and the Province a great achievement, it was an ideal that had been drawn up men and families of the city and need urgent for their children acquire knowledge in an educational institution of prestige.

In 1887 "Nueve de Octubre" Public High School bid to the machaleña community the Arts Bachelor and its first Bachelor's Degree was Mr. Alvaro B. Castro.

During the first decade of operation of the high School had taken turns as its Principal men of much intellectual worth, from some regions of the country; among them we can mention: Dr. Jose Ochoa Leon 1886 to 1894, Dr. Daniel Jaramillo 1894 to 1896, Dr. Miguel J. Buenaventura 1896 to 1901.

First, it worked in the parish house in the year 1886, in 1887 in the Municipal House; in 1888 once again it had to operate in the parish house and finally, in 1889, it is set in the house of Mr. Fernando Salcedo, located on the corner ofNueve de Octubre and Santa Rosa street, they do not gaining any income, working until January 12th, 1904.

In 1896 as Senator and without he play the role of the Campus´ principal Dr. Ochoa was able to be assigned the tax of two cents and media of every quintal of cocoa for the benefit of the establishment.

In the high school construction citizens became involved such as Colonel José Madero Porfirio Diaz who had been appointed Police General Commissioner; he heads and promotes a collection between the parents and citizens borrower who contributed with money for the start of construction of its local, they hired

him as designer of the building in the German engineer Otto Von Buchwald, who provided the first were the Gentlemen (ACE) Jose Madero, four hundred pesos, Dr. José Ochoa Leon his salary and four hundred pesos, Maria Illescas of Cabrera with one hundred and twenty pesos, Lorenzo Serrano and brothers sixty pesos, Nicolas Cabanilla, forty pesos, Fernando Ugarte forty pesos, Feliciano Pizarro thirty two pesos, also provided the Colonel David Rhodes P, Dr. John J. Castro, The Frank brothers and others.

On Thursday January 1 of 1891 opened the first part of the campus, the same that was called La CasonaOctubrina, which saved the glorious memories of past decades, and that should have been preserved and declared as National Heritage.

On 8 August 1964, a contract was signed with the architect Bejar building of the respective levels of what it was going to be the new building construction by intervening Mr. Lic. Diego MinucheGarrido as Principal and Trustees´ President established by municipal ordinance whose function was to seek the means to construct the new building.

The architectural plans, structural calculations and the layout for the new building were handed over to the high school on 20 February 1965.

The tender for the work was awarded to engineers Gonzalo and Bolivar Arteaga, and by decree No. 757 issued by the Acting President of the Republic Mr. Clement Yerovi is warranted so that the Ministry of public education on behalf of the Government subscribe the deed before the notary first of Machala Dr. Milton Serrano Aguilar on August 1, 1966, by the Lords Dr. Luis MonsalvePozo as Minister and Degree Diego Minuche as Principal.

"Nueve de Octubre" High School, in Machala city is one of the schools that has been top put up to thousands of young people in their classrooms, which subsequently have been highlighted in Government, political functions, educational, cultural, social, sports, religious and scientific of the province and the country, it has given Bachelors prepared and capable of according to the

progress and development socio-economic of our province for this reason it is necessary to fit the real needs of our young people and their integration into new scientific and technical fields which are determined by the advance of science and technology in the world today

The economic model in our province have been identified, with agriculture mainly banana production, as well as the shrimp production, gold mining and fishing as the economic basis for the daily livelihood of our people; but we donot frame us only there, we must move forward in preparing a young population to be producers and not mere consumers, who are able to adapt to the environment without setbacks or obstacles of any kind, will be necessary for you to first acquire a local identity, with an ecological culture, participatory democracy and a sustainable for its own benefit and its surroundings.

On the year 1921 was inaugurated the first course with plates for young ladies giving opportunity to educate the machalena women, they having graduated from Bachelor of which entered, Miss Esmeralda and Augusta Mora, Guadalupe Fernández and Mercedes Cruz Criollo.

In 1943 came a foreign mission and creates the technical bachellor in agriculture and trade, working for six years, later the Lords BoanergesUgarte and Rafael Bustamante, are incorporated as agricultural high school graduates among others: in trade the Lords Mario Minuche and Carlos Kuontay.

During the presidential administration of Dr. José María Velasco Ibarra, became available on the high schools from that year would be pilots by Ministerial resolution, under the high school to this article from 1966 becomes in High School Pilot.

In 1969 being high school Principal Lic. Diego Minuche, with the education reform of the period, the campus joined its curriculum several options practices such as farming, industrial arts, Commerce and administration and crafts for young ladies, which gives a new face to the campus, adding the new Bachelor's degree in agricultural sciences, and in 1972 graduated the first class.

In 1980, the Ministerial resolution that declared it a pilot lost and qualified it since then as National high school.

For more than 121 years, "Nueve de Octubre" high school has been the genesis of the education of the province and the country, educating and giving to society graduates featured in the world of business, science and life. They allow us to view either on new paradigms and act on the basis of sustainable human development projects, taking the globalization of knowledge, the scientific and technological revolution. Teaching exercise based on axiological principles; assuming the professional challenges of academic activity, active, creative and participatory way, proposing a comprehensive education with quality and warmth. The Mission has been and is to improve the quality of life of our young people. Be the first high school in the province of El Oro. To have an excellent academic level on their teachers. This is the story from its inception, development and progress that has had our centennial and glorious high school, with the selfless contribution of the community.

2.4.4. Mission

it is a Pedagogical Institution that develops a comprehensive education, through trained teachers, applying curriculum, based on scientific knowledge, technological, ecological, social, axiological and human, in the formation of agents of social transformation; high school graduates in: science, technical and pioneers in the international baccalaureate diploma.

2.4.5. Vision

"Nueve de Octubre" Public High School, of pedagogic excellence, with empowerment in globalization, universalization of the knowledge, the application of the philosophy, science and technology; transforming the human capital in productive entities and entrepreneurs. Involved in the national and international context.

2.4.6. Objectives

2.4.6.1. General Objectives

- ❖ Involve and engage the entire Institutional community in the Mission and Vision of PEI to maintain the educational excellence.
- ❖ Develop and promote the improvement of educational quality through the implementation and enforcement of institutional educational project.
- ❖ Develop a curriculum and teaching practices related to the life and productive work to guide student life projects towards the use of our local resources.
- ❖ Promote constant updating of high school personal to provide an academic quality service.

2.4.6.2. Specific objectives

- ❖ Design the Institutional Teaching Model
- ❖ Develop Curriculum Redesign Institutional according to MEC proposal for Curriculum Reform of Basic Education and Bachellor.
- ❖ Design and implement the Project Evaluation
- ❖ Strengthen and assess the local and national identity.
- ❖ To promote youth groups to benefit themselves and others.
- ❖ Train the Teachers, Administrative and Service Personal.
- ❖ Improve the Parents' participation and guides in the training of students.
- ❖ Improve discipline on campus.
- ❖ To reduce the incidence of migration in performance and student discipline.
- ❖ Recover the Institutional Identity.

2.4.7. Coverage of Services

"Nueve de Octubre" National High School provides the following bachelor´s degree services:

- Mathematical Physicist
- Agricultural
- International Bachelor
- Chemical – Biological

2.4.8. Organization

The High School today is mixed and it has students in the morning section of Bachellor level, in the evening section the basic level and night section the Bachellor and Basic Education.

There are a total of 4723 students across the institution.

2.4.9. Human Resources

The institution has a large staff working dividos 112 teachers, 48 adminstrative personal, 6 cleaners and 40 hired teachers.

2.4.10. Sustainning

This Institution depends a 100%by the National Govermment.

CHAPTER III

METHODOLOGICAL ASPECTS

3.1. METHODS OF RESEARCH AND DATA ANALYSIS

The methods we used in our research work were the Inductive and Deductive. These methods helped us analyze phenomena ranging from the particular to the general.

With Didactic method we did our general hypothesis to get to a particular concept.

The statistical method was used to calculate the data characteristics to synthesize individual values and study the data to extract the maximum information, which will apply the following steps.

Finally all methods helped us to collect, interpret, tabulate and analyze field data obtained in the Education Unit.

3.2. DEFINITION OF VARIABLES

Among the hypotheses we can find some variables. The variables are measurable and related concepts that can take several values as particular conditions of time, space and circumstances.

3.2.1 SELECTION OF VARIABLES

The selection of variables out of objectives and hypotheses. Then those are will be analyzed for verification.

To then we presented selected variables and their significance in the following tables:

3.2.2. OPERATIVE DEFINITION OF EACH VARIABLE

DEFINITION OF EACH VARIABLE	
VARIABLE	**DEFINITION**
STRATEGIES	It is a set of actions planned systematically in the time that are carried out to achieve a specific purpose or mission.
TEACHING CLASSES	They are necessary resources for the teaching; they are the vehicles of order, methodical and adequate of the same carrying out..
WRITING TYPES	There are two main types of writing, the based on logograms which represents concepts and the based on graphemes which represent the perception sounds or sounds groups; a type of writing based on graphemes is the alphabetical.
WRITING SKILL	The writing skill is the way by which the persons leave a printed record about its ideas or thoughts, and in foreign language learning it turns into a tool to reinforce the processes of the different communicative skills.
READING SKILL	It is a competence to be developed that includes cognitive processes and is needed in the daily activities. Skill of dominating the reading to reach the comprehension of what is read.

TEACHER	A teacher is that individual who devotes himself to teach or who realizes actions regarding the education. The teacher is the person who gives famed knowledge in a certain science or art.
STUDENT	It is the word that allows to refer to those who devote themselves to the apprehension, put into practice and knowledge reading on some science, discipline or art.
PASSIVE PARTICIPATION	It is called passive participation by the little or lack of action in a classroom for part of the student, namely, he lacks participation or tasks.
MOTIVATION	The motivation can be defined as aspect or emphasis that is discovered on a person towards a certain way of satisfying a need, creating or increasing with it the necessary impulse so that it puts in work this way or this action, or so that it stops doing its. The motivation is a miscellany of passion, intention, decision making and commitment.
KNOWLEDGE	Facts or information acquired by a living being through experience or education, theoretical or practice understanding of a matter relating to reality. What is acquired as intellectual

	related content to a particular field or the universe whole?
READING ACTIVITIES	There are those resources, methods, strategies or skills that we use inside the education – learning process of the reading with which we will facilitate the comprehension of a reading.
WRITING ACTIVITIES	Inside the writing we use a variety of methodologies which provide a help in learning the letter both manuscript of a native or foreign language.
DIDACTIC RESOURCES	They are a set of elements that facilitate the realization of the teaching-learning process. These will help students achieve mastery of specific content. And therefore, access to information, the skills and strategies acquisitiion, as well as the formation of attitudes and values.
READING AND WRITING LEVEL	In the teaching - learning process is observed shortcomins in the writing and reading of a language, which is marked as domain-level has an individual for your application.
COMMUNICATION	It is the process through which you can transmit information from one entity to another, altering the state of knowledge of the receiving entity.
READING TECHNIQUES	There are a set of tools, fundamental logics, which help to improve the

	perfomance and facilitate the memorizing and study process.
WRITING TECHNIQUES	It is denominated to the set of methods or activities that carry out in aeducationalproccess with the end to make Reading will be understanding and like this to get more knowledge of this.
TEXT COMPREHENSION	The study of the language in different educations has as main purpose the development of the communicative competence of the students, who they learn to use the spoken and written language to communicate effectively in different situations. To achieve this it is necessary that students develop skills in speaking, listening, reading and writing. The understanding of texts implies the "construction of a semantic representation, coherent and integrated the same.

3.2.3. SELECTION OF VARIABLES AND INDICATORS

7. VARIABLES AND INDICATORS	
VARIABLES	**INDICATORS**
Application of strategies	STRATEGIES APLICATION LEVEL : Complet To medium Nothing

Teaching Classes	TEACHING FORMS:
	Basic
	Especial
	Traditional
	Schedule
	Audio visual tutorial
Writing Skill	STUDENTS DETECTIVES SKILLS:
	Management of gramatical rules
	Vocabulary according to age
Reading Skill:	Phonemes
	Pronunciation
	Phonetic
	Phonology
Teachers	<u>Types of teachers:</u>
	Traditional
	Creative
	Dynamic
	Participative
	Incentive
	Professional
Students:	Active
	Passive
Passive Participation	Shy
	Discouraged
	Disinterested
	Academic level low
	Shortly collaborative

Motivation	PERCENTAGE OF MOTIVATED STUDENTS: Total Medium Partial CLASSES OF MOTIVATION: Intrinsic Extrinsic
Acknogledgement :	ACKNOGLEDGEMENT TYPES: Theorist Practical
Reading Activities:	Questions and Answers Exhibitions Audiovisuals Presentation Dynamics or role play Sociodrama. Field work. Project
Didactive Resources:	Bibliographic Informants Oleo graphics Internet
Writing and Reading Level:	High Level Medium Level Low Level
Communication	COMMUNICATION TYPES: Speak or Verbal Writing Listening Reading

Reading Techniques	Reading Tasks
	Fill in the blanks
	Complete Words
	Speak separate syllables
	Reading texts run
	Questions and Answers write
	Synonyms and antonyms
	Rules Application
	Composition
	Reading Aloud
Writing Techniques	Conversations
	Dictation
	Repetition
Comprehension text	TEXTS COMPREHENSION LEVEL:
	Complet
	To average
	None

3.2.4. SELECTION OF VARIABLES AND TECHNIQUES

VARIABLES AND INDICATORES	TECHNIQUES						
	Bibliografy	Archivo	Observation	Interview	Survey	Estadistic	Others
Strategies Aplication STRATEGIES APLICATION LEVEL:							
Complet			X	X	X		

Toaverage			X	X	X		
None			X	X	X		
Teaching Classes							
TEACHING FORMS							
Basic		X				X	X
Special		X				X	X
Traditional		X				X	X
Scheduled		X				X	X
Audiovisual Tutorial		X				X	X
Writing Skills							
IDENTIFIED SKILLS IN STUDENTS							
Management of grammar rulers			X	X			
Vocabulary according to the age			X	X			
Reading Skills							
Phonemes			X	X			
Pronunciation			X	X			
Phonetic			X	X			
Phonology			X	X			
Teacher							
TEACHER CLASSES:							
Traditional			X				
Creative			X				
Dynamic			X				
Participative			X				

Incentive			X				
Professional			X				
Student							
• Active			X				
• Pasive			X				
PasiveParticipation							
o Shy			X				
o Discouraged			X				
o Academiclevellow			X				
o ShortlyCollaborative			X				
o Desinterested			X				
Motivation							
PERCENTAGE OF MOTIVATED STUDENTS:							
▪ Total			X				
▪ Medium			X				
▪ Parcial			X				
MOTIVATION CLASSES:							
▪ Intransijo			X				
▪ Extrinsic			X				
Acknowledgement							
ACKNOGLEDGEMENT TYPES:							
Theorist			X	X	X		
Practical			X	X	X		
Reading Activities							
- Questions and answers			X	X			

- Exhibitions			X	X			
- Audio Visual Presentations			X	X			
- Dynamicor role play			X	X			
WritingActivities							
♣ Sociodrama			X	X			
♣ Field work			X	X			
♣ Project			X	X			
DidacticResources							
1. Bibliographic	X		X	X			
2. Informants	X		X	X			
3. Oleographics	X		X	X			
4. Internet	X		X	X			
Writing and Reading level							
- High level			X				
- Midiumlevel			X				
- Lowlevel			X				
Comunication COMUNICATION TYPES							
❖ Oral or verbal			X	X			
❖ Of Writing			X	X			
❖ heard			X	X			
❖ read			X	X			
Reading Techniques							
Reading Tasks			X	X			
Fill in theBlanks			X	X			

42

Complete Words			X	X			
Memorygame	43		X	X			
Speaksyllables per word			X	X			
Mixwords			X	X			
Crossword			X	X			
Reading Texts Run			X	X			
WritingTechniques							
Writing Questions and Answers			X	X			
Synonyms and Antonyms			X	X			
Aplication of rulers			X	X			
Cognates			X	X			
Composition			X	X			
Reading aloud			X	X			
Conversations			X	X			
Dictates			X	X			
Repetition			X	X			
Comprehension and Interpretation of texts COMPREHENSION LEVEL AND INTERPRETATION OF TEXTS							
➢ Complet			X	X			
➢ Toaverage			X	X			
➢ Low			X	X			

3.3. UNIVERSE AND SAMPLE

3.3.1. IDENTIFICATION AND DESCRIPTION OF UNITS RESEARCH

Research Unit:

A. English Area Teachers of "Nueve de Octubre" High School

B. Students of the eighth, ninth and tenth year of Basic Education of "Nueve de Octubre" High School.

C. Administrative Personal of the institution.

D. We got the sample universe and apply the following formulate:

n = Sample size

N = Universe

1 = Constant

E = Precision error

$$n = \frac{N}{1 + (E/100)^2 \times N}$$

Universe:

The total number of students is

Eighth Year of Basic Education	660
Ninth Year of Basic Education	614
Tenth Year of Basic Education	644
TOTAL	**1918**

3.3.2. ESTIMATE OF THE SIZE AND SAMPLE´S DISTRIBUTION

Aplication of the Universe and Sample in the "Nueve de Octubre" high school:

n = 1

N = 1918

1 = 1

E = 5

$$1 = \frac{1918}{1 + (5/100)^2 \times 1918} \quad 1 = \frac{1918}{1 + (0{,}05)^2 \times N}$$

$$1 = \frac{1918}{1 + (0{,}0025) \times 1918} \quad 1 = \frac{1918}{1 + 0{,}0025 \times 1918} \quad 1 = \frac{1918}{1 + 4{,}795} \quad 1 = \frac{1918}{5{,}795}$$

$$1 = \mathbf{330} R\#$$

The number student's total we surveyed is **330** students.

Sample universe:

To implement the parallel sample apply the following formulate:

$$TM = \frac{n*100}{N} \quad TM = \frac{330*100}{1918} \quad TM = \frac{33000}{1918} \quad \boldsymbol{TM = 17,21}\%$$

Of all students that exist by parallel is between 32-47 students we get the17, 21% of each class.

NUMBER OF STUDENTS PER YEAR AND PARALLEL

DISTRIBUTION OF SAMPLE:

UNIVERSE	SAMPLE	SIZE OF THE SAMPLE
EIGHT YEAR		
"A" 47	17,21%	8
"B" 48	17,21%	9
"C"44	17,21%	7
"D"46	17,21%	8
"E"48	17,21%	9
"F"47	17,21%	8
"G" 46	17,21%	8
"H" 48	17,21%	9
"I" 46	17,21%	8
"J" 48	17,21%	9
"K" 48	17,21%	9
"L" 49	17,21%	9
"M" 47	17,21%	8
"N" 48	17,21%	9
"A" to "N"		118
NINTH YEAR		
"A" 44	17,21%	7
"B" 43	17,21%	7
"C" 45	17,21%	8

"D" 44	17,21%	7
"E" 43	17,21%	7
"F" 44	17,21%	7
"G" 42	17,21%	7
"H"43	17,21%	7
"I" 45	17,21%	8
"J" 42	17,21%	7
"K"42	17,21%	7
"L" 45	17,21%	8
"M" 45	17,21%	8
"N" 47	17,21%	8
"A" to "N"		103
TENTH YEAR		
"A"43	17,21%	7
"B"43	17,21%	7
"C"42	17,21%	7
"D"45	17,21%	8
"E"43	17,21%	7
"F"42	17,21%	7
"G"44	17,21%	7
"H"43	17,21%	8
"I"44	17,21%	8
"J" 41	17,21%	7
"K" 41	17,21%	7
"L"44	17,21%	8
"M"43	17,21%	7
"N"43	17,21%	7
"O"43	17,21%	7
"A" to "O"		109
TOTAL1918	**17,21%**	**330**

English Teachers in Basic Education are:

TEACHERS OF 8º, 9º y 10º OF BASIC EDUCATION
TEACHERS NAME:
Lcda. Patricia Plaza
Lcda. Yadira Núñez
Lcdo. Oscar Carrión
Lcda Ximena Bravo
Licda. Tula Otero
Lic. Margarita González
Lic. María Eugenia Vaca

3.4. FEATURE OF RESEARCH

3.4.1. COLLECTION OF DATA ACCORDING TO THE RESEARCH UNIT

To obtain the gathered information we applied the following methods such as Investigation, interview, surveys and statistics, for later to be able to demonstrate it by means of statistical tables and this way obtains the biggest and necessary conclusion of the investigate object.

We applied these investigation methods to:

- Teachers and administrative staff of "the Nueve de Octubre" High School.

- Eighth, Ninth and Tenth year students of Basic education of the same Institution

3.4.2. VALIDITY AND TRUSTFUL CRITERION

For the formation of contextual framework we extracted information from the Educational Unit intervened with the help of institutional authorities, teachers and students.

To make the theoretical framework we used bibliography of well known authors and we compiled material according to the study topic. It was selected to structure the theoretical framework chapter.

3.4.3. FOCUS, REACH AND DESIGN

Our thesis was previously organized for the conduct of an orderly and schematic way. The observations helped us to identify its versatility and its causes.

The level of this research cames from the descriptive to explanatory, such as teaching and learning strategies for the development of reading and writing skills. The techniques used were direct observation, interview, signing and surveys.

Investigation´s design was developed through tables, register and quantify data by numbers for then show data through statically graphics with theirs analysis, interpretation, recommendations and conclusions.

3.4.4. PROCCESS OF INFORMATION

The results of the investigation obtained though the compilation instruments information application allowed to quantify them, then to the count of each of the interviews and surveys and clarify its percentages in bars and statistical pictures later to establish conclusions with regard to the remarks and problems of study.

CHAPTER IV

RESULT OF THE FIELD RESEARCH

4.1. POBLATION TOTAL

GENDER AND PERCENTAGE PRESENTATION OF SURVEY STUDENTS

STUDENTS	TOTAL	%	Men	%	Women	TOTAL %	TOTAL TO SURVEY
8TH Paralell A to N	660	46,61%	55	53,39%	63	35,76	118
9TH Paralell A to N	614	55,34%	57	44,66%	46	31,21	103
10TH Paralell A to O	644	65,14%	71	34,86	38	33,03	109
TOTAL	1918		183		147	100%	330

TEACHERS POBLATION

The total number of English teachers who we researched, surveyed and observed were 7 teachers.

4.2. ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

4.3.1. SURVEY TO STUDENTS

4.3.1.1. To develop of reading and writing skills, which of these strategies do teachers use most often?

The strategies are a set of actions planned systematically in the time that are carried out to achieve a specific purpose or mission. That is, make the teaching of the English becomes more entertaining and to achieve a greater management of this language.

TABLE # 1

STRATEGIES THAT TEACHERS USE MOST OFTEN

STRATEGIES	8th paralell A-N	9th paralell A-N	10th paralell A-O	TOTAL	
				Ss	%
Reading Assignments	16	86	74	176	53.33
Fill in the blanks	8	72	50	130	39.39
Complete words	38	82	40	160	48,48
Memory games	10	14	23	47	14,24
Speak separates syllables	58	74	42	174	52,72
Mix words	60	80	54	194	58,79
Crosswords	48	56	48	152	46,06
Reading texts run	24	60	20	104	31,52
Questions and answers write	64	82	62	208	63,03
Synonyms and antonyms	38	50	14	102	30,91
Application of rules	60	78	38	176	53.33
Cognates	42	78	20	140	42,42
Composition	10	74	34	118	35,76
Reading aloud	58	52	42	152	46,06
Conversations	60	52	60	172	52,12
Dictation	64	84	30	178	53,94
Repeat	68	82	72	222	67,27

Source: Direct Research
Elaboration: Authors

GRAPHIC #1
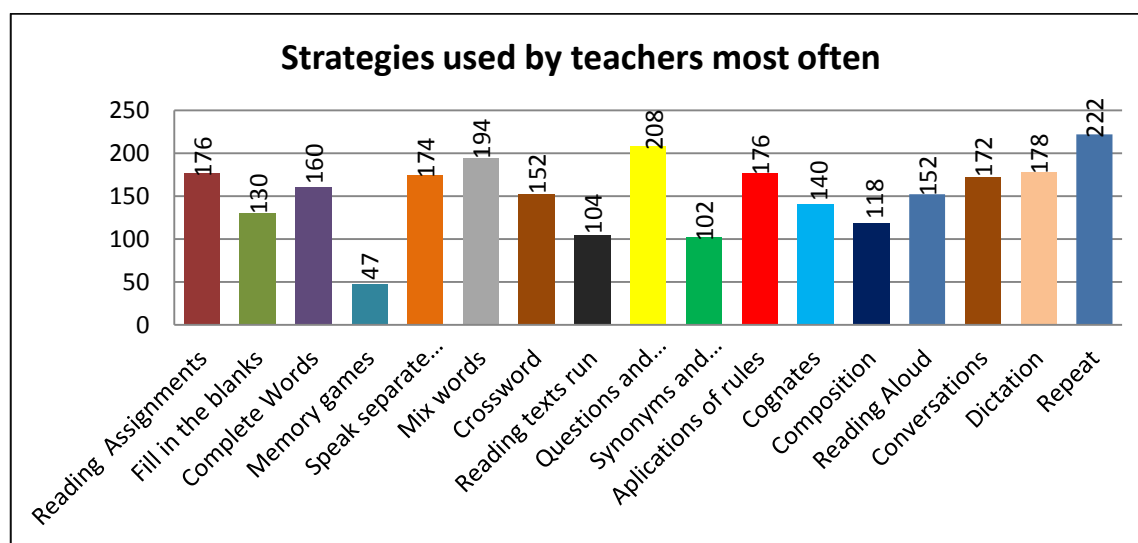
Source: The survey
Elaboration: Authors

ANALYSIS AND INTEPRETATION

According to these results, we can see that the teachers apply full strategies in the students, achieving a high level in each strategy that is good because in the class students need a variety of this skill to develop their knowledge

4.3.1.2. When you read a text. What level of interpretation do you reach?

When we talk about level of interpretation notice it is they can show their level high or low quality when they read a text. It can be placed in the following categories:

TABLE # 2
NIVEL DE INTERPRETACIÓN DE TEXTOS

LEVEL	8TH	%	9TH	%	1oTH	%	TOTAL	
							Ss	%
HIGH	22	6,67	0	0	19	5,76	41	12,43
MEDIUM	76	23,03	88	26,66	78	23,64	242	73,33
LOW	20	6,05	15	4,55	12	3,64	47	14,24
TOTAL	118	35,75	103	31,21	109	33,04	330	100%

GRAPHIC # 2
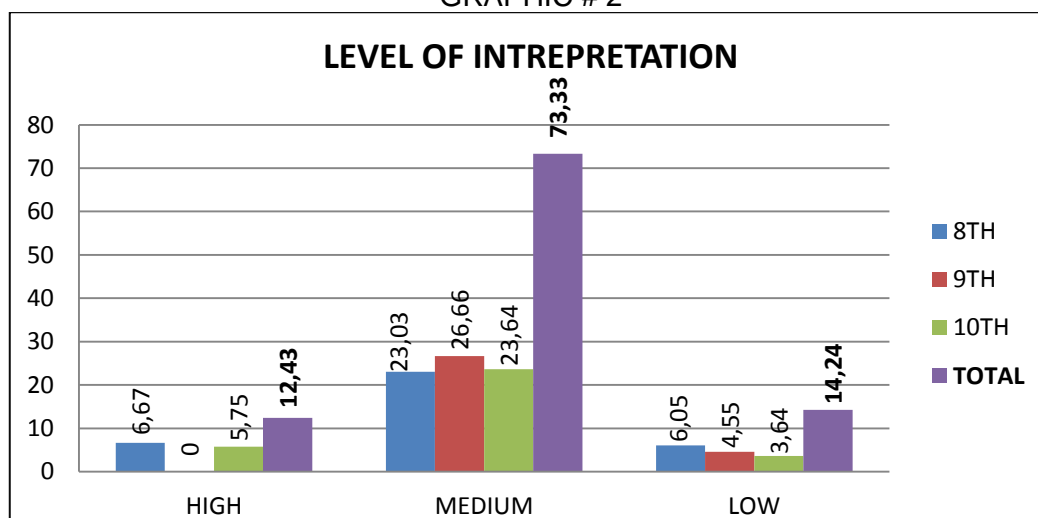
Source: The surveys
Elaboration: Authors

ANALYSIS AND INTEPRETATION

In these result we can see that the students do not achieve understand the reading, relapsing that result in the high level and medium level with these result teacher should worry and apply more reading to the students into class to improve it.

4.3.1.3. What level of Involvement do you have in the English Class?

TABLE # 3
LEVEL OF INVOLVEMENT THAT STUDENTS HAVE IN CLASS

LEVEL	8TH	%	9TH	%	10TH	%	TOTAL	
							Ss	%
ACTIVE	16	4,85	16	4,85	77	23,33	109	33.03
FEW ACTIVE	73	22,12	82	24,85	22	6,67	177	53,64
PASSIVE	29	8,79	5	1,51	10	3,03	44	13,33
TOTAL	118	35,76	103	31,21	109	33.03	330	100%

Source: Direct Research
Elaboration: Authors

GRÁPHIC N° 3
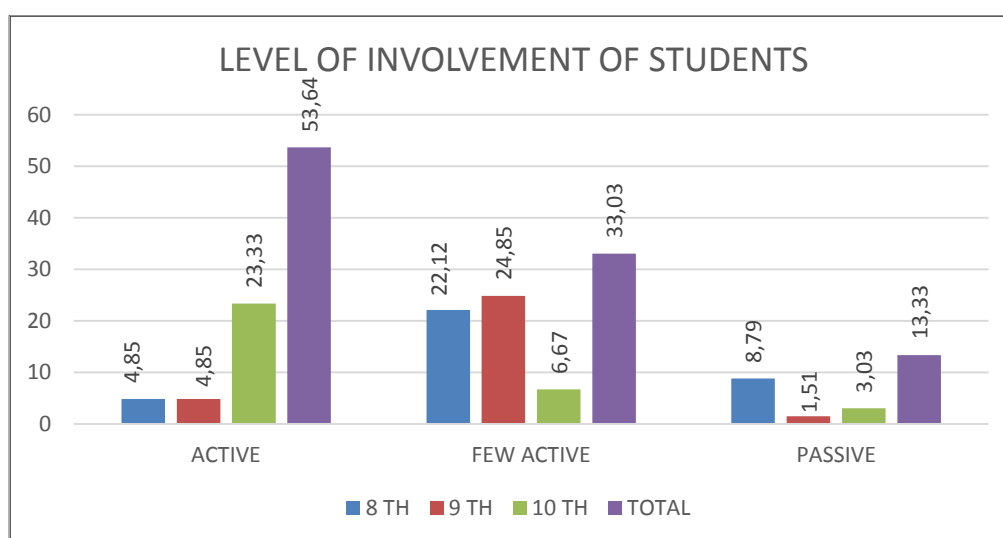
Source: The surveys
Elaboration: Authors

ANALYSIS AND INTEPETATION

According to these result we can see that the level of interpretation of the students is a little less active, that means is regular, ie there is a low development in students in class and just few of them have a high average

4.3.1.4. What of the following skills do the teachers develop more often?

TABLE # 4
SKILLS THAT TEACHERS DEVELOP IN CLASS

SKILLS	8TH	%	9TH	%	10TH	%	TOTAL	
							Ss	%
Listen	64	19,39	61	18,48	96	29,09	221	17,91
Talk	52	15,75	50	15,15	52	15,75	154	12,48
Reading	61	18,48	55	16,66	43	13,03	159	12,88
Write	66	20	48	14,54	56	16,96	170	13,78
Vocabulary	64	19,39	60	18,18	67	20,30	191	15,48
Phonics	56	16,96	45	13,63	22	6,66	123	9,97
Grammar	71	21,52	49	14,85	96	29,09	216	17,50
TOTAL	434	131,49	368	111,49	432	130,88	1234	100%

Source: Direct Research
Elaboration: Authors

GRAPHIC # 4
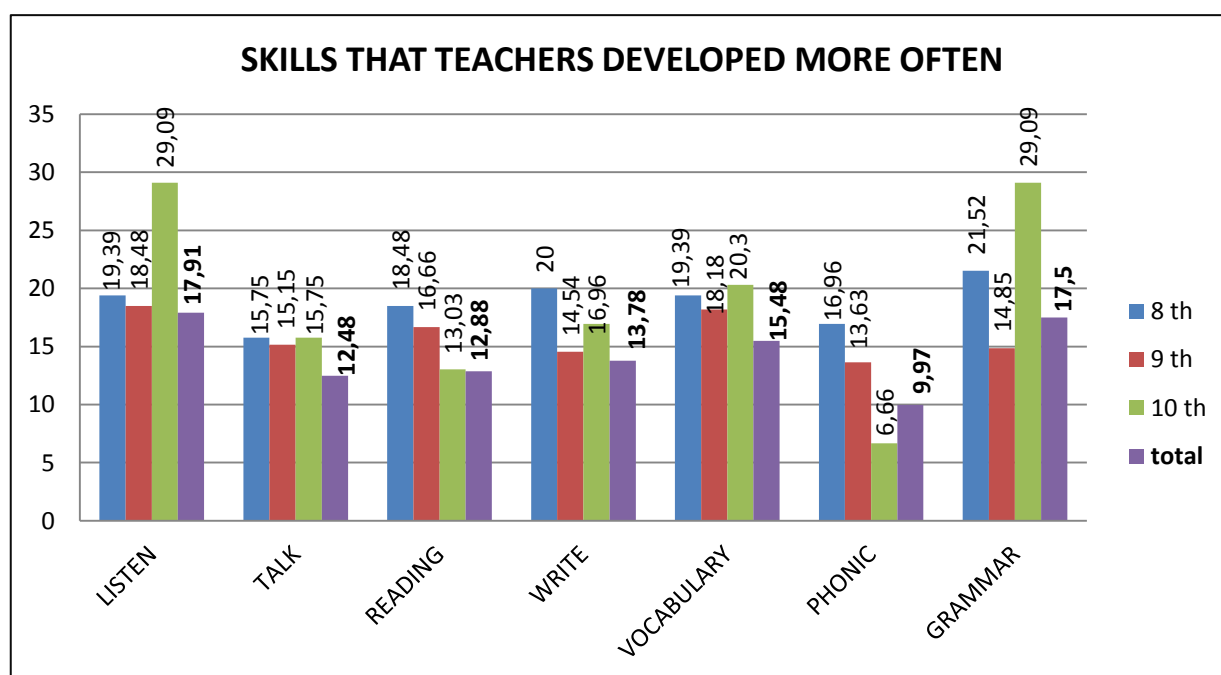
Fuente: The Survey
Elaboration: Authors

ANALYSIS AND INTEPRETATION

The skills that the teacher develops in class to improve the level of learning to the students in the English are good, not only listening and grammar. That is the reason that the teacher should achieve to practice all level by equal.

4.3.1.5. When teachers develop their classes. Do they achieve full participation in the students? (Mark with an X which are more efficient for you)

TABLE #5

ACTIVITIES WITH FULL PARTICIPATION

ACTIVITIES	8th	%	9th	%	10th	%	total	
							Ss	%
Group works	47	14,24	56	10,30	48	14,54	151	12,88
Working in pairs	50	15,15	53	16,96	49	14,84	152	12,97
Dialogues	62	18,79	71	21,51	45	13,63	178	15,19
Tasks in class	65	19,67	72	21,81	55	16,67	192	16,39
Face to face convers.	65	19,70	66	20	35	10,60	166	14,17
skimming	12	3,64	16	4,84	18	5,45	46	3,92
Games	62	18,79	68	20,61	38	11,51	168	14,33
Scanning	63	19,09	0	0	14	4,24	77	6,57
Role play	34	10,30	0	0	8	2,42	42	3,58
TOTAL	460	139,37	402	116,03	310	93,90	1172	100

Source: Direct Research
Elaboration: Authors

GRAPHIC #5
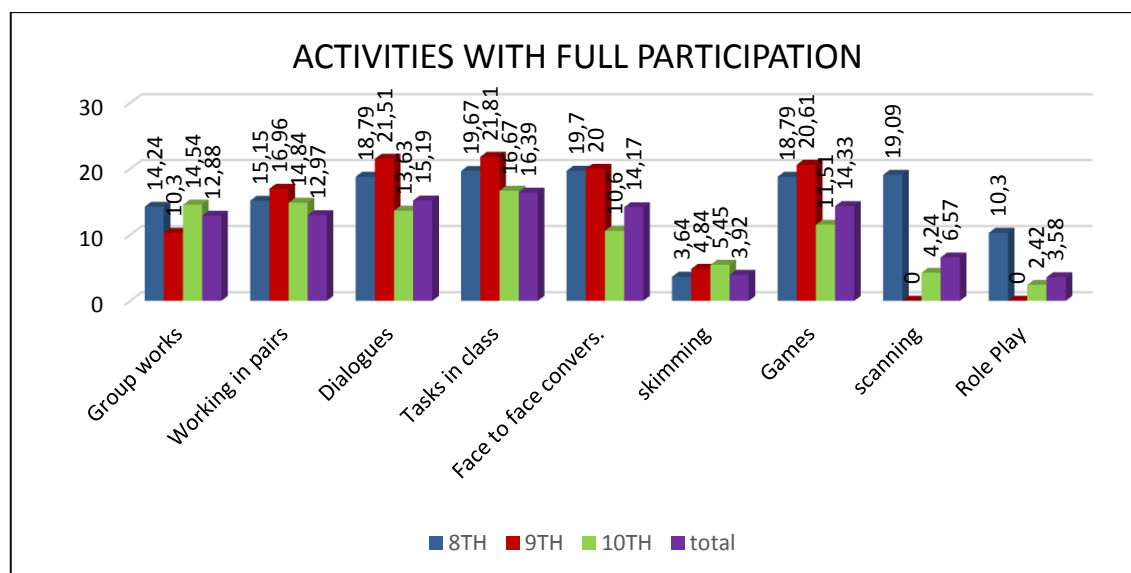
Fuente: The Survey
Elaboration: Authors

ANALYSIS AND INTEPRETATION

In the students surveyed, we see that teacher achieve more participation on task in class and dialogues but who fail on a complete student participation is in skimming, scanning and role play because often they do not practice with them even some students do not know about that.

4.3.1.6. What types of Activities would you like the English teachers incorporate in class?

TABLE# 7

ACTIVITIES THAT STUDENTS WOULDL LIKE TO INCORPORE IN CLASS

TYPES OF ACTIVITIES	8th	%	9th	%	10th	%	TOTAL	
							S	%
Games	55	14,36	59	15,40	76	19,84	190	36,72
Songs	0	0	0	0	57	14,88	57	18,69
Role play	33	8,62	35	9,14	29	7,57	97	31,81
Competition	0	0	3	0,78	11	2,87	14	4,59
Tongue-twister	0	0	3	0,78	5	1,31	8	2,62
movies	0	0	0	0	17	4,44	17	5,57
TOTAL	88	22,98	100	26.10	195	50,91	383	100

Source: Direct Research
Elaboration: Authors

GRAPHIC #7
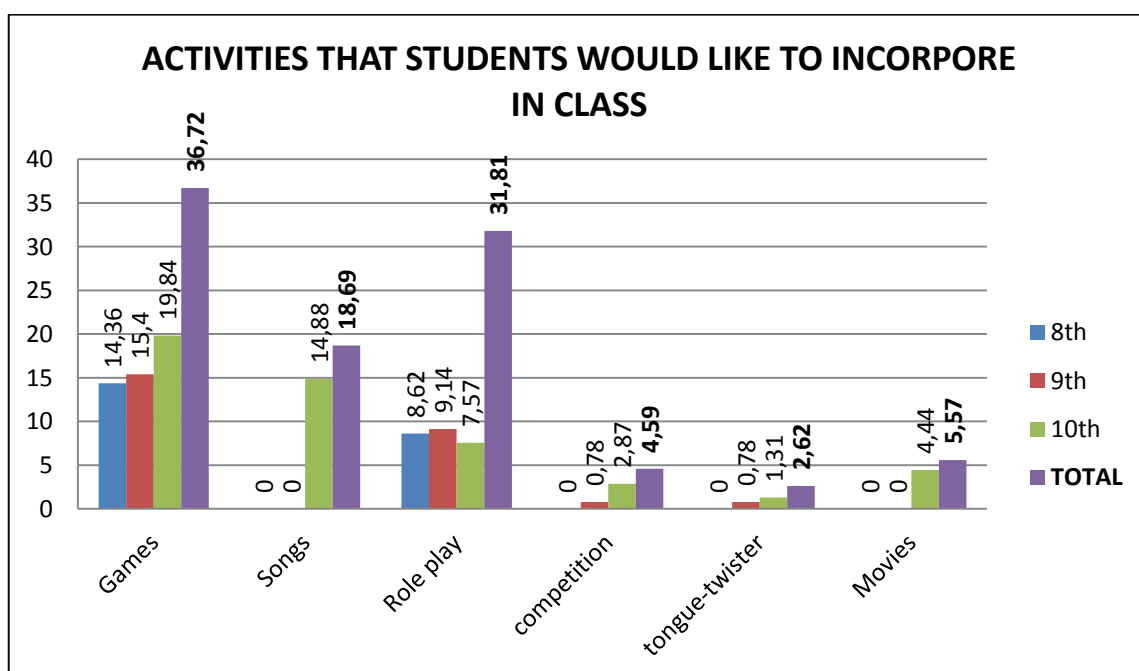
Source: Direct Research
Elaboration: Authors

ANALYSIS AND INTEPRETATION

As youth instinct in students we see what they ask more in order to learn the language requested through games and role play and little twisters and contests.

Then we can see by the results that this is very important for students to have a greater interest in the classroom aspect.

4.3.1.7. What problems do you consider that occur in teaching – learning of the English regarding to the strategies or techniques?

TABLE #7

PROBLEMS THAT OCCUR IN TEACHING-LEARNING OF THE ENGLISH

55

PROBLEMS	8TH	%	9TH	%	10TH	%	TOTAL	
							S	%
FEW ATTENTION	7	2,12	3	0,90	9	2,73	19	5,75
DIFFICULT TASKS	7	2,12	7	2,12	2	0,61	16	4,85
DO NOT HAVE TRADUCTION	62	18,79	5	1,52	8	2,42	75	22,73
TRADITIONAL CLASSES	12	3,64	3	0,91	85	25,76	100	30,30
FEW READING	21	6,36	5	1,52	3	0,91	29	8,79
NONE	9	2,73	80	24,24	2	0,60	91	27,58
TOTAL	118	35,76	103	31,21	109	33,03	330	100

Source: Direct Research
Elaboration: Authors

GRAPHIC #8

PROBLEMS THAT OCCUR IN TEACHING-LEARNING OF THE ENGLISH
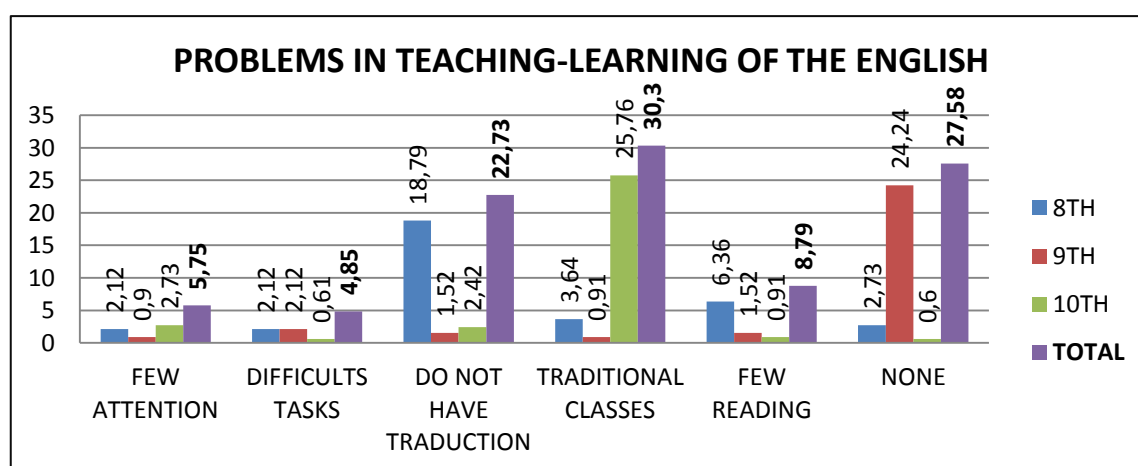
Source: Direct Research
Elaboratio: Authors

ANALYSIS AND INTEPRETATION

According to the picture we see that almost half of students surveyed believe that there is no problem, followed by another so that says there is no translation and that there is little reading and inattention by the interruption of the noise from other students

The problems are something we cannot avoid, but we must try to rescue to fix the interest of our material to be applied.

4.3.2 TEACHERS´ SURVEYS

4.3.2.1. At the beginning of each class how often do you do a Feedback a of the previous class?

TABLE N° 1

FREQUENCY THAT TEACHERS DO A FEEDBACK AT THE BEGINNING OF THE CLASS

FREQUENCY	8TH		9TH		10TH		TOTAL	
	F	%	F	%	F	%	F	%
Always	2	28,56	2	28,56	1	14,29	**5**	**71,44**
Sometimes	1	14,29	1	14,29	0	0	**2**	**28,56**
Never	0	0	0	0	0	0	**0**	**0**
TOTAL	3	42,85	3	42,85	1	14,29	**7**	**100**

Source: Direct Research
Elaboration: Authors

GRAPHIC N° 1
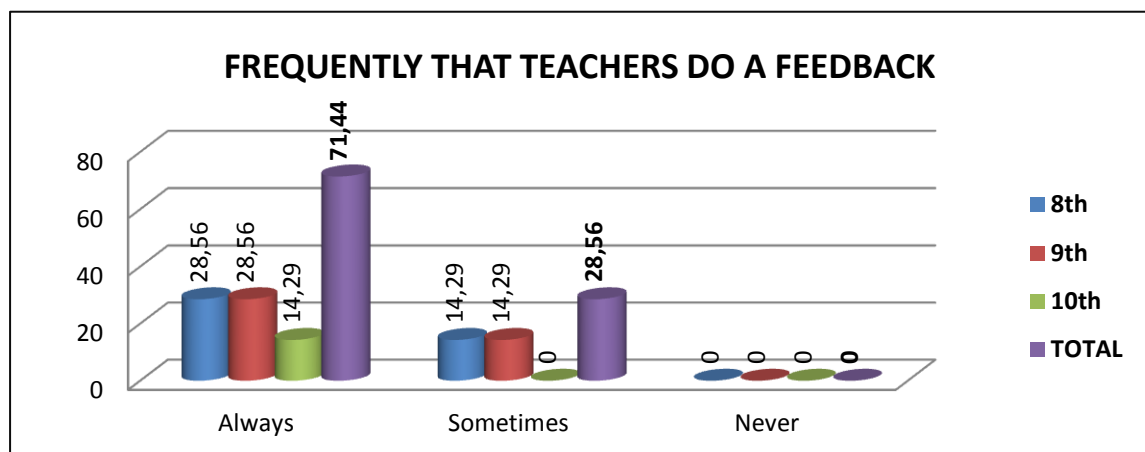
Source: Table N° 1
Elaboration: Authors

ANALYSIS AND INTERPRETATION

Teachers mostly makes a review of the previous class to obtain a complete verification of learning. This makes the material does not lose the balance of English and its components.

4.3.2.2. What strategies or techniques do you use to develop the Teaching-Learning Process of English?

TABLE N° 2
STRATEGIES DEVELOPED BY TEACHERS

STRATEGIES	8TH	9TH	10TH	TOTAL

	F	%	F	%	F	%	F	%
Reading Assignments	2	3,08	1	1,54	0	0	**3**	**4,62**
Fill in the blanks	2	3,08	2	3,08	3	4,60	**7**	**10,76**
Complete Words	1	1,54	1	1,54	3	4,60	**5**	**7,68**
Memory Games	1	1,54	1	1,54	0	0	**2**	**3,08**
Speak Separate Syllables	1	1,54	0	0	1	1,54	**2**	**3,08**
Mix Words	0	0	2	3,08	0	0	**2**	**3,08**
Crossword	1	1,54	2	3,08	2	3,08	**5**	**7,70**
Reading Texts Run	0	0	0	0	0	0	**0**	**0**
Questions and Answers Write	2	3,08	2	3,08	3	4,60	**7**	**10,76**
Synonyms and Antonyms	0	0	0	0	0	0	**0**	**0**
Application Rules	2	3,08	2	3,08	3	4,60	**7**	**10,76**
Cognates	0	0	1	1,54	0	0	**1**	**1,54**
Composition	0	0	1	1,54	1	1,54	**2**	**3,08**
Reading aloud	2	3,08	2	3,08	2	3,08	**6**	**9,24**
Conversations	2	3,08	2	3,08	3	4,60	**7**	**10,76**
Dictation	1	1,54	2	3,08	2	3,08	**5**	**7,70**
Repeat	1	1,54	1	1,54	2	3,08	**4**	**6,16**
TOTAL	**18**	**27,72**	**22**	**33,88**	**25**	**38,40**	**65**	**100**

Source: Direct Research
Elaboration: Authors

GRAPHIC N°2
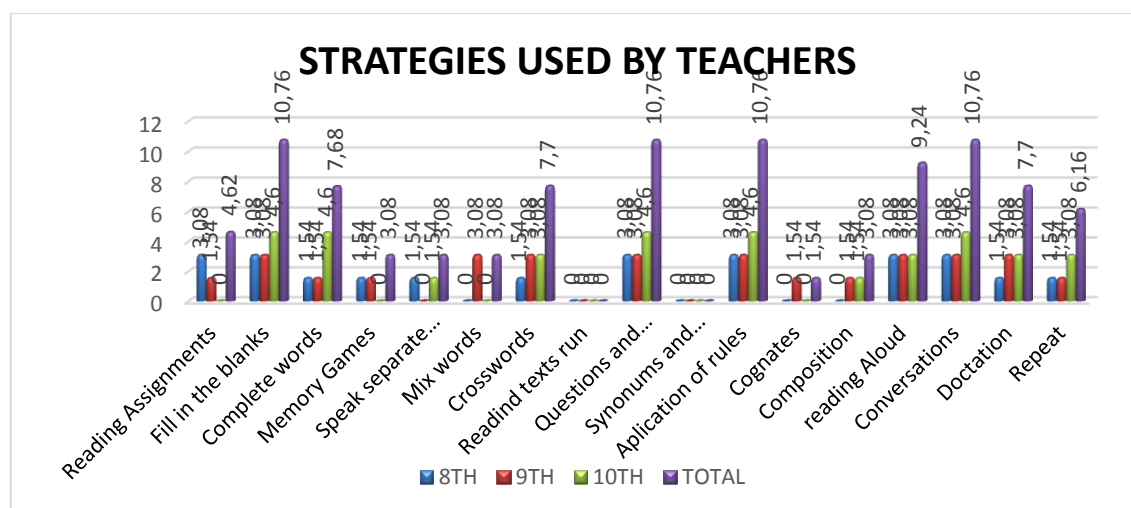
Source: Table N° 2
Elaboration: Authors

ANALYSIS AND INTERPRETATION

According to the results we can see that teachers use a mix of strategies such as questions and answers, application of rules, fill in the blanks and conversations and other that make improve student performance. They say rarely used synonyms and antonyms strategy, texts reading and cognates. The

only recommendation is to try to use all known strategies for the class to become multi-functional and interesting

4.3.2.3. What activities extra - intra class related to the strategies and techniques do you use to develop the reading and writing skills.

TABLE N° 3
ACTIVITIES OUTSIDE AND INTRA CLASS USED BY TEACHERS

ACTIVITIES	8th		9th		10th		TOTAL	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Identify the Unknown Words	1	3,85	2	7,68	2	7,68	**5**	**19,21**
Build Sentences with the New Words	1	3,85	0	0	0	0	**1**	**3,85**
Projects	0	0	0	0	1	3,85	**1**	**3,85**
Write of Paragraph of them.	0	0	1	3,85	1	3,85	**3**	**7,70**
Ideas about a Picture	0	0	1	3,85	0	0	**1**	**3,85**
Revision of Contents	1	3,85	0	0	3	11,55	**4**	**15,40**
Identify famous Actor, Singer or Athlete	2	7,68	0	0	1	3,85	**3**	**11,53**
Dialogues face to face	2	7,68	1	3,85	3	11,55	**5**	**23,08**
Write sentences apply new structures	0	0	1	3,85	2	7,68	**3**	**11,53**
TOTAL	**7**	**26,91**	**6**	**23,08**	**13**	**50,01**	**26**	**100**

Source: Direct Research
Elaboration: Author

GRAPHIC N° 3
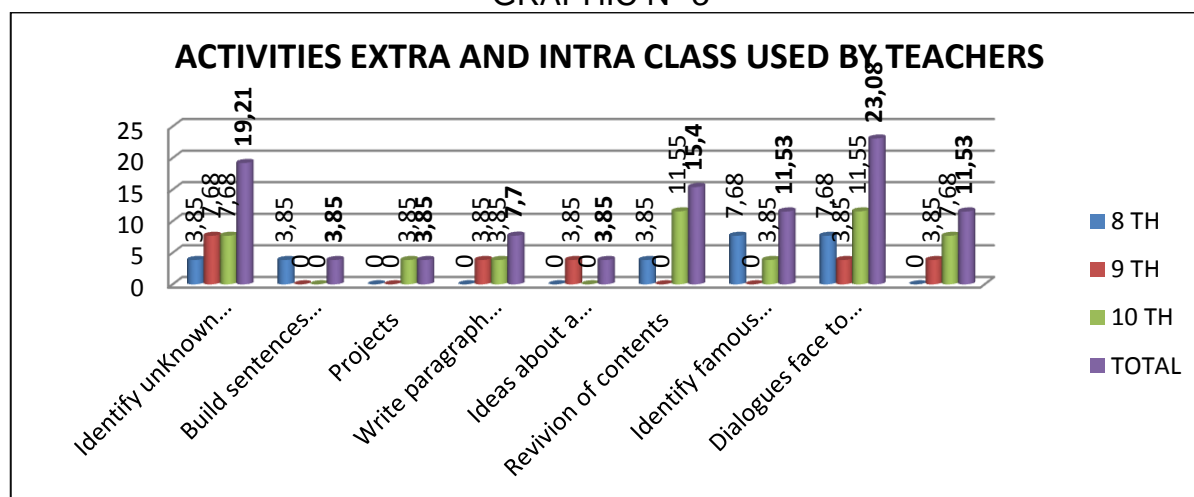
Source: Table N° 3
Elaboration: Authors
ANALYSIS AND INTERPRETATION

According to the pictures we can see that Teachers apply different intra class activities such as dialogues, revision of texts, identification identify unknown words and famous actors, but few of them apply them extra class activities, that

is the task to unfold themselves using their own resources and research to make that students learn to handle by themselves.

4.3.2.4. What Resources do you use used by to apply inside and outside the classroom in order to develop the Reading and Writing skills?

TABLE N° 4
RESOURCES USED INSIDE AND OUTSIDE THE CLASSROOM IN THE ENGLISH

RESOURCES	8TH		9TH		10TH		TOTAL	
	F	%	F	%	F	%	F	%
Scrapbook	1	4,17	0	0	1	4,17	**2**	**8,34**
Mini Book	2	8,33	2	8,33	3	12,50	**7**	**29,16**
Snapshot	0	0	1	4,17	0	0	**1**	**4,17**
Posters	1	4,17	0	0	1	4,17	**2**	**8,34**
Magic Book	2	8,33	2	8,33	3	12,50	**7**	**29,16**
Dictionary	1	4,17	2	8,33	2	8,33	**5**	**20,83**
TOTAL	**8**	**29,17**	**6**	**29,16**	**10**	**41,67**	**24**	**100**

Source: Direct Research
Elaboration: Authors

GRAPHIC N° 4
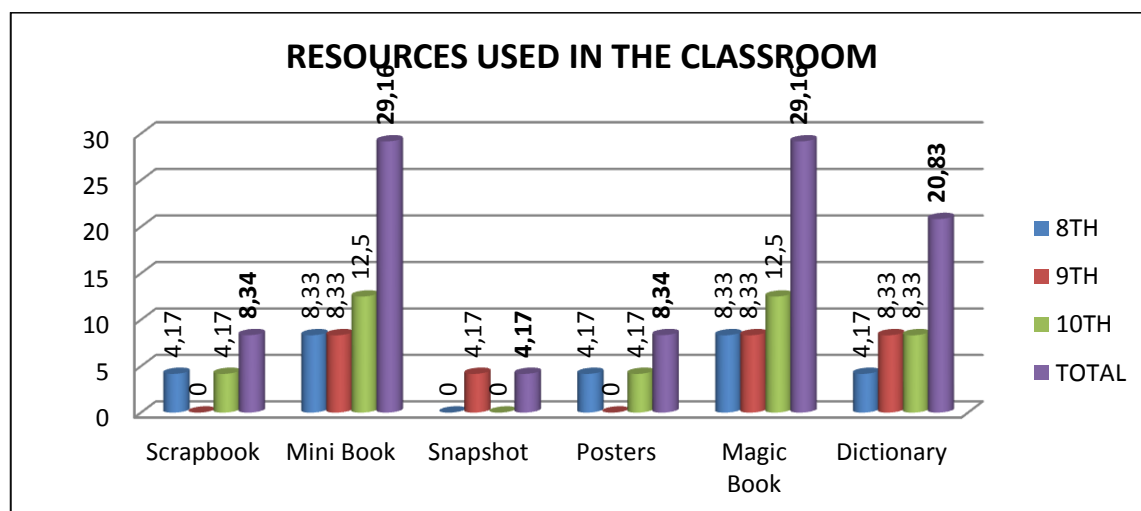
Source: Table N° 4
Elaboration: Authors

ANALYSIS AND INTERPRETATION

Teachers often use the magic book, mini book and dictionary, but little scrapbook, posters and snapshot with a little more effort made to awaken student interest in viewing and learning of writing and reading of English.

4.3.2.5. What level of Interpretation do your students achieve in the Reading development?

TABLA N° 5
LEVEL OF INTERPRETATION OF STUDENTS

LEVEL OF INTERPRETATION	8TH		9TH		10TH		TOTAL	
	F	%	F	%	F	%	F	%
High	0	0	0	0	0	0	**0**	**0**
Medium	2	28,57	2	28,57	2	28,57	**6**	**85,71**
Low	0	0	0	0	1	14,29	**1**	**14,29**
TOTAL	**2**	**28,57**	**2**	**28,57**	**3**	**42,86**	**7**	**100**

Source: Direct Research
Elaboration: Authors

GRAPHIC N° 5
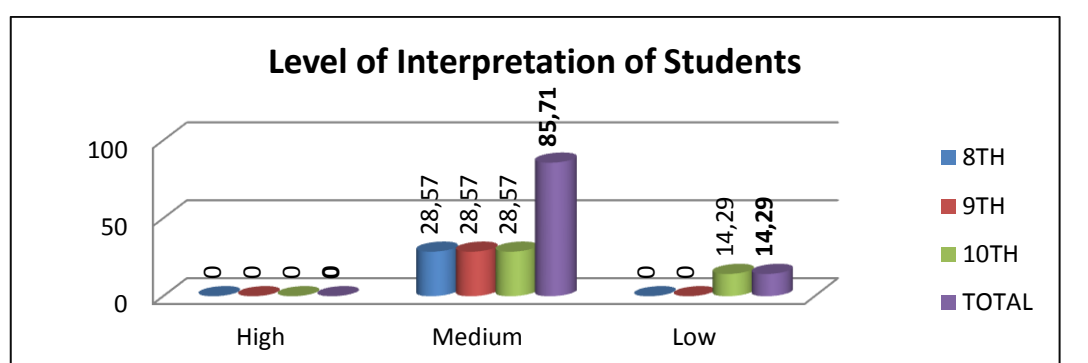
Source: Table N° 5
Elaboration: Authors

ANALYSIS AND INTERPRETATION

The teachers surveyed expressed that there is no high-level interpretation of the students and almost all students have an average level of performance in reading and a minority students have low performance.

This means teachers have to find a way that finds an increase high performance by student's motivational implementing strategies to improve it.

4.3.2.6. What error Level do students have in texts writing skills?

TABLE N° 6

ERROR LEVEL STUDENTS HAVE IN TEXTS WRITING

ERROR LEVEL	8TH		9TH		10TH		TOTAL	
	F	%	F	%	F	%	F	%
High	0	0	0	0	0	0	**0**	**0**
Medium	2	28,57	1	14,29	1	14,29	**2**	**57,14**
Low	0	0	1	14,29	2	28,57	**1**	**42,86**
TOTAL	**2**	**28,57**	**2**	**28,57**	**3**	**42,86**	**7**	**100**

Source: Direct Research
Elaboration: Authors

GRAPHIC N° 6
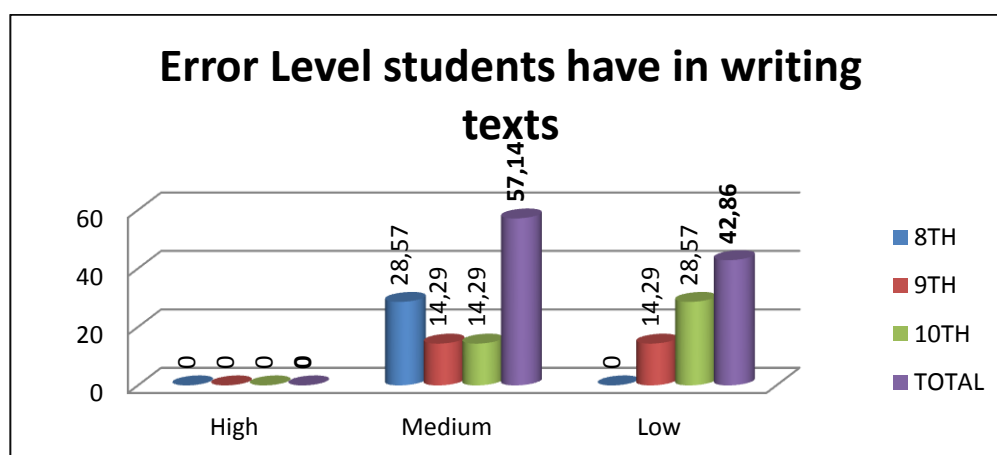
Source: Table N° 5
Elaboration: Authors

ANALYSIS AND INTERPRETATION

By demonstrating the survey and the graphic we can see that 57.14% of all students have an average level in the writing of texts from English and 42.86% have a low control of it and no one has a high level of writing text

4.5. DEMOSTRATIONS OF HYPOTHESIS

The particular hypothesis 1 "The teacher uses a minimal range of English teaching strategies related to the development of reading and writing skills, the students do not achieve an active participation and motivation in the classroom" It is proved according the information the statistical tables that teachers use a variety of strategies in every sense of the English but still lack a full development of specific strategies for each skill because if it works in some but others still missing.

The particular hypothesis 2 "In the English Language area, teachers do not have sufficient theoretical-practical knowledge of the reading and writing activities, so students cannot read and write the language fluently using the statistical tables about the question what level of participation students have in classes we see that this hypothesis was proved since in most classrooms there is a medium level of pariticipation and there are very few who have a high level participation.

The particular hypothesis 3 "If the teachers in this area use the teaching resources properly to promote the reading and writing of English on the students, they would ensure that the level of reading and writing is efficient, useful for communication".This hypothesis is proved because teachers use traditional resources such as dictionary, workbooks and the board and they only use new recourses very few times.

The particular hypothesis 4 "One of the problems that mostly affect the development of literacy in the teaching of English is the lack of reading skills, such as skimming or scanning that negatively affects students to misunderstand the texts and their adequate interpretation". It is proved because most of the teachers do not practice this activities and some of them have not even known them.

4.6. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

❖ The strategies used by teachers to develop both reading and writing teaching are applied in general but not specific scope for these skills.

❖ Among the strategies and activities carried out by teachers and students, they are variable and do not reach the level of learning to the reading and writing skills they need to develop in English.

❖ The application of the strategies in the eighth, ninth and tenth year that apply with more often are fill in the blanks, and answer questions, conversations and application rules and least used are memory games, synonyms and antonyms, role play, games, cognates and mix words

❖ The resources and teaching materials used by teachers in class are poor because in the institution does not exist or lacks of management to acquire materials to support the implementation of the teaching of English.

❖ In teaching English, the most common problems are traditional classes, few attention and reading, teachers do not use translation and so students do not understand and find tasks difficult and have lower grades in English.

RECOMMENDATIONS

➢ Train teachers in a consistent manner for a better development of the teaching and learning of English in the classroom.

➢ To emphasize more specific activities to help students to apply the reading and writing skills in English and thus achieve more motivated and active students.

➢ Make activities, events or programs both inside and outside the classroom about the reading and writing skills in English in the institution.

➢ Conduct assessments to students in writing and read to see that level of mastery students have and focus in their shortcomings on English.

➢ Change the traditional teaching resources for others to awaken student interest and more development to society as English

CHAPTER V

PROPOSAL OF INTERVENTION

5.1.   TITLE

SEMINAR-WORKSHOP ON ACTIVE STRATEGIES FOR DEVELOPMENT THE MEANINGFUL ENGLISH OF THE LEARNING AND READING IN THE STUDENTS OF EIGHTH, NINTH AND TENTH OF BASIC EDUCATION, AT "NUEVE DE OCTUBRE" NATIONAL HIGH SCHOOL IN MACHALA CITY.

5.2.   JUSTIFICATION

The results of the diagnosis made at the "Nueve de Octubre" National High School, students and teachers of the eighth, ninth and tenth years of basic education show that students do not like the English subject because they consider it difficult, incomprehensible, and monotonous, which do not use techniques enables to their learning. The teacher has been limited to the use of the text issued by the Ministry of Education, which, in many cases, the students really do not learn if they just decode the contents of drawings presented.

In addition, there is a poor academic performance shown by the students, which is necessary to put in practice active techniques which contribute to better learning and thus improve the student's performance, considering that the game is an enjoyable activity of recreation that serves to develop capacities through affective and active participation of the students, by which in this sense learning is transformed into a happy experience.

The techniques are necessary for our young people to develop creative and critical thinking that allows them to adapt to the diversity, uncertainty and the speed of changes. In addition is significant, balance this subject to the real possibilities of game in life, especially in early childhood.

For this is also necessary that our educators keep forming constantly in integrating disciplines and expressive as art, music, performance, creativity, science, etc. Also they are attentive to their human development as essential in order to be facilitators of change complement. We cannot give or facilitate what

we do not have. Requires that our educators convey consistency between thinking, doing and feeling to bring about significant changes in its context.

They should not forget that our generation was educated with traditional pedagogy and in its political context of pure authoritarianism, which makes it difficult to transition to ludo-educadores. The new generation that today are already being trained will have to please this playful pedagogy model which is being formed and the third will have winds of freedom and creativity in its daily equation.

5.3. METHODOLOGY USED

The work of a teacher in school requires a high scientific preparation, in turn should transmit to the group of students their experiences and a way to learn to learn, so we suggest to improve the methodological work of teachers I areas of the good development of the educational teaching process.

Within the system of methodological work in the different organizational levels of classes should be: the methodological demonstration and the instructive methodological class. The latter is precisely which faces major challenges by its own complexity, which is reflected in its planning strategies of methodological work by teachers is not common.

It is important to analyze the different aspects that characterize this form of methodological work, its essential features, on the basis of difficulties that present teachers and authors of this work can be solved, because of their professional performance in the educational area.

Methodological classes are defined as forms of work organization teaching methodology in education media whose job is to guide teachers about the methods, procedures and means of teaching to be used in the process of teaching and learning, as well as the methodological structure and forms of control of learning by students in the development of the main forms of organization of the teaching of the subjects.

Their guiding nature manifests itself in two forms: the demonstrative methodological class that takes place in the classroom according to the students with the participation of the rest of the teachers and the instructional methodology class, which provides an analysis of collective and in-depth program of the subject, class, in accordance with the target plan and the selected methodological problem.

The introduction is intended to place the Auditorium in the aspects will be addressed, as well as its importance, the methodological problem that generates it and the selected methodological objective therefore must take into account the following aspects:

The presentation of the methodological conceptual problem and the reasons in its selection, high lighting its importance with a view to the methodological work. The substantiation of the methodological objective of the class in its guiding function will serve as thread through the structural components of the class.

The use of the method of analysis - synthesis, Explication - demonstration - Debate that the teacher can use during development, the teacher instructs how to teach theme chosen giving output to the methodological objective and methodological conceptual problem solving. In this part of the class structure, the structure of it is started as such with the introduction, development and conclusions and in the end when it motivates the next activity, encourages the debate with the audience enrich aspects treated with experiences, criteria, opinions of the present. Then it proceeds to the conclusions of the instructive methodology class where the following elements should appear:

☐ Return to the methodological problem of conceptual and methodological objective of activity to assess its compliance during development.

☐ Synthesize and consolidate the essentials covered.

☐ Keep in mind that as a result of collective debate, new elements may emerge to be taken into account.

☐ Specify the orientation of generalizing value for the teachers.

5.4. OBJECTIVES

5.4.1. GENERAL OBJECTIVE

Develop a guide to recreational teaching techniques that contribute to a meaningful learning of the English in the eighth, ninth and tenth years of basic education at "Nueve de Octubre" National High School.

5.4.2. SPECIFIC OBJECTIVES

☐ Determine the basic guidelines that guide the development of a didactic guide.

☐ Develop the teaching guide.

☐ Socialize the tutorial.

5.5. PROPOSALTHEORETICAL FOUNDATION

Academic, contents, authority, as seen today in our institutions, since they are not valid tools or give answers to the complex reality that we face. Neither are lacking clear boundaries spaces, empty of meaning and critical reflection formation. It is building a pedagogy that will facilitate the development of all areas of the personality in the form integral and harmonious, with a planned balance between theory and practice, between the content and the experience.

The concept of multiple intelligences taken from Howard Gardner defines intelligences as natural areas or abilities to be developed over a lifetime. Classifies them in seven intelligences: linguistic, logical-mathematical, spatial, musical, bodily, interpersonal and intrapersonal. The harmonious development of all the intelligences in man will enable you to solve problems and develop products that are valuable in different cultural realities, will give you the flexibility and creativity needed to easily adapt to the changes specilly to English.

It will also offer equal chances of discover the smart areas genetically every human being has as predominant to can potentiate them without detriment to the development of the total personality.

We define resilience in man as the ability to withstand the crisis and adversities, regaining the strength or resistance to adapt positively. It involves face problems that produce stress with possibilities of overcoming them, recover and become stronger but also transform reality with the own action. The game has its possibilities the facilitate this development plus the multiple intelligences and spontaneous learning of English.

This makes the human is in crisis because there are not teachers, students or parents that can communicate, listen or reach agreements without being authoritarian or violence are present.

We need to navigate spaces where English is the primary objective and from there build a profile of the man who possibly the development of a country that contains and facilitate human development.

We put this design in different areas where the man is developed as a model of educational change and socio-cultural.

5.6.   DESCRIPTION OF THE PROPOSAL

The incorporation of new technologies of information and communication to the teaching - learning process is today an undeniable reality and also a challenge to that school and educational institutions must respond with imagination and a certain amount of Skillful. Indeed, the curricular integration of media to deal with educationally new challenges: extend the cultural horizon instantly to the world, encourage understanding and expression activities, promote the work the collaboration, stimulate creativity.

This didactic guide is composed of a group of games that help to develop the four skills in the teaching learning process such as listening, reading, writing

and speaking, in addition has also been included games that allow to improve the grammar and vocabulary knowledge.

1. Preview

As is the case with other skills such as writing, reading comprehension and oral expressions. Preview games play two main roles in the teaching of a language process. The first is as a goal of teaching. It is very important that students develop the skill of listening to understand spoken English and to communicate with others. The other role is related to the medium of learning. The skill of listening provides different form of learning that they can help the student to memorize and recall words, phrases, or grammatical points in the learning process. Working with the skill of listening to the work of students the ability to develop the same is closely involved with language and at the same time, listening skills is an imperative part of a course of learning a new language.

2. Talk.

One of the main objectives of the teaching of English is to convey to students the ability and skill of talking so they could communicate fluently.

3. Reading.

A similar path occurs in listening, speaking and writing, reading comprehension which has two important roles in the learning process a language. The first, the ability to read is a process of learning, the second is a method of learning a change to develop mastery of English and general knowledge that college students need in their reading skills. This is surely that students will improve reading comprehension of English through reading, especially if they are going to study at a university or in another country or work in an international company.

Reading the context and vocabulary learning. Students can create a mental image of the correct spelling of words. The books are used for written works.

The interest of the students the English language will increase especially if they do not have many hours of English.

Listening to a spoken book help students to develop their comprehensive skills. Students could help each other discussing different opinions.

4. Writing

As listen, read understandingly and written expression is another essential part to learn a language. It is important for students to learn how to be good readers, develop skills to communicate with each other, by means of letters, messages, stories, etc. The written form is another means of learning a language. We learn a language, new vocabulary, idiomatic phrases, new grammatical points etc. The written tasks help to master a language. Written expressions are really important in the learning process.

5. Grammar:

Grammar helps students organize their thoughts, ideas and express them in a comprehensive way.

6. Vocabulary.

The vocabulary is an important part of English learning. If a person has a wealth of knowledge of vocabulary they might have an efficient communication even if you have a poor level of grammar, in this proposal we emphasize the improvement of the vocabulary.

The thesis Group suggests to encourage students to actively participate in each of the games. Teachers should encourage students to the winners of each group giving a point if individual and if group to each of the students who make up the group. Some games can only be used to motivate students is that should not be evaluated quantitatively. These games can be adapted to the needs of each educational institution helping the teacher in the process teaching learning

this new language.All games can be used at any level, but teachers should change the difficulty level according to your needs.

5.7. Development of a teaching guide for the development of meaningful learning in the teaching-learning process of the reading and writing of English.

5.7.1. RECREATIONAL ACTIVITIES TO DEVELOP THE LISTEN SKILL

Activity 1. LET'S PLAY PHONE

Aim: Listening and speaking

Materials: None

Participants: All students

Process and application

Divide the students into two groups.

Students of foot in order.

The last student of each row murmuring a short phrase or sentence in the ear of the next student. For example might say "My dad eleven met with Rafael Correa in a bus in Guayaquil." Each student repeats the same phrase to his neighbor. When the last student of each line says the prayer that the heard and the teacher reveals the original sentence. The group that is more close to the original sentence is the winner.

Activity no. 2. LEARN SINGING

Aim: Preview

Materials: Recorder, cassette or Cd

Participants: All students

Process and application

Two games are in two sets of cassettes (the cd of the class and the book of job listening and speaking) the teacher may request practices songs at home. Students may suggest a song known by all of them. This is preferred to using

popular songs that allow students the opportunity to take the favorite CDs to classes.

They could also decide what song they would listen to the next class.

The song can be heard at the beginning, during or at the end of the class.

10 minutes are enough to listen and learn the song

Some students are shy to sing in front of others. They should not be forced to sing but if they can be guided to do so.

It is better to hear the song complete from the beginning until the end to give students the opportunity to become familiar with that song if students know the song or have the verses they could sing it alone.

These activities can be applied.

While a part of this class practicing the verses, others could be singing the chorus.

Sometimes half of the class could sing alternate verses.

You could decide that the student who sings better sing only.

There are many techniques that can be used with the songs.

Students will improve the skills of listening, filling blank spaces, change incorrect words, restructure sentences, etc.

Ask questions about the songs heard.

All the verses of the songs are sung except the last. The teacher will give copies of three verses of which students must decide which is the final verse of the song. This procedure the Professor allows modifying the stanzas and create a new version of the song.

Activity Nº 3. LISTEN, OBSERVE AND DRAW

Objectives: To enter statements in simple present. To listen, visualize and draw to provide a relaxed classroom atmosphere.

Language: Where are you? Are you alone? What are you doing? How do you feel?

Preparation: This strategy is designed for intensive practice in listening with the simple present to describe daily activities.

Because it provides a unified context, learners can integrate grammar and vocabulary practice.

For this strategy we need these materials: Blank paper, colored pen (for each student)

Procedures:

Step1: The students are asked to relax, sit back and close their eyes.

Step 2: The teacher turns on the music, the music plays the first see; the students are given the prompts shown in Language to access in their minds.

Step 3: The teacher stops the music at the end of the first verse, the students are asked to open their eyes and to draw the picture they have visualized on the black paper provided.

Step 4: The steps two and three are repeated in the same way with the rest of the verses of the song.

Step 5: Students are divided into pairs and are encouraged to share what they have visualized and draw. The teacher can rewind the tape and play the music two or three time more.

Step 6: The teacher encourage whole-class feedback. This activity can take 30 to 40 minutes; it depends a lot on the students skills in listening.

Variation: This activity can be done with mimics. The teacher turns on the music, at this time students mimics for each action they do listen.

Vocabulary: Days of the week.

Verbs: referring to activities done on each day of the week.

Activity no. 4. FOLLOW SUGGESTED ORDERS

Objectives:

To enter the third person singular and plural of be. (It is) in statements.

To practice listening skill and answer with the appropriate vocabulary.

Language:

A: It is in middle of the leg and we all have two of them.

B: It is the knee.

A: my father's is my wife...

B: my grandmother

Preparation: This strategy is designed to listen and think attentively to the teacher and respond appropriately to the teacher's questions.

For this strategy we need: to blackboard layout as is shown on the next page.

Procedures:

Copy the blackboard layout onto the board.

Divide the students into groups of team.

Team chooses two types of questions for example: "body 200".

The teacher models the target language shown in Language, and demonstrates the game a couple of times.

You then put a cross in the "body 200" box, so that this question will not be asked again.

The game begins with the A team; If this group gets the right answer It can continue to pick the category.

The game ends when all categories have been filled. The team with the most points is the winner.

Variations:

Replace the categories in the blackboard for: Places (Geography)

Family: twins, brother-in-law, father, cousin, etc.

Vegetables: pepper, cucumber, onion, tomatoes, etc.

Emotions: nervous, hungry, sleepy.

Birds: parrot, penguin, condors, duck.

The output will then change to language: I'm thinking in a beautiful beach. It is in Guayas province. What place is it?

Vocabulary:

Vocabulary relates to fruit, parts of the body, occupations, family, vegetables, etc.

A suggested layout blackboard

	100	200	300	400
Fruit				
Occupations				
Family				
Body				

Score   TEAM   A   TEAM   B

5.7.2. ACTIVITIES TO DEVELOP THE SPEAKING SKILL.

Activity no. 5. A BOOK ABOUT ME.

Aim: Improve speaking

Materials: Paper, boxes and rubber

Participants: All students

Process and application

Students make a collage of drawings, magazines and or newspapers to talk about his life.

Students work in pairs.

A student speaks about himself, indicating different pictures according to your explanation for example: when the country where they come from, was born, where you live now, information about his family, clothing that likes to dress up, favorite season, animal, food, cars, sports, plants, music and their goals for the future.

The other students will give a short summary about what they heard.

All students participate in the game.

The winners will be those using the best pronunciation and grammar and who repeat what you heard using better grammar and pronunciation.

Activity no. 6. TONGUE TWISTERS

Aim: Improve speaking

Materials: Slate

Participants: All students

Process and application

The professor writes a tongue-twister on the Blackboard or on a card and guide students to repeat slowly and then fast with a correct pronunciation. For example:

She sold sea shells by the sea shore

Pete picked a peck of pickle peppers

How much wood could a woodchuck chuck if a woodchuck could Chuck wood.

Rubber baby buggy bumper.

Activity no. 7. INTERACTIVE BALL:

Aim: Improve listening and speaking

Materials: A small ball

Participants: And no more of 15 students

Process and application

The teacher will give each student a Word. The players form a circle with a student in the half with a ball. Students will walk in circle quickly. Half student will launch the ball to a student. This student will immediately shout the word that was given to him.

Activity Nº 8. CRAZY DRAWING

Aim: Improve the listen and follow directions

Materials: A sheet of paper, pencil and marker

Participants: Five to ten students

Process and application

Teachers make a drawing on a piece of paper on the Board, the player is blindfolded eyes. Following the instructions of the teacher they will try to draw

the same drawing. The winner will be who whose drawing this more close to the original.

Activity no. 9. MAGIC MICROPHONE

Aim: Improve listening and speaking

Materials: The microphone

Participants: All students

Process and application

Students in a circle. The teacher in the middle of the circle with the microphone.

Professor will pass microphone of a student to another student in the circle.

The student who receives the microphone a little prayer talk on any topic. The topics should not be repeated by other students when they turn. The winner is whoever has the best pronunciation in grammar and the most creative topic.

5.7.3. RECREATIONAL ACTIVITIES TO DEVELOP THE READING SKILL

Activity no. 10. ABC rain of IDEAS: my school

Objectives:

To practice vocabulary.

Language:

A: How many words can you associate with school?

Preparation:

This strategy is designed to practice vocabulary related to school and classroom.

For this activity we need these materials:

ABC brainstorm sheet (one per student)

Procedures:

Before class, take copies of the ABC brainstorm sheet.

The teacher writes the topic on the board. It should be general and big, so students can actually think of a lot of possible terms.

Give out the materials to students.

Explain students that they have to write out the rest of a word or phrase beside each letter.

Model the target language shown in Language and demonstrate with an example.

Let them work individually at first, thinking of as many words as they can that could be associated with school.

In no particular order, let students begin filling in the blanks beside each letter of the alphabet.

It seems to work well if you give students enough time to think of a lot of ideas, but then let those pair up or work in small groups to fill in blanks for letters they had not yet completed Go around the class or get students to report out possible terms for the different letters of the alphabet.

Variations:

To practice vocabulary related to other topics, replace it with topics previously studied which students know much about.

You can do this activity in small groups, in this case let each group to report out to the class.

Be open to a wide range of possibilities.

Make sure students know that you are not looking for exact answers, just, justifiable and relevant ones.

Vocabulary: Places and items from school: board, garden, student, office, bar, store, student, chair, book, pencil, schoolbag, teacher, headmaster, etc.

My school

A.	_____	N.	_____
B.	_____	O.	_____
C.	_____	P.	_____
D.	_____	Q.	_____
E.	_____	R.	_____
(F)	_____	S.	_____
(G).	_____	T.	_____
H.	_____	U.	_____
(I).	_____	V.	_____
(J)	_____	W.	_____
(K).	_____	X.	_____
L.	_____	And.	
M.	_____	Z.	_____

Activity Nº 11. FAMILY MEMBERS PUZZLE

Objectives:

To practice vocabulary referring family members.

To enter possessives.

Preparation:

This strategy is designed for intensive practice in reading comprehension indicating possession. Because it provides a unified context, learners can integrate grammar and vocabulary practice.

For this activity we need these materials: Family members puzzle - copies - (one per student)

Procedures:

Before class, take copies of the family members puzzle.

Give out the materials to students.

Explain what the students are going to do.

Say: you are going to read each sentence carefully, then write the appropriate family member and fill in the crossword.

This activity can take from 25 to 30 minutes. It depends the students" knowledge in vocabulary.

In no particular order, let students begin filling the family members puzzle. It seems to work well if you give students enough time to think of a lot of ideas, but then let those pair up or work in small groups to fill in the puzzle for the numbers they had not yet completed Go around the class or get students to report out the class. You can draw the puzzle on the board to check the answers with the class whole.

Vocabulary:

Family members: father, mother, sister, grandfather, wife, husband, aunt, etc.

Possessive adjectives: my, his, her. Family members puzzle

Across

2 my father's sister is my____.

4 my father's wife is my___.

6 my mother's sister's daughter is her _.

8. My mother and fathers are is my___.

9 my mother's brother is my___.

10. My mother and daughter is _ my father's.

11 my father's father is my___.

Down

1. My husband is _ my mother's.

3 my aunt and uncle's child is my___.

5 my father's sisters are his _ is.

7 my grandfather's sons are his _ is.
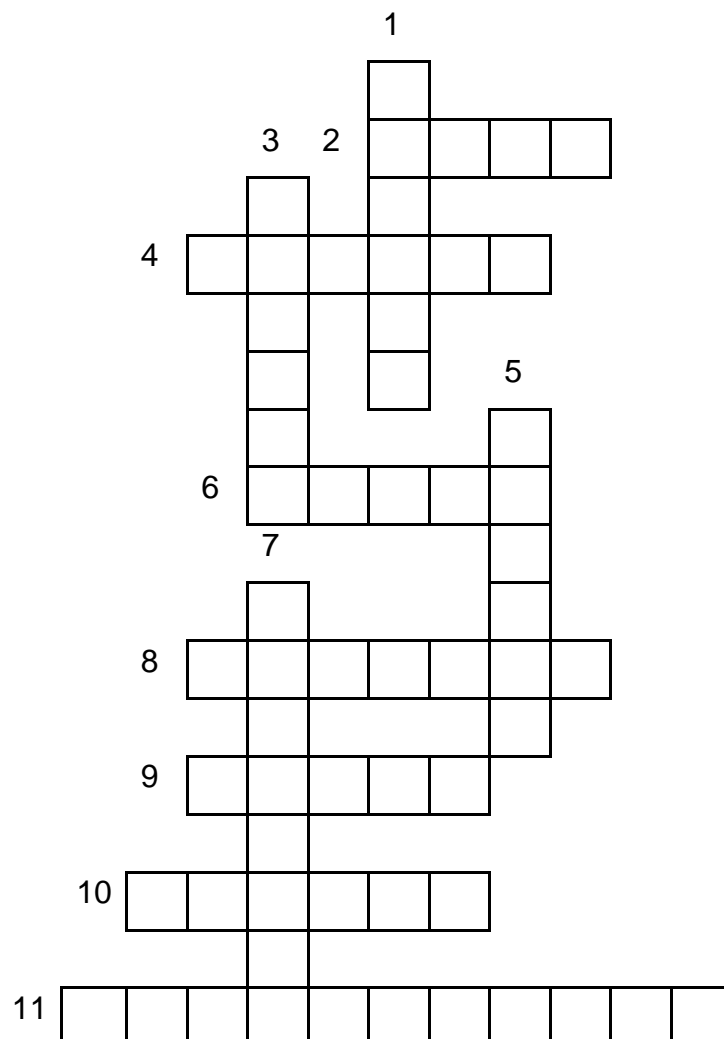
Activity no. 12. BUILDING A TREE OF WORDS.

Aim: Recognize words

Materials: Cardboard, markers

Participants: Groups of ten students

Process and application

Forming groups of ten students, they will write a word of basis and under the same written words related to that.

They could do the same with the grammatical rules writing examples.

Activity no. 13. ASSOCIATION.

Aim: Associated drawings with activities

Materials: Paper, markers and paper.

Participants: All students

Process

The students cut figures from magazines or newspapers, they pasted on cardboard.

They will then write the word indicating the action of the box.

Activity no. 14. What is this?

Aim: Improve grammar

Materials: A list of words.

Participants: All students

Process and implementation.

Divide students into groups and give a list of words.

Draw three pictures and write the word NOUN in one of them, the word

VERB, in another box, and in the third frame BOTH a noun and a verb.

Then the teacher will call someone from each group to go to the Blackboard and type a Word under the correct picture

Activity Nº 15. NUMBER PUZZLE

Objectives:

To complete the sums.

To write the words in the puzzle number in numbers.

Language:

A: Wow much is ten plus nine?

B: It is nineteen.

A: Fourteen plus six equals...

B: twenty.

A: How many animals can you count in your number puzzle?

B: I can't count...

Preparation:

This puzzle is designed to practice numbers in oral and written way.

For this strategy we need these materials: A number puzzle board - copies - (one per student).

Procedures:

Before class, take copies of the number puzzle board.

Give out the material to each student Tell students to start at letter A.

Model the target language in Language, and demonstrate with an example shown.

After all students have completed the sums, tell them to write the answers on the number puzzle board.

Check the answers on the board.

This activity can take from 15 to 25 minutes.

Let them enough time to complete the number puzzle.

Variations:

You can do this activity in small groups, in this case let each group to report out to the class.

To full practice with numbers, replace the sums for subtractions.

Vocabulary: Numbers from 1 to 20

Activity no. 16. THE ALPHABET GAME

Objectives: To practice vocabulary.

Preparation:

Print a few copies of the game, keep them in your bag and will always be prepared for any contingency.

This game is designed for intensive practice with grammar and vocabulary.

For this game we need these materials: The alphabet game sheet - copies - (one per group)

Procedures:

Join students in small groups and give out the material.

The teacher chooses a letter.

The students then complete the firs column of the table with words which begin with that letter. E.g. If the letter chosen is B, they must write an adjective beginning with B, an animal beginning with B, etc.

Either set a time limit (e.g. 10 minutes) or as soon as the group finishes first. This game depends a lot on the players" strategic skills.

Scoring each group gets one point for each different/unique answer.

They get two points if they think of a famous person whose name and surname begin with the letter chose, they get two points if the word is made up of two words beginning with that letter. (E.g. Broad Beans) If not one group has completed the full sheet, the winner is the group with most right answers.

Variations:

Students have to think of the words of one syllable, two syllables, or three syllables.

Students have to think of words beginning with vowels, consonants, etc.

Vocabulary: Vocabulary related to words written on the alphabet game sheet.

The alphabet game								
adjective								
animal								
boy's name								
capital								
clothes								
country								
Drink								
Famous woman (surname)								
famous man (surname)								
Food								
Fruit								

House					
hold					
object					
Occupation					
Sport					
Town					
Verb					

Activity N°. 17. TIC TAC TOE GAME

Objectives:

To enter adjectives.

To practice grammar and vocabulary.

Language:

A: Look at each adjective and write the opposite for each one.

Preparation:

This game is designed for intensive practice with adjectives and their opposite.

Because it provides a unified context, learners can integrate grammar and vocabulary practice.

For this game we need: A tic tac toe board.

Procedures:

Make a tic tac toe grid on the board with adjective

Divide the class into two teams (or pairs)

The teams take turns coming to the board and writing under the adjective of their choice it's opposite.

If a students from team X writes to correct form.

I / she marks a large X over the space.

When team or writes a correct response, It marks large or over the space.

The first team that succeeds in having three of its marks in a row is the winner.

Variations:

To further practice in grammar, replace the adjectives for verbs.

In this case students have to write the past of the verbs.

Vocabulary: Adjectives: tall, smart, cold, big, thin, beautiful, white, boring, heavy.

5.7.4. RECREATIONAL ACTIVITIES TO THE WRITING SKILL

Activity no. 18. GOING ON A PICNIC

Objectives:

To enter first person singular in present continuous statements.

To practice grammar and vocabulary.

Language:

A: I'm going on a picnic and I am bringing apples

B I'm going on a picnic and I am bringing apples and bananas.

C: I'm going on a picnic and I'm bringing apples, bananas and...

Preparation:

This game is designed to practice the present continuous "I'm going..."

Because it provides a unified context, learners can integrate grammar and vocabulary practice.

For this game students need knowledge of the alphabet and a good memory.

Procedures:

This game starts simple enough but quickly becomes complicated.

Students are placed in circle.

The teacher explains what they are going to do.

Model the target language in Language, and demonstrate the game with an example shown.

One student starts the game following the model shown in Language.

The object the first student picks must start with the letter A.

The second player then says what the first player said and an object that starts with the letter B.

As the game progresses, the participants run through the alphabet and the list of what's included in the picnic anyone who forgets an item is out of the game and the last students who can complete a list without any mistakes wins.

This game can take from 10 to 15 minutes.

Let them play several times for further practice.

Vocabulary: Vocabulary referring to food and different things we can bring on a picnic.

Verbs: go, bring and other verbs referring to activities associated with thing we can do going on a picnic.

Activity N° 19. WHAT AM I?

Objectives:

-To practice grammar and vocabulary.

-To introduce wh-questions and statements with the singular first person.

Language:

A: I am a big animal. I sleep all winter. What am I?

B: You are to... Preparation: This strategy is designed for oral practice with the present of be in wh-questions and statements and with the simple present to describe characteristics of some animals. For this strategy we need these materials:

-Pictures of animals - copies - (one per student)

Procedures:

Pair off students, and give out the material.

The teacher explains what they are going to do and model the target language shown in Language, and demonstrates the activity with an example.

The student to makes a description of the animal in his picture, then ask an appropriate question, as shown in Language.

Student B listens carefully to him and answer the question.

Then the roles are reversed.

The teacher the class paying special attention on students‟ skill speaking rounds.

AS this activity depends a lot on the students‟ speaking and listening skills, it can take 15 to 20 minutes.

Variation: For further practice, replace the animals for food.

Vocabulary: Animals: bear, zebra, monkey, lion, camel, kangaroo, and elephant.

Activity N° 20. STOP

Aim: Improve vocabulary

Materials: Paper and markers.

Participants: All students

sh	sp	ch	th	ght

Process and application

The Professor asks students to draw 5 columns in its leaves. The Professor assigns 5 letters of the alphabet, one for each column and says go, first student fills in all the columns with a word that starts with the letter of each column and says stop. You can use the full alphabet as it may be a common letter or two letters as a former, sh, sp, ch etc...

For a version more difficult can be assigned to five columns categories such as food, clothes, emotions, office objects, things in the House etc.

Activity Nº 21. THREE ONLINE

Know	Give	Think
Fall	Feel	Buy
Catch	Sing	Swim

Aim: Improve grammar

Materials: Papers, a list of words.

Participants: All students

Process and application

Draw a square divided into parts. Divide class into two parts and half give the letter x, the other half letter o. Students must make sentences with the words that are in the pictures. When they have used the words correctly mark x or o according to the group.

Three online wins. You can use this game to review vocabulary in general, forms of verbs, and it can be played up to an hour while students get tired.

Activity N°. 22. The PICNIC

Aim: Improve vocabulary

Materials: None

Participants: All students

Process and application

You are students asked to imagine that they are going to a picnic. The job is to suggest things to carry. The teacher tells whether or not to suggestions, students need to know that the professor said if the suggestion if it starts with the first letter of the name of the student, and the teacher says not if that object does not begin with the first letter. For example:

Alice: I love apples (apples)

Teacher: You can bring apples. Will has bring PC, frame

Frame: I want to bring a radio (radio)

Teacher: Sorry, you cannot bring a radio.

If students need that you suggest can be done. For example:

Mary: I want to bring bananas

Teacher: Sorry, you cannot bring bananas. By that do not ask Barbara bring bananas.

Usually someone does not understand the game. This forces the professor to forcing students suggest words that begin with the first letter of their

Activity N° 23. FACES AND GESTURES

Aim: Improve vocabulary

Materials: No

Participants: All students

Process and application

The teacher divides the class into two groups. The teacher chooses a student of every group and gives a Word to each. The student expresses the word to your group with gestures. Teammates must guess the word. The winning group is that more words has guessed.

5.8. SOCIALIZATION OF THE TEACHING GUIDE FOR THE DEVELOPMENT OF MEANINGFUL LEARNING IN THE TEACHING-LEARNING PROCESS OF THE READING AND WRITING OF ENGLISH.

SOCIALIZATION WORKSHOP

Working session N ° 1. PRESENTATION of the teaching to the TEACHERS

Guide: activities to develop the ability to listen

Aim: Recognizing the importance of the use of playful strategies in the educational development of a class.

Responsible: Maria José Romero Vasquez
Luis Antonio Cruz Bernabe

Place: Acts Salon "Nueve de Octure" High School

Participants: Teachers of English Area

THEME	CONTENTS	STRATEGIES	RESOURCES	EVALUATION
Greetings and presentation **Reflections on the Area of English teaching strategies** **Conclusions**	1. The letter. 2.Methodological strategies 3.Classification of methodological strategies 4. Methodological strategies of playfulness to develop the ability to listen to. ☐Let's play phone ☐Learn singing ☐Listen, observe and draw ☐Follow suggested orders	1. Of group dynamics to integrate equipment. 2.What are the strategies 3.Importance of strategies 4.What are the strategies that are currently used in the teaching of English 5 Participation multi-vocational of teachers	Dynamic Written text Projector Personal computer Slides	Integration of the Group of participants. Management diagnosis and knowledge of methodological strategies.

SOCIALIZATION WORKSHOP

WORKSHOP N ° 2. PRESENTATION OF THE DIDACTICS FOR TEACHERS GUIDE

Topic: Recreational activities to develop the ability to speak

Aim: Achieve optimal management of methodological strategies to develop the ability to speak in the students.

Responsible: Maria José Romero Vasquez
Luis Antonio Cruz Bernabe

Place: Acts Salon "Nueve de Octure" High School

Participants: Teachers of English Area

THEME	CONTENTS	STRATEGIES	RESOURCES	EVALUATION
Playful strategies in the development of the ability to speak of the students.	1.Methodological strategies to develop the ability to speak ☐A book about me. ☐Tongue twisters ☐Interactive ball: ☐Crazy drawing ☐Magic microphone	1Conceptualize playful strategies to develop the ability to speak. 2Carry out practical examples of strategies to develop the ability to speak. 3Work in groups and carry out exhibitions in plenary 4Conclude it apprehended.	Dynamic Written text Projector Personal computer Slide	Conceptual management strategies The degree of development of a class using the strategies. Management of procedures

SOCIALIZATION WORKSHOP

WORKING SESSION N ° 3. PRESENTATION OF THE DIDACTICS FOR TEACHERS GUIDE

Topic: Recreational activities to develop the skill of reading
Aim: Achieve optimal management of methodological strategies to develop the ability to read in the students.

Responsible: Maria José Romero Vasquez
Luis Antonio Cruz Bernabe
Place: Classmates
Participants: Teachers of English Area

THEME	CONTENTS	STRATEGIES	RESOURCES	EVALUATION
Methodological strategies to develop the skill of reading students	1.Methodological strategies to develop the ability to read ☐ABC rain of ideas: my school ☐Family members puzzle ☐Make an oral reading ☐An old and an old	1Conceptualize playful strategies to develop the ability to read. 2Carry out practical examples of strategies to develop the ability to read. 3Work in groups and carry out exhibitions in plenary 4Conclude it apprehended.	Dynamic Written text Projector Personal computer Slide	Conceptual management strategies The degree of development of a class using the strategies. Management of procedures

SOCIALIZATION WORKSHOP

WORKING SESSION N ° 4. PRESENTATION OF THE DIDACTICS FOR TEACHERS GUIDE

Topic: Recreational activities to develop knowledge of grammar

Aim: Achieve optimal management of methodological strategies to develop the ability to read in the students.

Responsible:　Maria José Romero Vasquez
　　　　　　　　Luis Antonio Cruz Bernabe

Place: Classmates

Participants: Teachers of English Area

THEME	CONTENTS	STRATEGIES	RESOURCES	EVALUATION
Methodological strategies for knowledge of grammar to students	1.Methodological strategies to teach grammar to students ☐Offer prayer. ☐Grammatical rules. ☐Building a tree of words. ☐Association. ☐My family. ☐Organizing phrases ☐Questions and answers ☐Interesting articles. ☐True or false? ☐What is this? ☐Number puzzle ☐The alphabet game ☐Tic tac toe game	1Conceptualize playful strategies to teach grammar knowledge. 2Carry out practical examples of strategies to teach grammar. 3Work in groups and carry out exhibitions in plenary 4Conclude it apprehended.	Dynamic Written text Projector Personal computer Slide	Conceptual management strategies The degree of development of a class using the strategies. Management of procedures

SOCIALIZATION WORKSHOP

WORKSHOP N ° 5. PRESENTATION OF THE DIDACTICS FOR TEACHERS GUIDE

Topic: Recreational activities to build vocabulary **Responsible:** Maria José Romero Vasquez
Aim: Achieve optimal management of methodological   Luis Antonio Cruz Bernabe
strategies to build vocabulary in students. **Place:** Acts Salon "Nueve de Octubre" High School
  Participants: Teachers of English area

THEME	CONTENTS	STRATEGIES	RESOURCES	EVALUATION
Methodological strategies to build vocabulary	1.Methodological strategies to develop the vocabulary in students ☐Going on a picnic ☐Home activities ☐What am I? ☐Stop ☐Three online ☐The picnic ☐Faces and gestures	1Conceptualize playful strategies to develop vocabulary. 2Carry out practical examples of strategies to develop vocabulary. 3Work in groups and carry out exhibitions in plenary 4Conclude it apprehended.	Dynamic Written text Projector Personal computer Slide	Conceptual management strategies The degree of development of a class using the strategies. Management of procedures

5.9. RESOURCES

- ✎ **HUMAN TALENT**

  - Implementing the proposed thesis

  - Director of thesis (UTMACH specialist)

  - "Nueve de Octubre" High school Teachers

  - Students (youth and ladies)

- ✎ **MATERIALS**

  - Computer

  - Bond paper sheets

  - Notebooks

  - USB memories

  - Projector

  - TV / DVD / CD's

  - Recorder

  - Printer

  - Photo copies (brochures, surveys)

  - Printing brochures.

  - Decorations

  - Slides

  - Etc.

5.10. TIMETABLE OF IMPLEMENTATION

N°	WEEK ACTIVITIES	FIRST WEEK				SECOND WEEK				THIRD WEEK			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Presentation of the proposal to managers and campus authorities	X	X										
2	Socialization of the proposal	X	X										
3	Organization of procedures and strategies		X										
4	Workshops planning from socialization strategies		X	X									
5	Preparation of topics for workshops			X	X								
6	Approach to specific and general objectives				X								
7	Realization of contents					X							
8	Approach to resources and materials					X							
9	Implementation of the planned aspects						X	X					
10	Realization of workshops with teachers							X	X				
11	Realization of workshops with students								X	X			
12	Consideration of comments									X	X		
13	Final draft of the report											X	
14	Lifting of the text											X	X
15	Presentation of the final report of the proposal												X
	TOTAL DURATION	X	X	X	X	X	X	X	X	X	X	X	X

5.11. FORMS OF ASSESSMENT

The follow-up of the proposal will be temporarily, i.e. start with the same start to know in what state the object or problem is dealt with, hence plan, organize and develop activities that are required, in order to get a solution to the problem. The assessment applies it at all times, so three phases are distinguished:

Initial or diagnostic evaluation. It will allow to have a real overview of the situation, this will organize the other processes and planning procedures to be used in the pursuit of valid alternatives to improve the situation found.

Evaluation process or development. Processes and procedures be followed in their development, allowing you to make changes or readjustments to the process if this thus deserves it. This type of evaluation is more a monitoring of progress that they are making and the needs that they find in order to solve each one of them.

Assessment or achievements. It is performed at the end of applied processes and procedures. This allows itself the objectives determined at the start and the improvement of the situation-diagnosed.

5.12. SCHEDULE OF ACTIVITIES

ESTIMULATION OF TIME	
ACTIVITIES	**EXPECTED TIME**
a. Interviewand review ofantidraft.	2 Weeks
b. Data collectionand information.	2 ½ months
c. Analysis and interpretation of data.	3 months
D. .WorkWritingResearch,1 eraser and reviewing of the manager	1 ½ months
e.ThesisFinal Draft	1 ½ months
f. appointment of the membersof the jury,support, approval and graduation.	2 months

	CRONOGRAM 2013-2014																																											
	MESES Y SEMANAS																																											
	JUNY				JULY				AUGOST				SEPT				OCT				NOV				DIC				JANUAR				FEBRUAR				APRIL				MAY			
ACTIVITIES	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Interview and review of anti Project	x	X																																										
Data collection and information			X	x	x	x	x	x	x	x	x	x																																
Analysis and interpretation of data													x	x	X	X	X	X	x	x	x	x	x	x	x																			
Researchwork writing, 1 eraser and director´sreview																									x	x	X	x	x	x														
Final draft of thesis																													x	x	X	x	x	x										
Appointment of the menbers of te jury do, support, aprovval and graduate.																																					x	x	x	x	x	x	x	x
TOTAL LENGHT	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44

5.13. BUDGET

A. HUMAN RESOURCES			
Nº DENOMINATION	TIME	COST H/T	TOTAL
2 Authors	11 months	300	600
1 Helper	4 weeks	50	200
Subtotal			**800**
B. MATERIALS RESOURCES			
DESCRIPTION QUANTIT		COST UNIT.	TOTAL
Folders	5	2	10
Stationery			50
Pendrivers	2	18	36
Bibliography	2	20	40
Subtotal			**136**
C. OTHERS			
DESCRIPTION			TOTAL
Copies			56
Cellphonecalls			25
Transportation			85
Others			40
Subtotal			**206**
D. INCIDENTALS 5% of A+B+C			**57**
TOTAL COST			**1199**

5.14. BIBLIOGRAPHY:

- Developing Reading Skills, R. Grettel, 1984. Editorial Pueblo y Educación. Cuba.

- A Short Course in Teaching Reading Skills, Beatrice S. Mikulecky 1990. Addison

- Wesley Publishing Company. U.S.A.

- Communicating and Reading in English. Book 1, Gisela Hernández, Mario O.

- Castillo, 1990. Cuba.

- From Practice to Performance, Volumen 2; Richard A. Murphy. U.S.A, 1997.

- Interactive Reading, Salembere S, Rowley MA, Newbury House. 1996

- Prelude to Reading, Massoud L. Washington DC. U.S.A.

- Read on, Curry D, Washington DC. USA 1985.

- TINOCO MATAMOROS Cecilia, ZERDA REYES Ennma "La didáctica en el aula" 2º Edición

- Enero 2001

- Módulo de Pedagogía General (2005-2006) Dr. Héctor Martínez Ruíz

- 2http://www.desarrollo-habilidades-metacognitivas.com.shtml

- DOTTRENS, Robert "Didáctica para la escuela primaria" Ed.: U. de Buenos Aires, Argentina. febrero 1997

- FERNÁNDEZ, Huerta, J.: "Enfoque didáctico de la lectura". Bordon, n. Enero, 33, 1953.

- Ramiro USNUOSZUCKERMAN, Manuel y Ana URIBE TORRES (erna)"Didáctica de la lectura-Escritura" México 1970 Tomo II pag. 67-68

- Diccionario Enciclopédico de Ciencias de Educación Ediciones Euromexico, Colombia 1995

- Wayne Senner "los orígenes de la escritura" Wayne Senner editado en México Edición 2201

- Diane Larsen-Freeman "Techniques and Principles in Language Teaching"

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICA DECIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
MODALIDAD: PRESENCIAL

INTERVIEW TO THE PRINCIPAL AND THE ENGLISH AREA DIRECTOR

TOPIC: "IMPORTANCE OF TEACHING – LEARNING STRATEGIES TO DEVELOP THE READING AND WRITING SKILLS OF THE ENGLISH LANGUAGE ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN THE MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014."

OBJECTIVE: To gather information for the preparation of the thesis.

1. DATA INFORMATION:
1.1. NAME OF INSTITUTION:
1.2. NAME OF AUTHORITY:
1.3.INTERVIEWER:
1.4. DATE:

2. which of the following strategies do teachers use to develop the skills of reading and writing?

Reading assignments	( )
Fill in the blanks	( )
Complete words	( )
Memory Games	( )
Speak separate syllables	( )
Mix words	( )
Crossword	( )
Reading texts run	( )
Questions and answers write	( )
Synonyms and antonyms	( )
Application of rules	( )
Cognates	( )
Composition	( )
Reading aloud	( )
Conversations	( )
Dictation	( )
Repeat	( )

3. What intra and extra class activities does the teacher apply for the students to develop in the reading and writing skills?

4. What problems does the teacher face to develop the writing and reading skills in the teaching-learning process in the English area?

5. Which of the following activities does the school have organized to improve the English?

Seminars   (   )
Workshops   (   )
Conference   (   )
Talks   (   )
others_____
_____
_____

6. How often do the English teacher's ubmit lesson planes' in teaching – learning of the English?

7. Suggestions:

Thanks : María José Romero Vasquez and Luis Antonio Cruz Bernabe

UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADEMICADEL CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
SPECIALIZATION: ENGLISH

SURVEY ENGLISH AREA TEACHERS

TOPIC:"IMPORTANCE OF TEACHING – LEARNING STRATEGIES TO DEVELOP THE READING AND WRITING SKILLS OF THE ENGLISH LANGUAGE ON THE STUDENTS IN EIGHTH, NINTH AND TENTH YEARS OF BASIC EDUCATION AT "NUEVE DE OCTUBRE" HIGH SCHOOL IN THE MACHALA CITY, DURING THE SCHOOL YEAR 2013-2014."

OBJECTIVE: To obtain information to prepare our thesis.

1. GENERAL INFORMATION:
1.1. NAME OF INSTITUTION:
1.2. NAME OF THE TEACHER:
1.3. INTERVIEWER:
1.4. DATE:

2. At the beginning of each class how often do you do a feedback of the previous class?

Always   (   )   Sometimes (   )   Never (   )

3 . What strategies or techniques do you use to develop the teaching – learning of the English?

Reading assignments   ( )
Fill in the blanks   ( )
Complete words   ( )
Memory Games   ( )
Speak separate syllables   ( )
Mix words   ( )
Crossword   ( )
Reading texts run   ( )
Questions and answers write   ( )
Synonyms and antonyms   ( )
Application of rules   ( )
Cognates   ( )
Composition   ( )
Reading aloud   ( )
Conversations   ( )

Dictation   ( )
Repeat   ( )

4. What activities intra- extra class related to the strategies and techniques do you use to develop the reading and writing skills? (Specify which one you often use)

5. What resources do you use to apply inside and outside the classroom in order to develop the reading and writing Skills?

6. What level of interpretation do your students achieve in the reading development?

High   ( )
Medium   ( )
Low   ( )

7. What error level do students have in the texts writing skills?

High   ( )
Medium   ( )
Low   ( )

Many thanks for your help.

UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DEL CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
SPECIALIZATION: ENGLISH

STUDENT SURVEY

TOPIC:"Importance of Teaching – Learning strategies to develop the Reading and writing skills of the English language on the students in eighth, ninth and tenth year of basic education in the "Nueve de Octubre" High School in the Machala city, during the school year 2013-2014 ."

OBJECTIVE: To obtain information to prepare our thesis.

1. GENERAL INFORMATION:
1.1. NAME OF INSTITUTION:
1.2. NAME OF INTERVIEWERS:
1.3. DATE:
1.4. COURSE: PARALLEL :

2. To develop of reading and writing skills, Which of these strategies do teachers use most often?

Reading assignments	( )
Fill in the blanks	( )
Complete words	( )
Memory Games	( )
Speak separate syllables	( )
Mix words	( )
Crossword	( )
Reading texts run	( )
Questions and answers write	( )
Synonyms and antonyms	( )
Application of rules	( )
Cognates	( )
Composition	( )
Reading aloud	( )
Conversations	( )
Dictation	( )
Repeat	( )

3. When you read a text .What level of interpretation do you reach?

 High ( )   Medium ( )   Low ( )

4 . What level of involvement do you have in the English class?

Active ( )
Not active ( )
Passive ( )

5 Which of the following skills does the teacher developed more often?

Listen ( )
Talk ( )
Reading ( )
Write ( )
Vocabulary ( )
Phonics ( )
Grammar ( )

6. When teachers develop their classes. Do they achieve full participation in the students? (Mark with an X which are more efficient for you)

Group work ( )
Working in pairs ( )
Dialogues ( )
Tasks in class ( )
Face to face conversations ( )
Songs ( )
Lessons ( )
Role play ( )
Games ( )

7 . What types of activities would you like the English teacher incorporate in class?

8 .What problems do you consider that occur in teaching - learning of the English regarding to the strategies or techniques?

UNIVERSIDAD TÉCNICA DE MACHALA
FACULTAD DEL CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
SPECIALIZATION: ENGLISH

OBSERVATION GUIDE

TOPIC:"Importance of Teaching – Learning strategies to develop the Reading and writing skills of the English language on the students in eighth, ninth and tenth year of basic education in the "Nueve de Octubre" High School in the Machala city, during the school year 2013-2014 ."

OBJECTIVE: To obtain information to prepare our thesis.

1. GENERAL INFORMATION :
1.1. NAME OF INSTITUTION :
1.2 . NAME OF INTERVIEWERS :
1.3. DATE :
1.4. COURSE :PARALLEL :

1. What level of evidence does the teacher know on the subject ?

High ( )   Medium ( )   Low ( )

2. What domain level does teacher have about the written English?

 High ( ) Medium ( ) Low ( )

3. What strategies does the teacher apply in the teaching - learning to develop in the reading and writing skills?

Reading assignments ()
Complete words ( )
Memory Games ( )
Speak separate syllables ( )
Mix words ( )
Crossword ( )
Synonyms and antonyms ( )
Application of rules ( )
Cognates ()
Reading aloud ( )
Repeat ( )

4. Is the lesson plan made by the teacher evidenced?

YES ( )   NO ( )

5. What domain does the teacher show about the topic to teach about reading and writing skills of the English Language?

High   ( )
Medium ( )
Low   ( )

6. What intra class tasks does the teacher develop to promote the reading and writing skills?

Fill in the blanks ( )
Reading texts Run ( )
Questions and answers write and read ( )
Conversations ( )
Dictation ( )
Compositions ( )

7. Students´ involvement in the development of the class is:

TOTAL (   )
MEDIA (   )
NONE   (   )

8. In the following English skills. How often does the teacher practice them in the classroom?

skills	Frequency			
	pretty	little	Very little	nothing
Reading				
Writing				
Listening				
Speaking				
Grammar				
Vocabulary				
Phonetics				
Others				

9. What kind of Motivation does the teacher apply?

Extrinsic (   )
Intrinsic (   )