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**FACULTAD DE EDUCACIÓN- CARRERA DE CIENCIAS DE LA  
EDUCACIÓN MENCIÓN INGLÉS**

**RESEARCH PROJECT:**

**Effectiveness of Reading Comprehension Activities for  
Developing Communicative Skills in 8th Basic Year  
Students at Unidad Educativa Lemas**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE:**

**Licenciado en Lengua Inglesa especialización Lingüística y Literatura  
Y**

**Licenciado en Lengua Inglesa mención en Enseñanza y  
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En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

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Yo, MSc. Francisco Villao Villacrés, certifico que el Proyecto de Investigación con el tema: “**Effectiveness of Reading Comprehension Activities for Developing Communicative Skills in 8th Basic Year Students at Unidad Educativa Lemas**”, ha sido elaborado por los egresados José Vinicio Alcívar Salazar y Fredy José Ramírez Gallardo, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

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MSc. Francisco Villao Villacrés

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## DEDICATION

This research project is dedicated first of all to God because of his blessings and to our family, who showed us that we can reach our dreams if we fight for them, and our friends who have supported us those days throughout the process. We will always appreciate all they have done for us.

*"We learned for our parents, face any problems and do not give up!"*

## TABLE OF CONTENT

CERTIFICACIÓN DE ACEPTACION DEL TUTOR.....	ii
DECLARACION DE AUDITORIA Y CESION DE DERECHOS DE AUTOR	
DECLARACION DE AUDITORIA .....	iii
CESIÓN DE DERECHO DE AUTOR.....	iii
ACKNOWLEDGEMENT .....	iv
DEDICATION .....	v
TABLE OF CONTENT .....	vi
1. INTRODUCTION .....	1
1.1. Study Approach.....	1
1.2. Background of the problems .....	2
1.3. Statement of the Problem.....	3
1.4. Objectives .....	4
1.5. Significance or Justification of the Study .....	4
1.6. Scope and Delimitation of the Study .....	6
1.7. Research Questions.....	7
1.8. Variables and indicators .....	8
2. THEORETICAL FRAMEWORK .....	9
2.1. Literature review .....	9
2.2. Theoretical foundation .....	10
2.3. Conceptual Framework.....	31
3. RESEARCH METHODOLOGY .....	32
3.1. Types of Research Description .....	32
3.2. Methods and Techniques .....	32
3.3. Research Instruments.....	33
3.4. Research Population and Samples .....	34
3.4.1. Population .....	34
3.4.2. Samples.....	34
3.5. Results, Findings and Analysis.....	35
4. PROPOSED PROJECT PLAN.....	54
4.1. Title .....	54
4.2. Justification .....	54
4.3. Objectives (Broad and Specific).....	55
4.4. Content Framework of the Proposal Project Plan .....	55

4.5. The proposed Project Plan.....	56
Reference List.....	88
<b>SURVEY TO TEACHERS</b> .....	90
<b>SURVEY TO PARENTS</b> .....	92

## LIST OF TABLETS

Variables and Indicators .....	8
Traditional and New Theories .....	16
Population .....	34
Teachers Surveys Table 1 .....	35
Statistic Graphic 1 .....	36
Analysis Table 2 .....	36
Statistic Graphic 2 .....	37
Analysis Table 3 .....	37
Statistic Graphic 3 .....	38
Analysis Table 4 .....	38
Statistic Graphic 4 .....	39
Analysis Table 5 .....	39
Statistic Graphic 5 .....	40
Analysis Table 6 .....	40
Statistic Graphic 6 .....	41
Analysis Table 7 .....	41
Statistic Graphic 7 .....	42
Analysis Table 8 .....	42
Statistic Graphic 8 .....	43
Analysis Table 9 .....	43
Statistic Graphic 9 .....	44
Analysis Table 10 .....	44
Statistic Graphic 10 .....	45
Analysis Table 11 .....	45
Statistic Graphic 11 .....	46
Analysis Table 12 .....	46
Statistic Graphic 12 .....	47
Analysis Table 13 .....	47
Statistic Graphic 13 .....	48
Analysis Table 14 .....	48
Statistic Graphic 14 .....	49
Analysis Table 15 .....	49
Statistic Graphic 15 .....	50
Table 16 .....	50
Graphic 16 .....	51
Table 17 .....	51
Graphic 17 .....	52
Table 18 .....	52
Graphic 18 .....	53
Table 19 .....	53
Graphic 19 .....	54

**LIST OF FIGURES**

Photo 1 .....	96
Photo 2 .....	96
Photo 3 .....	97
Photo 4 .....	97
Photo 5 .....	98

## **ABSTRACT**

The present article aimed at investigating the impact of noticing the gap on reading development of EFL learners with a focus on developing communicative skills in eighth basic year student at Unidad Educativa LEMAS. This research project looks at the problems of learning, academic performance, school and teacher engagement to contribute towards improving teaching and learning process from a constructivist and meaningful perspective. In this study, a multi-method approach was applied, with a teacher survey administered to 5 teachers, and 60 students; in-depth, semi-structured interviews with 1 authority; field observation; and examination of relevant documents have been applied. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not speak English due to an inefficient methodology applied for teachers; due to old and traditional teaching and learning process, classes turn boring and students do not want to speak because they feel shy or embarrassed to communicate with others. The main objective is to change traditional into a dynamic and funny classroom by developing pedagogical techniques by using reading activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.

# 1. INTRODUCTION

## 1.1. Study Approach

Very often, by the time it is realized that a student is having difficulty with Reading and Speaking; **this research project focuses on the main problem presented in eighth graders from Unidad Educativa Lemas**, who dislike speaking in class to avoid any communicative mistakes. The one thing that the child doesn't want to talk. When students ask about speaking in class and tell their partners about their life or any interested subjects, they may not give accurate reasons. The student may not in fact know why he or she finds speaking difficult. They may say that speaking is "frightening", but this may not be the reason for hating Speaking. The real reason may be that students lack the skills to speak easily and confidently, and thus it has a result of embarrassing experience in communicative skills.

Learning how to speak English by teaching reading is a result from a combination of factors, in general, students who are most at risk for reading and speaking are those who enter school with limited exposure to language and thus less prior knowledge of concepts related to phonemic sensitive, letter knowledge, print awareness, the purpose of reading, and general verbal skills, including vocabulary. Students raise in poverty with limited proficiency in English, students with limited proficiency and hearing impediments, and students from homes where the parents' reading levels are low that increase risk of reading failure.

Students find some difficulties when they learn how to read, deficits in acquiring Reading comprehension strategies and applying them to the Reading of text, shortfalls in developing and maintaining the motivation to learn how to read, explain the class using speaking skills and limitations in effectively preparing teachers are the most common problems faced on students and teachers in daily academic process.

Miscommunication is a huge obstacle to building a successful relationship. And, since students trust is based on relationship it can be a huge problem to integrate in their school and social environment. **This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge** which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication.

## **1.2. Background of the problems**

Speaking English in the class is critical to adolescents at 8<sup>th</sup> basic course at LEMAS School, who cannot speak at a comfortable level, experience significant difficulties. Mastering many types of academic content are at substantial risk for failure in school, and are frequently unable to reach their potential in the vocational and occupational area. From 17 to 20 percent of students have a significant speaking disability. A real crisis revealed the disproportionate representation of children who are poor, racial minorities, and non-native speakers of English.

However, it is also note-worthy that a large number of school-age children from all social classes, races and ethnic groups has significant difficulties in producing communicative skills. Because it is so critical to succeed in our society, and its failure constitutes not only an educational problem but also rises to the level of a mayor public health problem, such as vision, hard of hearing or deaf. Besides, social and emotional problems are also factors which do not allow speaking development in students.

### **1.3. Statement of the Problem**

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language. However, lack of interest and reading and communicative practice is noticeable at Unidad Educativa LEMAS, located in citadel Mucho Lote at Manuel Gomez Lince Avenue in the city of Guayaquil in Ecuador, where students do not like reading and find difficult to speak in the class with the fear of being mocked by their classmates.

Teacher's methods are the main tools to provide excellent pedagogical procedures and diffuse the knowledge in students. But this unreal situation is shown at Lemas School where there are some educators who do not have experience in teaching, or are not currently updated to be in front of the class and apply innovative strategies in modern students. This obstacle affects learners and provokes disinterest to learn English and as a result bad behavior and academic performance flows negatively in the student cognitive approach.

The habit of reading comprehension is important because it develops the mind. The mind is a muscle. It needs exercise. Understanding the written word is one way the mind grows in its ability. Teaching young children to read helps them develop their language skills. It also helps them learn to listen. Everybody wants to talk, but few can really listen. Reading helps people focus on what someone else is communicating. Books, magazines and even the Internet are great learning tools which require the ability to read and understand what is read. A person who knows how to read can educate themselves in any area of life they are interested in. Nowadays people live in a modern and technological age where information is

overloaded in millions of virtual websites, but Reading is the main way to take advantage of it.

#### **1.4. Objectives**

##### **Broad**

To demonstrate how reading activities as a teaching strategy develop the speaking skill in 8th basic year students at Unidad Educativa Lemas during the academic year 2016-2017

##### **Specific**

To identify the causes of communicative disability in 8<sup>th</sup> graders through scientific literature review, statistics, surveys and interviews applied in teachers and authorities.

To use communicative skills to develop fluency, accuracy and pronunciation using reading strategies.

To select the most relevant aspects in investigation to design and advise methodological suggestions to teachers in order to improve the communicative competence of the students.

#### **1.5. Significance or Justification of the Study**

This research project owns the importance aspects in theoretical foundation in order to encourage teachers and students to use oral communication in class as a facilitating tool with the purpose of integrating and interacting in a globalized world. Furthermore, the students have to be able to communicate their feelings, thoughts and opinions by speaking,

achieving an understanding of the communicative process carrying out instead of repeating information they have heard.

This research is useful as it gives an insight into the way teachers from Unidad Educativa LEMAS can improve and develop the speaking skills of students inside an English as a foreign language classroom, one of the most important abilities to work on when learning a language and its communicative process. That is why, this research claims to improve speaking ability through reading strategies with a set of activities that might develop critical thinking such as storytelling of fables, songs and games, history or reading activities online which will allow the students to gain words or structures from the target language, and to overcome some of their needs, beliefs or feelings concerning an interaction towards the reading ability too.

Therefore, it is possible to infer there is a lack of vocabulary even if they have practiced some of these words in the previous courses. This aspect affects the other English skills (reading, writing, listening and speaking). In that way, they need to reinforce what they already know in order to be able to produce a communicative process. It is also remarkable that this project attempts to break with the traditional view of the language that catches all the competences in a separated way, ignoring that they need to be linked so that students can learn the language as a whole and not as a fragmentary process.

Furthermore, this work contributes to the reaching of the Ley Orgánica de Educación Intercultural proposed by the Educational Ministry (2011), where the ideal is to have a systematic process for preparing bilingual students or, at least, people with the ability of using the language in the right communicative contexts, as our society requires. Moreover, the researchers hope that this research could be meaningful for teachers who might be interested in implementing it or using some of its statements as a starting point for future projects or investigations aiming to reflect and improve the national education in general.

## 1.6. Scope and Delimitation of the Study

**Name of the Institution:** Unidad Educativa Lemas

**Primary Director:** Mgs. Gina Ramirez

**Location:** Cdla. Mucho Lote, Manuel Gomez Lince Ave. Mz.2301. Lote 1

**Province:** Guayas, Guayaquil

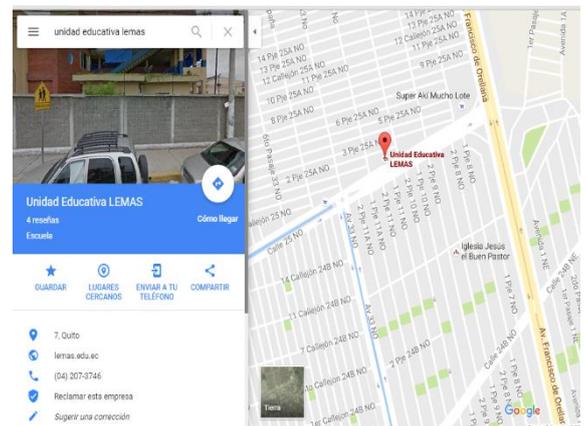
**Area:** North

**Parish:** Tarqui

**Course:** 8th basic education year

**Section:** "A", "B"

**Number of Ss:** 80 students



## **1.7. Research Questions**

1. What are the four skills in the English language?
2. How does the teacher interpose in speaking development in eighth graders?
3. What are the teachers' procedures to motivate students speak in the classroom?
4. What are the influence of a weak reading comprehension in the English learning development?
5. What are the main didactic strategies to develop reading strategies in high school students during the teaching and learning process?
6. What is the importance of methodological strategies in teachers through the development reading comprehension?
7. How does the lack of methodological strategies to improve student's English learning acquisition?
8. Are the insufficient level of reading comprehension been affected due to the wrong application of teachers methodology?
9. Does a tutorial with active reading activities will enhance the implementation of methodological strategies for reading comprehension in students?
10. How does reading guidance influence in student cognitive development?

### 1.8. Variables and indicators

Variables	Dimensions	Indicators
Effectiveness of reading comprehension	Definitions	Concept for Reading Comprehension
		The three main elements for a successful reading comprehension
		Characteristics of poor / successful readers
	Educational Ambit	comprehension through traditional and current pedagogical concepts
		How does reading comprehension develop?
To Develop Communicative Skills	Speaking development skill	Developing Speaking skill through reading
		The Importance of Speaking
		Mental and social processing
	The role of the teacher	Teaching speaking
		Characteristics of speaking performance

## **2. THEORETICAL FRAMEWORK**

### **2.1. Literature review**

This chapter presents the research background and the theoretical basis that function as central axis for getting a broad understanding of the fundamental constructs that guide this project research. According to the problem we have identified, it was necessary to research what other projects have investigated this problem. We found that there are a few people in our university who have worked on this problem because most of their investigations have been based on individual aspects, either grammar or vocabulary or just the reading process itself.

However, we have found some investigations which reinforced the need of our population to work on these two aspects and taking into account the readings as the base of every lesson we will be working on. The first one, is an investigation of some students from the Universidad Pedagógica Nacional who mixed different reading materials (storytelling, short stories) to improve the learning of vocabulary and make it more enjoyable. (Catalina, 2011), from Escuela Politécnica del Litoral develop a research called EFL speaking strategies for an Ecuadorian University hotel management and tourism. This research project focuses on designing some strategies to improve speaking skills through reading activities, and it is also based on fundamental research theory in order to find a feasible result for the project.

Another connected research was made by (Chavarriaga, 2013) at Universidad Pedagógica Nacional called Short Stories: A way to improve listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School. This project promoted the uses of short stories to encourage speaking and listening skills inside an English class. This project was an action research divided in four stages (identifying the problem, gathering of data, analyzing the data and finally, creating a plan to follow to

solve the problem) The author's objective was to describe how the use of short stories promotes English listening-speaking skills in second grade students at Liceo Femenino Mercedes Nariño School. Finally, the researcher concluded that the short story was a quite good pedagogical tool to develop listening and speaking skills implementing the audio-visual techniques to enhance student's motivation.

And finally, we used the last project to show that this is a reachable project due to the multiples investigations that have been done around the world. Reading competence has been a big problem for many students not only in Ecuador but also in many different countries. This investigation has been done by (Villao , 2003), from Universidad Laica Vicente Rocafuerte de Guayaquil, named Reading Motivational Activities for Students at Intermediate Level; focused on the students' problem when they read or lack of reading habits which give us a wide perspective of traditional teachers methods and finding tools to enhance teacher's profile.

## **2.2. Theoretical foundation**

### **Concept for Reading Comprehension**

Reading comprehension is the act of understanding the context you are reading from books, newspapers, magazines, etc. It is an intentional, and active process that occurs previously, during and after a person reads a particular written context from different textbooks. Reading comprehension is one of the pillars of the act of reading; a person reads a text and at the same time engages in a complex array of cognitive processes. Reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted at helping a reader comprehend text. Reading comprehension involves at least two people: the reader and the writer.

(McNeil, 2012), in his article about new directions for classroom practice using reading comprehension points out that “ Reading comprehension is considered as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. According to the author reading rebuilds the vocabulary learned in class, extracts and construct the words to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. This comprehension focuses on three main elements:

- The **reader** who is doing the comprehending
- The **text** that is to be comprehended
- The **activity** in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading. The process of comprehending involves decoding the writer's words and then using background knowledge to construct an approximate understanding of the writer's message.

### **The three main elements for a successful reading comprehension**

#### **The Reader**

To comprehend, a reader must have a wide range of capacities and abilities. This includes cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the

knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

Fluency can be conceptualized as both an antecedent to and a consequence of comprehension. Some aspects of fluent, expressive reading may depend on a thorough understanding of a text. However, some components of fluency, quick and efficient recognition of words and at least some aspects of syntactic parsing—appear to be prerequisites for comprehension. As a reader begins to read and completes whatever activity is at hand, some of the knowledge and capabilities of the reader change. For example, a reader might increase domain knowledge during reading. Similarly, vocabulary, linguistic, or discourse knowledge might increase. Fluency could also increase as a function of the additional practice in reading.

Motivational factors, such as self concept or interest in the topic, might change in either a positive or a negative direction during a successful or an unsuccessful reading experience. Another important source of changes in knowledge and capacities is the instruction that a reader receives. Appropriate instruction will foster reading comprehension, which is defined in two ways—the comprehension of the text under current consideration and comprehension capacities more generally.

### **The Text**

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension. These representations include, for example, the surface code (the exact wording of the text), the text base (idea units representing the meaning), and a representation of the mental models embedded in the text. The proliferation of computers and electronic

text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences.

Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's knowledge and experience, the text may be too difficult for optimal comprehension to occur.

Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply. Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print.

The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high stakes exams and to make themselves employable.

## **The Activity**

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of Reading. A Reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to Reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge.

The initial purposes can change as the reader reads. (Andrews, 2015) points out in his book titled as *Individual Differences Among Skilled Readers: The role of lexical quality*.

A reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant. When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is “read a paragraph in order to write a summary,” the compliant student will accept that purpose and engage in Reading operations designed to address it. (Page. 129-138)

Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During Reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of Reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Knowledge, application, and engagement can be viewed as direct consequences of the Reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during Reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience. Teaching Reading in eighth graders at Unidad Educativa Lemas helps students improve and learn some new vocabulary, acquiring incidental knowledge about Civil War battles or how to make a fish soup “bouillabaisse”, or maybe discovering a new interest from Facebook , YouTube or any websites might all be consequences of Reading with comprehension.

## **Characteristic of Poor and Successful Reader**

### **Poor Readers**

Students spend time in just thinking and understanding occurs from “getting the words right,” rereading. They use strategies such as rote memorization, rehearsal, and simple categorization. They are considered as poor strategy readers, because they do not think strategically about how to read something or solve a problem, or do not have an accurate sense of when they have good comprehension readiness for assessment. They also have relatively low self-esteem. See success and failure as the result of luck or teacher bias.

### **Characteristics of Successful Readers**

(Perks, 2015), in his book “The oral history reader” affirm that “Understand that they must take responsibility for construction meaning using their prior knowledge. Develop a repertoire of Reading strategies, organizational patterns, and genre”. Successful readers think strategically, plan, monitor their comprehension, and revise their strategies. They have strategies for what to do when they do not know what to do, have self-confidence that

they are effective learners; see themselves as agents able to actualize their potential.

### **Reading comprehension through traditional and current pedagogical concepts**

Reading comprehension has a long and rich history during the last decades. There is much to say about both the nature of Reading comprehension as a process and about effective Reading comprehension instruction. Researchers and teachers have tried to find a way to improve English language acquisition in EFL and ESL students. Traditional and old views theories have inspired them to create new tendencies towards the students from 21<sup>st</sup> century which technologies have empowered significantly in all around the world. (Zurek Cadena, 2012), explains the chart about the pedagogical process theory related to the actual educational tendency.

	<b>Traditional theories</b>	<b>New theories</b>
Research Base	Behaviorism	Cognitive science
Reading as Process	Mechanically decoding words; memorizing by rote	An interaction among the reader, the text, and the context
Learner Role/Metaphor	Passive, vessel receiving knowledge from external source.	Active; strategic reader, good strategy user, cognitive apprentice.

Chart 1. Traditional and new theories

Source: Zurek Cadena, C. M. (2012). Effectiveness of reading strategies and improving reading comprehension in young ESL readers.

Reading skills improve cognitive development and consist on activate the knowledge through different processes of learning as (Goodman, 2015), explains in his articles about the importance of Reading for the cognitive development and points out:

Reading is a cognitive process. No two readers will ever

produce the same meaning for a given text and no reader's meaning will ever completely agree with the writers meaning. Making sense of texts involves complete control, by both the readers and the writers, of how language works and how texts are constructed. (page. 112)

From time to time people have wondered why Reading is important. There are so many other things to do with one's time. It is important to realize that struggling with vital Reading skills is not a sign of low intelligence. Since the use of technology Reading has been changed and modified according to the readers and students' needs due to the high amount of information. Internet has been very useful to acquire new knowledge and reinforced the previous knowledge in order to adapt the new information and apply some resources in the social environment.

Traditional education is still observed in many schools due to unprepared teachers with ambiguous old methods. These factors give us an uncomfortable result to the lack of interests or habits for reading. On the other hand, the majority of the children and adolescents and even adults are not get accustomed to have a frequent habit for Reading, in relation to other countries in which it has seen people reading in public or private places, taking this habits so normal and without any difficulties to read.

Teachers still teach how to read using mechanically decoding words or memorizing by rote without realizing they make common miscues such as **substitution**, when a reader substitutes a word for another word in the text while they are reading, **sounding out** the letters or syllables in a word that they don't know while reading. **Omit** a word out of the text, or skips over it, **reverse** a word and reads them in a reversed order. **Unsuccessful Attempts at Correction**, when the reader tries to correct a miscue that they made, and are not successful. Insertion, which consists on inserting a word into text. **Partially** tries to pronounce a word, **corrects** their own

miscue, and **repeats** a portion of the text over again.

### **How does Reading comprehension develop?**

As you can see, reading comprehension is incredibly complex and multifaceted. Because of this, readers do not develop the ability to comprehend texts quickly, easily or independently as (Stowe, 2015), “Reading comprehension strategies must be taught over an extended period of time by parents and teachers who have knowledge and experience using them.” It might seem that once a child learns to read in the elementary grades he is able to tackle any future text that comes his way. This is not true. Reading comprehension strategies must be refined, practiced and reinforced continually throughout life.

Even in the middle grades and high school, parents and teachers need to continue to help their children develop Reading comprehension strategies. As their reading materials become more diverse and challenging, children need to learn new tools for comprehending these texts. Content area materials such as textbooks and newspaper, magazine and journal articles poses different Reading comprehension challenges for young people and thus require different comprehension strategies. The development of Reading comprehension is a lifelong process that changes based on the depth and breadth of texts the person is reading.

## **Developing Speaking skill through Reading**

“Where there is little reading there will be little language learning. The student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment” (Bright, 2011). Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. According to the author, reading is the most pleasant route to command of the language, because it appears that reading is a key factor in language learning.

One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. (Davies, 2013), stresses the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”

## **The Importance of Speaking**

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation method is one example, (Richards, 2015) mention that “Reading and writing are the essential skills to be focused on however, little or no attention is paid to the

skill of speaking and listening”. In the communicative approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people.

Moreover, the teachers talk will be reduced; that is to say learners are supported to talk more in the classroom. (Ur, 2011), declares also that: “Of all the four skill (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing.” Today, many second language learners give the speaking skill priority in their learning because if they master this skill then they will be considered as if they have mastered all of the other skills.

Furthermore, the main question often given to foreign language learners is "do you speak English?". We understand that most of people take speaking and knowing a language as synonyms. (Celce-Murcia, 2011), argues that for most people “the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication.” The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill.

With speaking, students at Unidad Educativa LEMAS can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, students can display the different functions of language. Speaking is very important outside the classroom as well. Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2014, pág. 48).”

## **Meta cognitive and social speaking process**

The necessary processing skills speaking are the following:  
Language processing: This refers to the ability of the learners/ speakers to process the language in their minds through putting it in a coherent order so that the other speakers can understand it and get the intended messages. Speakers also should be able to retrieve words and phrases from their memories to use them when they are interacting with others.

**Interacting with others:** Most of the speaking situations involve interaction between two or more speakers, that is to say an effective speaker need to be able to listen and understand others' talk then reacts through taking turns or keeping the others to do so.

**Information processing:** This relates to the ability of processing the information in the mind rapidly, i.e. the time speakers get information; they should be ready to respond to the others' talk.

## **TEACHING SPEAKING**

Speaking is a vital part of second language learning and teaching. It is also important and relevant; for many years, teaching speaking has been undervalued and English language educators have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communication skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Teaching speaking has been developed from using only the repetition of drills and memorization to using other techniques as video techniques that lead students' to express their selves freely and use the language they are

learning without any shyness or fear to make mistakes. The use of techniques helps students to improve their speaking skill as well as their communicating abilities.

### **Characteristics of Speaking Performance:**

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills.

**Fluency:** The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. (Hughes, 2015), defines fluency as “the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the communication will break down because listeners will lose their interest.” To achieve this goal, educators should train students to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. (Tricia, 2013), adds also that: “The term fluency relates to the production and it is normally reserved for speech.” (pag. 34)

Fluency is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. (Hughes, 2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicator of coherence.

## **Accuracy**

Nowadays; most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan, 2014), defines accuracy as “Referring to how well the target language is produced in relation to the rule system of the target language.” Therefore, learners should focus on a number of things in their production of the spoken language, mainly, the grammatical structure, vocabulary and pronunciation.

## **Pronunciation**

English language has been long considered by either native speakers or nonnative speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one’s mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one.

All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. It is imperative to use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood. However, if the pronunciation is not correct, the speakers then will not be understood and therefore accuracy is not achieved and broken down the conversation.

### **Speaking Difficulties:**

Lack of interest in the subject: Most of the students in foreign language classrooms stay silent because they have "nothing to say". This may be because the teacher has chosen a topic about which students know very little. Moreover; the common expression second language learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about.

The teacher may have chosen a topic which is uncongenial to students or about which they know very little, and as a result he has nothing to express, whether in the native language or the foreign language. (Westrup, 2011), support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also, students could not carry out the discussion on topics that are not interesting for them.

### **Poor Listening Rehearsal:**

Listening plays a major role in the interactions that occurs between two or more people. Student may have an experience in expressing himself in the foreign language in a conversation. Therefore, the student does not comprehend sufficient elements in the message to be able to make further contribution to the discussion.

**Deficient Vocabulary:**

Most of the students find difficulties in using the appropriate words when expressing their thoughts so they use the simple form of language. The teacher must be aware of this psychological factor and help his/her students to feel at ease while using the foreign language.

**Mother Tongue interference:**

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language. Therefore, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

**Deficiency of Self Confidence and Fear of Making Mistakes:**

In many classes, some students prefer to keep their ideas to themselves because they are afraid of being corrected by the teacher. However, students' mistakes must be corrected, but when the student is attempting to encode his thoughts he should be interrupted as little as possible. This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. (Littlewood, 2011), argues that " It is too easy for a foreign language classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the development of communicative skills and the feeling of linguistic inferiority.

Students fear to make mistakes especially if they will speak to critical audience. Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts. In teaching speaking you are asking your learners to express themselves in front of the whole class, so this leads many of them to experience the stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

### **Low irregular Participation:**

This problem refers to the amount of each student's time of talking. (Rivers, 2010), claims that "Some personality factors can affect participation in a FL and teachers then should recognize them." There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course.

Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

### **The Role of the Teacher**

The teacher has to play different roles in the classroom at the same time. (Harmer, 2015), suggests three roles if the teacher is trying to get students to speak fluently:

**Prompter:**

The teacher should help students when they get lost, or cannot think of what to say next or in some other way lose the fluency the teacher expects of them. Sometimes, the best option teacher can do is to leave the students to struggle out on their own. However, the teacher may offer discrete suggestions to help the students.

**Participant:**

Teachers can participate in discussions or role-plays themselves to prompt covertly and introduce new information. This will help the activity along, ensure continuing students' engagement, and maintain a creative atmosphere.

**Feedback provider:**

Teachers should be aware of when and how to give feedback in speaking activities because over-correction may inhibit students and take the communicativeness out of the activity. On the other hand, positively and encouragingly correction may get students out of difficult misunderstanding. Everything depends upon teacher tact and the appropriacy of the feedback provided.

**Reading techniques for a successful communicative purpose**

Fluency improves as a result of many opportunities to practice reading with a high degree of success. Therefore, scholars should practice rereading aloud texts that are reasonably easy for them; that is, texts containing mostly words that they know or can decode easily. In other words, the texts should be at the students' independent reading level.

A text is at students' independent reading level if they can read it with about 95% accuracy (Agency, 2002). If the text is more difficult, students will focus on word recognition and will not have an opportunity to develop fluency. The text your students practice rereading orally should also be relatively short probably 50-200 words, depending on the age of the students. You should also use a variety of reading materials, including stories, nonfiction, and poetry. Poetry is especially well suited to fluency practice because poems for children are often short and they contain rhythm, rhyme, and meaning, making practice easy, fun and rewarding.

### **Model fluent Reading**

By listening to good models of fluent reading, students learn how a reader's voice can help written text make sense. Read aloud daily to your students. By reading effortlessly and with expression, you are modeling for your students how a fluent reader sounds during reading.

### **Repeated Reading**

After you model how to read the text, you must have the students reread it. By doing this, the students are engaging in repeated reading. Usually, having students read a text four times is sufficient to improve fluency. Remember, however, that instructional time is limited, and it is the actual time that students are actively engaged in reading that produces reading gains. Have other adults read aloud to students. Encourage parents or other family members to read aloud to their children at home. The more models of fluent reading the children hear, the better. Of course, hearing a model of fluent reading is not the only benefit of reading aloud to children. Reading to children also increases their knowledge of the world, their vocabulary, their familiarity with written language, and their interest in reading.

## **Activities for students to increase fluency**

There are several ways that your students can practice orally rereading text, including student-adult reading, choral (or unison) reading, tape-assisted reading, partner reading, and readers' theatre.

### **Student-adult Reading**

In student-adult Reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent Reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four rereading.

### **Choral Reading**

In choral, or unison, reading, students read along as a group with the teacher or another adult reader. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading.

Then reread the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times total. At this time, students should be able to read the text independently.

### **Cd audio record or video assisted reading**

In video or Cd audio assisted reading, students read along in their books as they hear a fluent reader read the book on a multimedia or video record. Teachers need a book at a student's independent reading level and an audio Cd recording of the book read by a fluent reader at about 80-100 words per minute. The Cd audio or video should not have sound effects or music. For the first reading, the student should follow along with the audio, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the audio.

Reading along with the Cd audio should continue until the student is able to read the book independently.

### **Partner reading**

In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading needs not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

## **Readers' theatre**

In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.

### **2.3. Conceptual Framework**

To get a better idea about the research project, it is important to know the terms that are used in these chapters.

**Communication:** activity of information exchange between two or more participants by listening and speaking.

**Syntax:** it is the study of the principles and processes by which sentences are constructed in particular languages.

**Word Association:** the connection and production of other words in response to a given word.

**Interaction:** mutual or reciprocal action or influence.

**Dialogue:** an exchange of ideas or opinions between two or more people.

**Interlocutor:** a person in the middle of the line in a minstrel show who questions the end men and acts as leader.

**Activity:** something that is done for pleasure and that usually involves a group of people.

**Competence:** the ability to do something well, the quality or state of being competent.

**Language Acquisition:** refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

### 3. RESEARCH METHODOLOGY

#### 3.1. Types of Research Description

**Applied research** is a form of systematic inquiry involving the practical application of science. It accesses and uses some part of the research communities' accumulated theories, knowledge, methods, and techniques, for a specific.

It refers to a type of **field research**, because the phenomena was occurred at Unidad Educativa LEMAS, based on the use of new strategies to foster English speaking skill development in the school community.

It is **bibliographical**, because it explores what the scientific community has investigated in relation to the development of oral proficiency and reading activities en EFL students.

#### 3.2. Methods and Techniques

This research project is **explorative**, because it attempted to determine the causes of the low oral proficiency in the target group.

It is also **explicative** due to the motivational techniques were applied on order to see the oral proficiency in student English language development.

Describing the real situation, social and educative environments are considered as **descriptive** researches.

**Correlational.** The purpose was to determine the relation between the dependent and independent variable in order to foster communicative development through reading activities.

**Direct and indirect observation** is also based on experience and some empirical evidence that can be analyzed qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

### **3.3. Research Instruments**

#### **Surveys for the students and teachers**

Surveys were given to students for 8<sup>th</sup> grade A-B at Unidad Educativa LEMAS with the purpose to analyze the effort students made during English classes and the degree of motivation to speak and read in order to improve their English oral skills. Questions were also directed to determine the teacher's strength and weaknesses in order to find solution and improve teachers' methodology.

**Sampling and the observation** allow us to know how students think about the use of reading strategies to enhance speaking skill development. It has been discovered the strengths and weaknesses in teachers who uses the technology resources such as virtual video (YouTube), or online reading exercise. All those techniques take an important role inside the research helping in an easy way to select a specific group of people to work. In this case the groups that have been chosen are teachers and students, as a result, both groups have the same interest to find active resources to

reinforce English language acquisition and communicative production using online activities. On the other hand, they are willing to improve their academic knowledge and acquisition, so it was easy to obtain the ranking of questions after the surveys.

### 3.4. Research Population and Samples

#### 3.4.1. Population

It is determined as a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher. The population for this study consists of 80 students and 10 teachers from 8th, course in Basic General Education (BGU) at Unidad Educativa LEMAS

Tabla 1

No.	Class (Group)	Classification	Number of Students
1	Authorities		1 Principal
2	Teachers		10 teachers
3	8 <sup>th</sup> Grade A		40 students
4	8 <sup>th</sup> Grade B		40 students
5	Total:		91

#### 3.4.2. Samples

Sample is the selected elements (people or objects) chosen for participation in a study; people are referred to as subjects or participants. Simple random sampling allows us to use statistical methods to analyze sample results. It is also useful to define a confidence interval around a sample mean.

The surveys were applied in 8th, course in Basic General Education, with a number of 80 students and 10 teachers taken from the English Staff. All of them were observed and interviewed during the English Classes in order to investigate and determine the student speaking performance by using Reading activities.

### 3.5. Results, Findings and Analysis

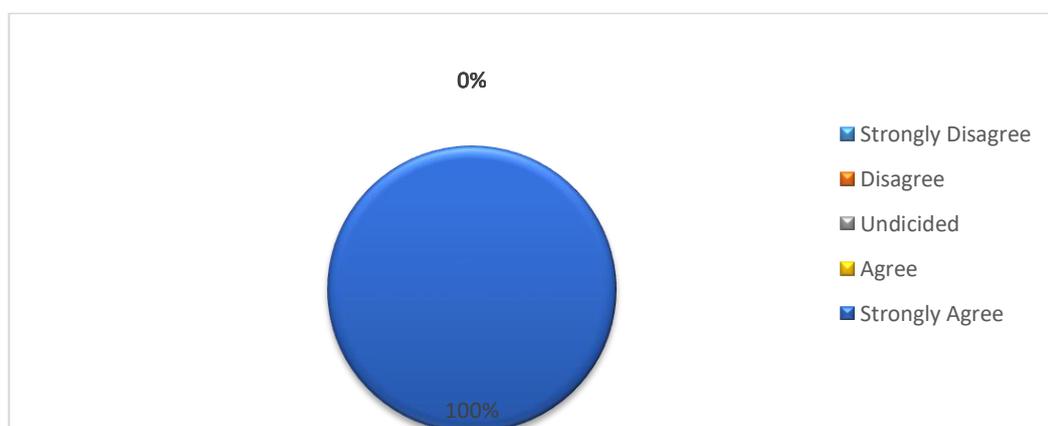
#### TEACHERS SURVEYS

Table 1

1. The use of a new active strategies promotes creativity and the development of new methodological strategies in teachers.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcívar and Fredy Ramirez

Graph 1



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcívar and Fredy Ramirez

## Analysis

This chart shows 100% of teachers who agree in renewing their traditional methodology towards new and active strategies in order to be able to teach modern students.

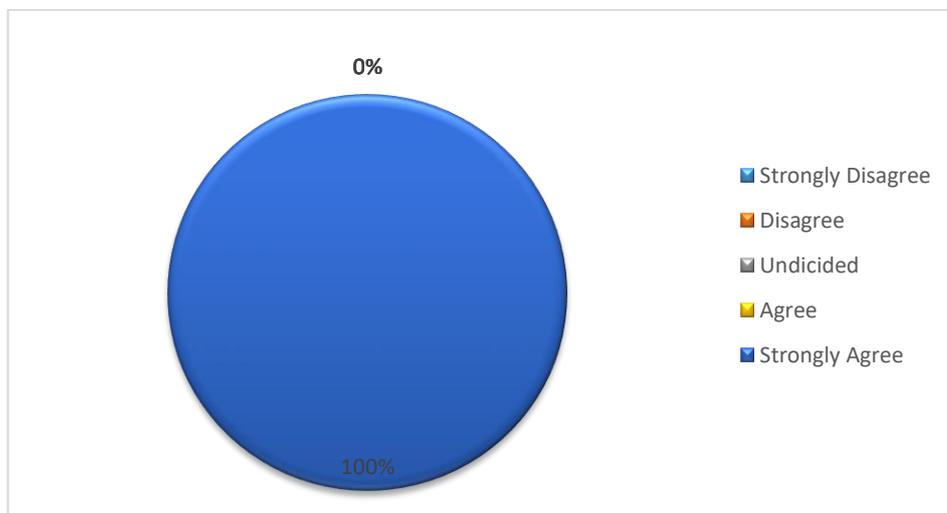
**Table 2.**

2. Teachers must be updated to use active and innovative methods in English Language Teaching (ELT)			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

**Graph 2**



Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

This chart shows the 100 % of teachers who are strongly agree that teachers must be well prepared to diffuse the knowledge in students, for that reason it is relevant to have some training courses and be updated in the actual society.

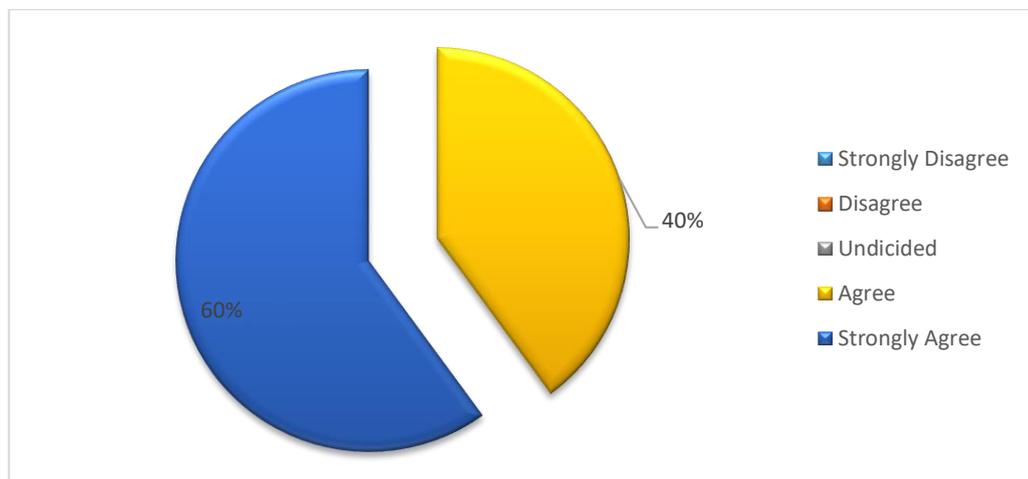
**Table 3.**

3. Teachers must use creative strategies to promote Students' Speaking Skills			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 3	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

**Graph 3**



Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

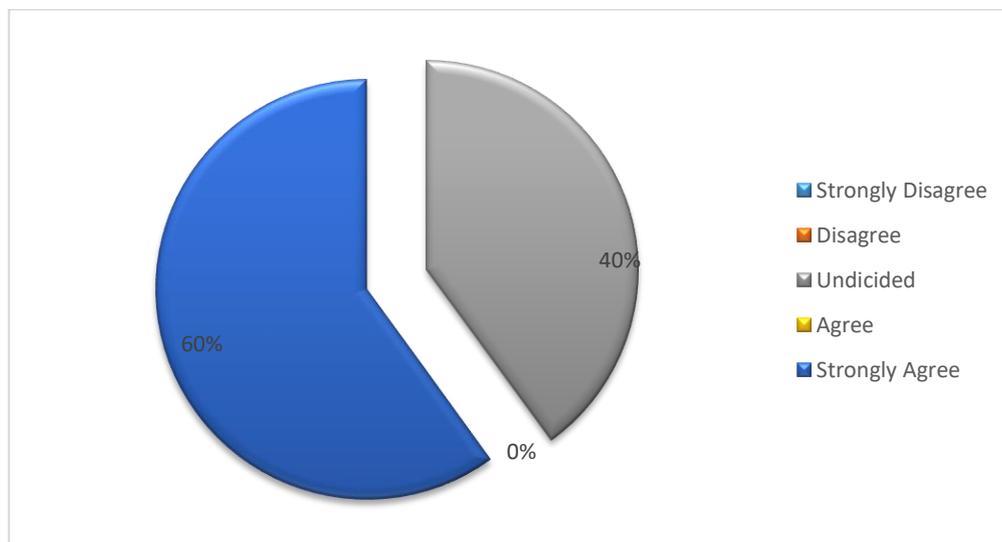
Teaching students to learn promotes the independent learning style in the students. 60 percent of surveyed teachers explains the importance of using innovative didactic strategies in order to teach students to speak without difficulties, other teachers with a 40% concluded with the same opinion.

**Table 4**

<b>4. Students learn reading easily from internet, using email, Facebook, MySpace, Youtube and other social networking websites.</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 4	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	2	40%
	Agree	0	0%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 4**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Freddy Ramirez

## Analysis

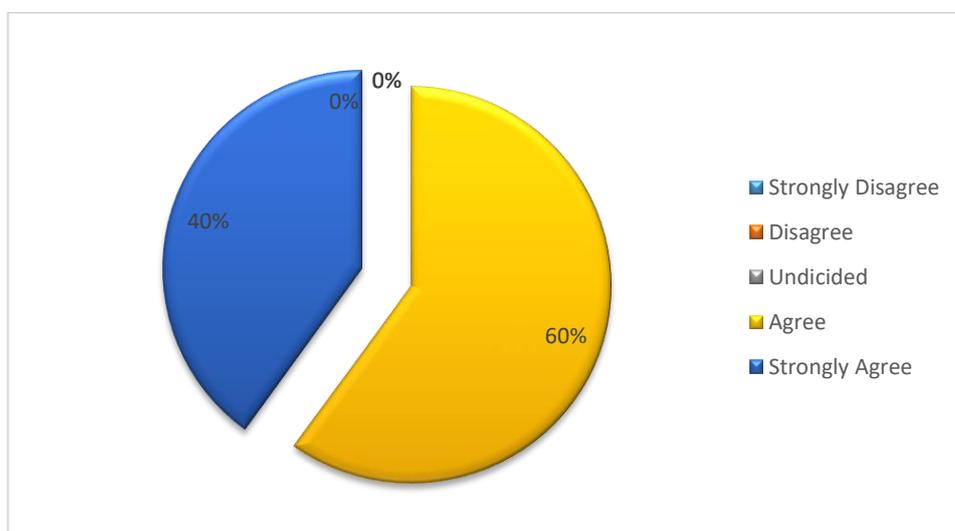
Some teachers (40%), are undecided due to the lack of knowledge or interest in technology, but the 60 percent strongly agree because of the new tendency. Students are influenced by the technology and Internet, and therefore, teachers must know all the virtual resources to provide students some modern activities to encourage students speak and make the class fun and interesting.

**Table 5**

5. Teachers must be well prepared to teach 21 <sup>st</sup> century student where the knowledge is on Internet.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 5**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

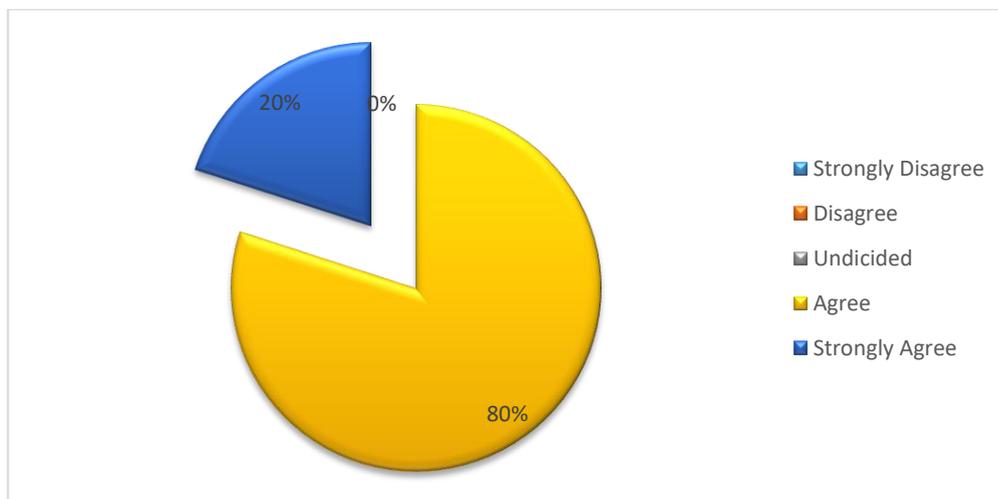
The total of one hundred percent of surveyed teachers think that the implementation of a modern educational program to learn English language might develop speaking skill in students in teaching and learning in an interactive way, the 60% agree with it and the 40% were in totally agree with it.

**Table 6**

6. Implementing the proposed activities by using a reading exercise will improve English language development in students?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	4	80%
	Strongly Agree	1	20%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 6**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

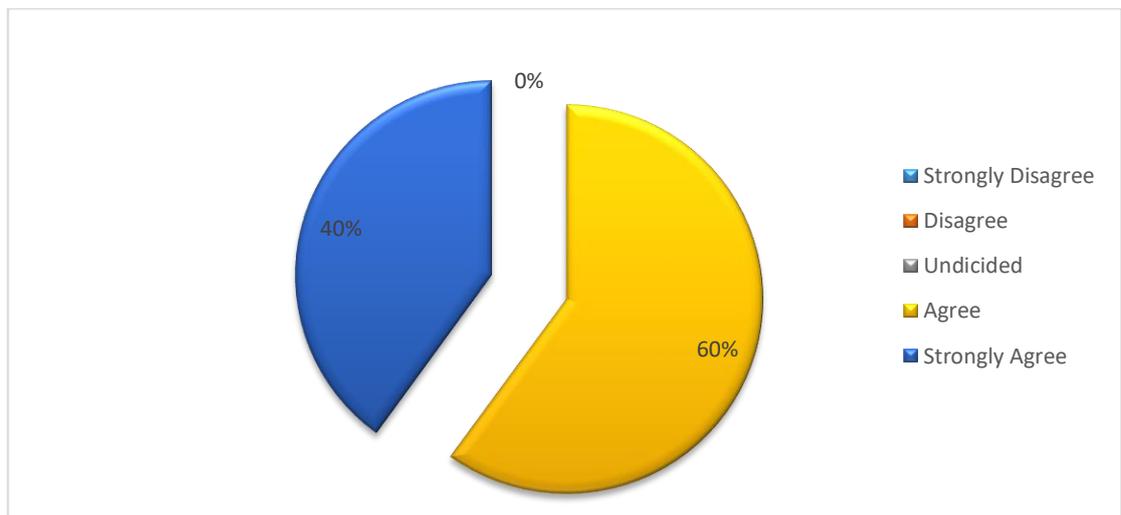
This chart shows the total of 100% of teachers who agree with the implementation of some reading activities to improve speaking abilities. These activities must be according to student's interest, so that it encourages them to speak in class and make the class interesting

**Table 7**

7. Reading strategies through games, theater, videos and roles plays encourage students to speak.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	3	60%
	Strongly Agree	2	40%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 7**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

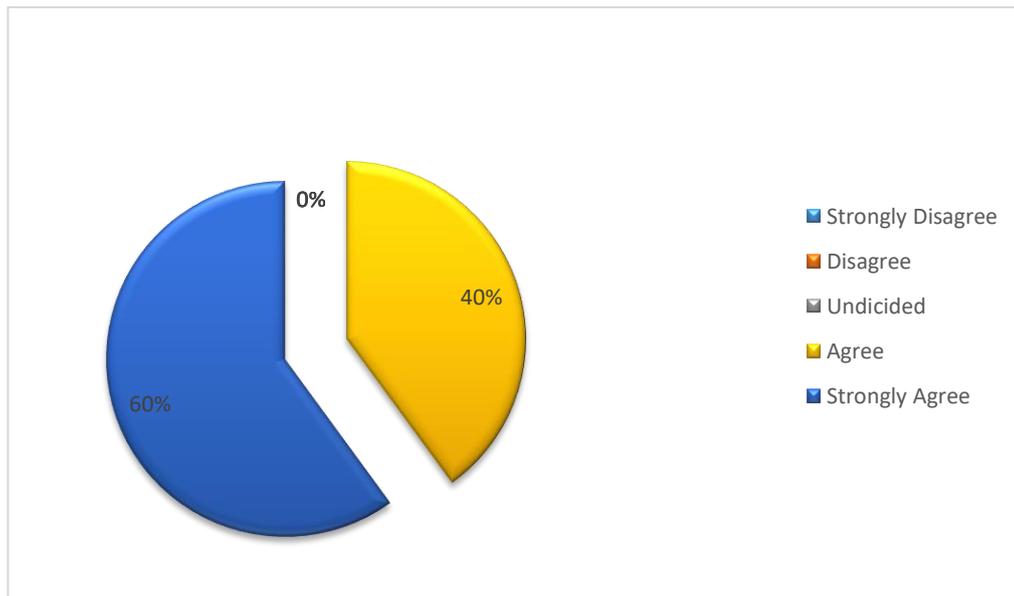
This chart shows teachers think reading strategies by using funny activities encourages the creativity and motivate students at the moment to work in groups, the 60% agree with the question and the 40% strongly agree with it.

**Table 8**

<b>8. It is important to develop a teaching guide with playful approach to develop verbal language ability in students.</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	2	40%
	Strongly Agree	3	60%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 8**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

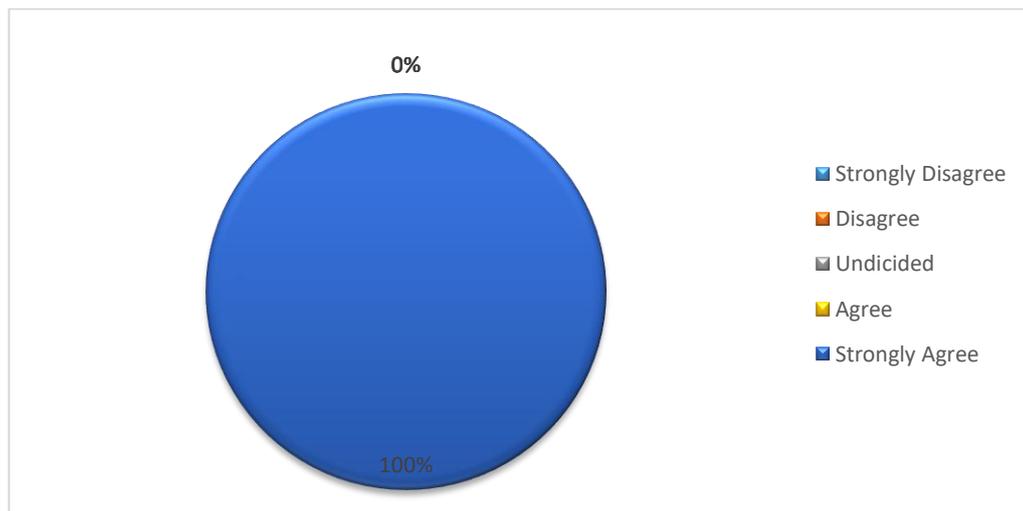
This chart shows if teachers at Unidad Educativa LEMAS think that a good resource would be a useful tool for the development of the English language learning in the institution, the 60% strongly agree with it and a 40% agree with the statement.

**Table 9**

<b>9. Developing speaking skills through reading activities is fundamental in relation to the acquisition of English Language.</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Freddy Ramirez

**Graph 9**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

There is a total of 100% of acceptance that reading activities must improve speaking language and it is necessary to be adapted in the curricular design and lesson plan.

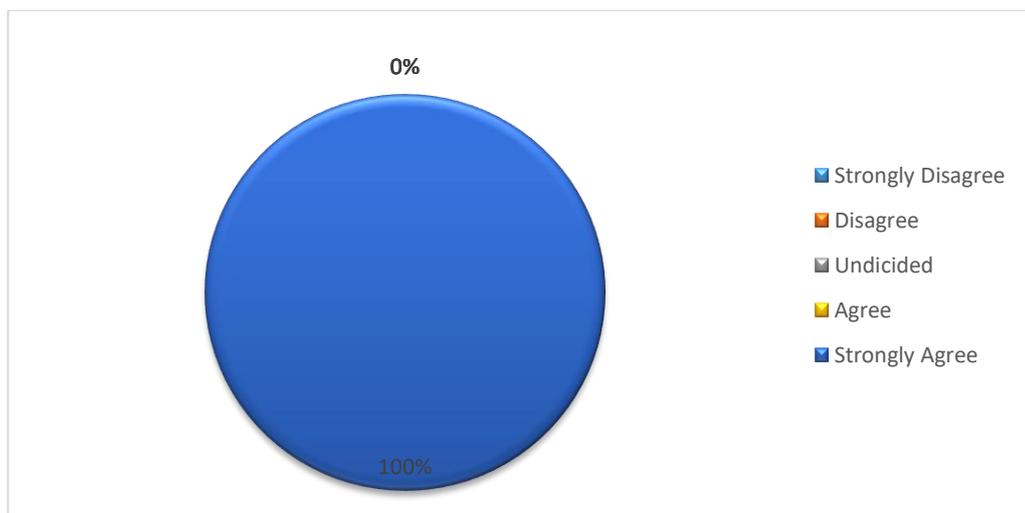
**Table 10**

<b>10. Speaking English in class using technology and interest activities encourage students to improve their communicative skills?</b>			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	0	0%
	Disagree	0	0%
	Undecided	0	0%
	Agree	0	0%
	Strongly Agree	5	100%
	<b>Total</b>		<b>5</b>

Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

**Graph 10**



Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

## Analysis

100% strongly agree with training teachers by using technology. This chart shows the total of acceptance about technology in the class and teachers must be prepared to teach virtual classes in order to develop communicative purpose.

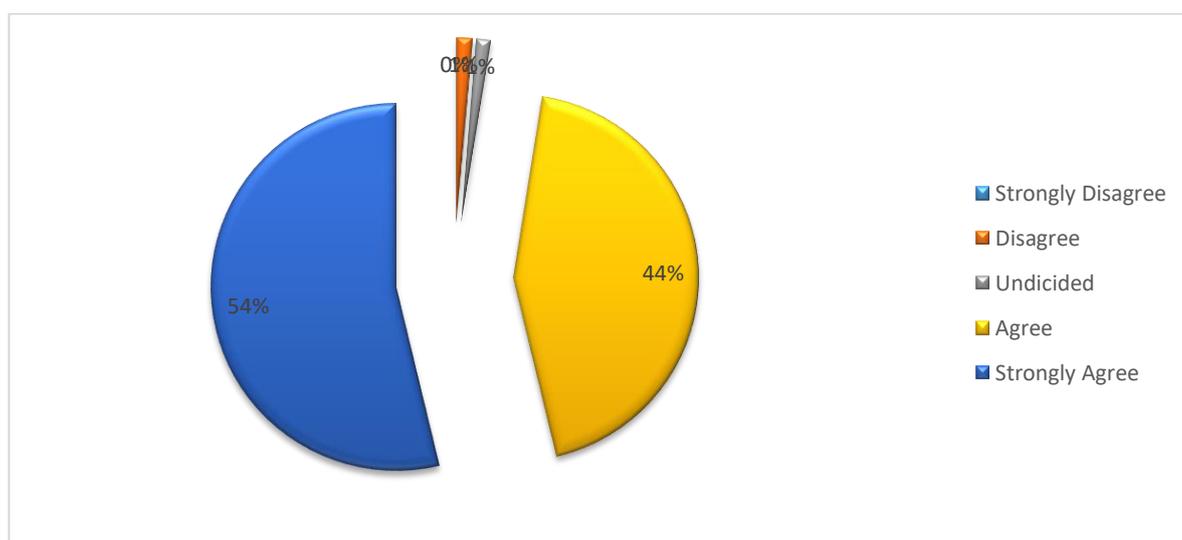
## STUDENTS SURVEYS

Table 11.

1. Online English exercise are qualified tools to develop English learning and teaching process in students and teachers.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 1	Strongly Disagree	0	0%
	Disagree	1	1%
	Undecided	1	1%
	Agree	35	44%
	Strongly Agree	43	54%
	<b>Total</b>		<b>80</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

Graph 11.



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

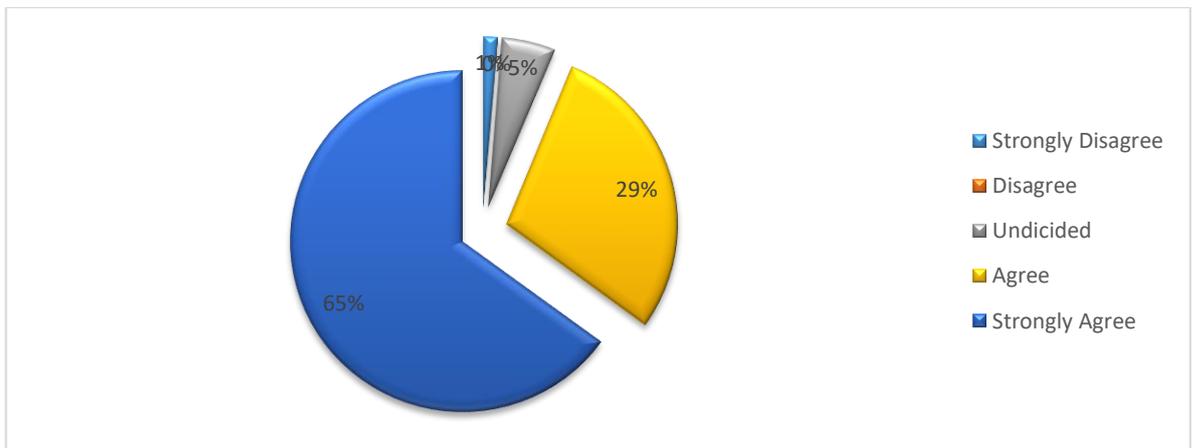
This chart shows if students think that they consider themselves ready to use online English pages to increase speaking skill, in this case only 2% of the students did not care about the question and the 58% were totally agree and ready to work with it.

**Table 12**

2. Do you think using the new vocabulary in class improve your speaking ability?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 2	Strongly Disagree	1	1%
	Disagree	0	0%
	Undecided	4	5%
	Agree	23	29%
	Strongly Agree	52	65%
	<b>Total</b>		<b>80</b>

Source: Unidad Educativa LEMAS  
 Elaborated by: José Alcivar and Fredy Ramirez

**Graph 12**



Source: Unidad Educativa LEMAS  
 Elaborated by: José Alcivar and Fredy Ramirez

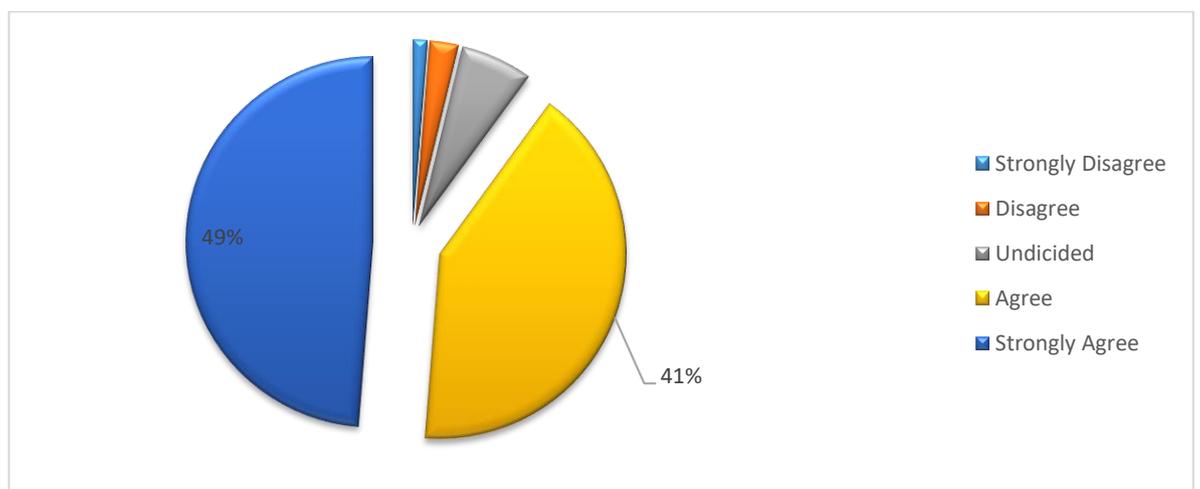
Students at Unidad Educativa LEMAS think that learning vocabulary are necessary inside the classroom, in this case only 1% of the students did not care about the question, the 65% totally agree and 29% agree to work with the new didactic strategy.

**Table 13**

<b>3. The use of wikis, blogs and platforms are necessary to improve English Language.</b>			
<b>CODE</b>	<b>CATEGORIES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
Item 3	Strongly Disagree	1	1%
	Disagree	2	3%
	Undecided	5	6%
	Agree	33	41%
	Strongly Agree	39	49%
	<b>Total</b>		<b>80</b>

Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

**Graph 13**



Source: Unidad Educativa LEMAS  
Elaborated by: José Alcivar and Fredy Ramirez

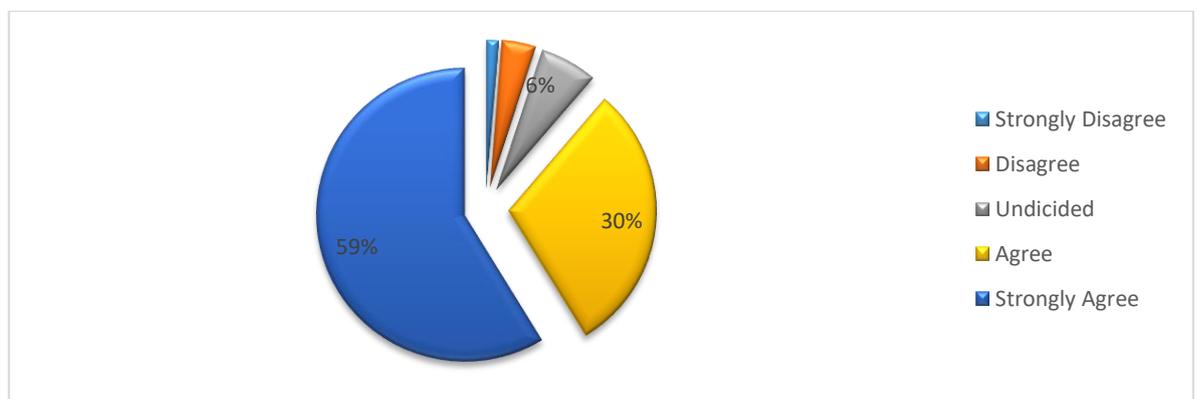
This chart shows the importance of using some virtual tools to reinforce English language acquisition, in this case only 1% of the students did not care about the question, 49% strongly agree and 41% agree with this question.

**Table 14**

4. The use of, YouTube, Skype, and any social webs helps you to improve and develop good writing skills.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
4	Strongly Disagree	1	1%
	Disagree	3	4%
	Undecided	5	6%
	Agree	24	30%
	Strongly Agree	47	59%
	<b>Total</b>		<b>80</b>

Source: Unidad Educativa LEMAS  
 Elaborated by: José Alcivar and Fredy Ramirez

**Graph 14**



Source: Unidad Educativa LEMAS  
 Elaborated by: José Alcivar and Fredy Ramirez

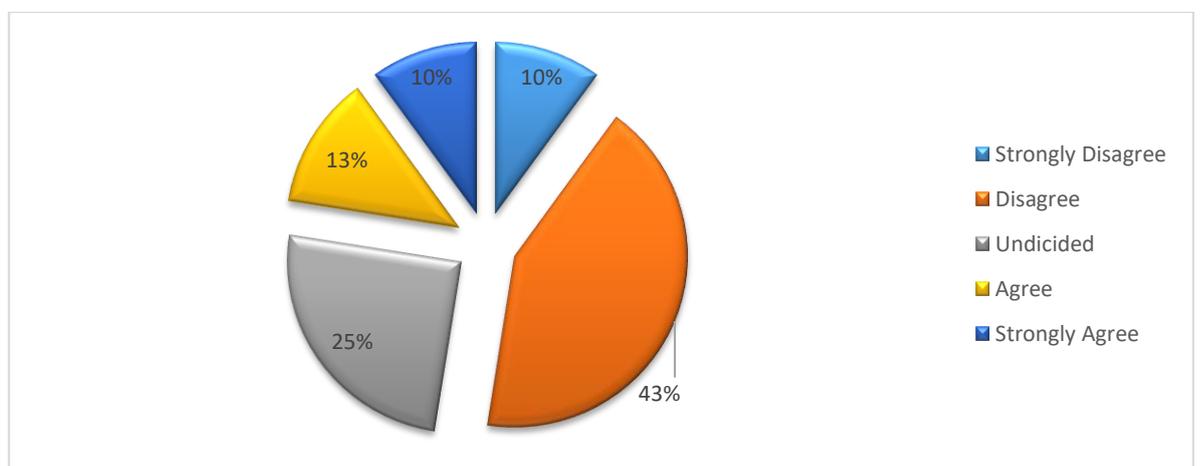
Students show the interest of learning new things by surfing on internet and the 59% totally agrees and affirms that it facilitates the way of learning, in 30% agree, but there is a 4% who does not care about the question.

**TABLE 15.**

5. When working in the classroom, do you practice writing skill using teacher's resources such as flashcards, maps, book, and vocabulary, etc?			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 5	Strongly Disagree	8	10%
	Disagree	34	43%
	Undecided	20	25%
	Agree	10	13%
	Strongly Agree	8	10%
	<b>Total</b>		<b>80</b>

Source: Unidad Educativa LEMAS  
 Elaborated by: José Alcivar and Fredy Ramirez

**GRAPH 15**



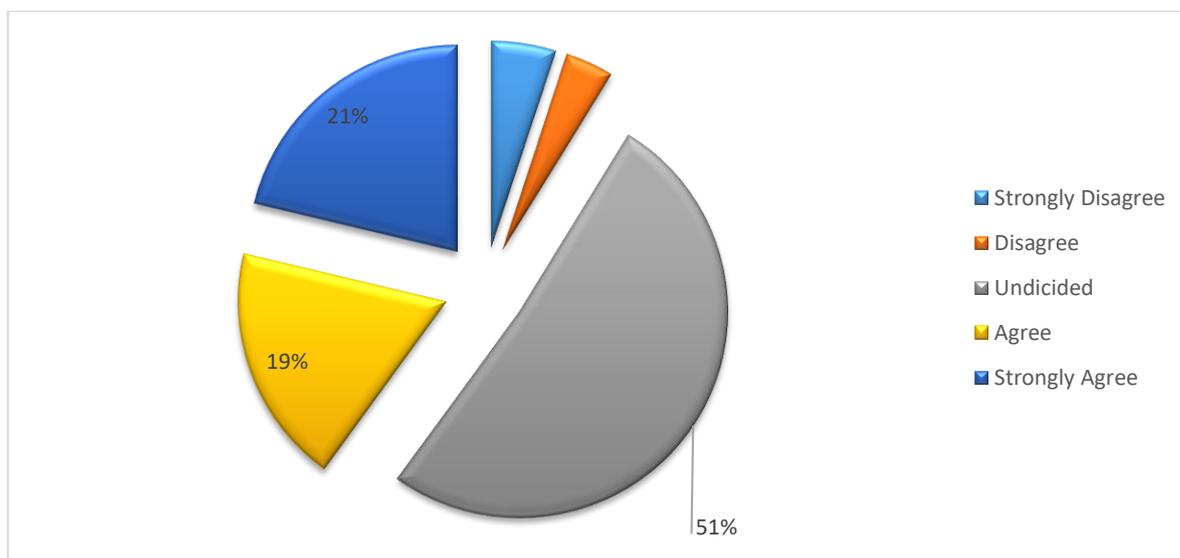
Source: Unidad Educativa LEMAS

Elaborated by: José Alcivar and Fredy Ramirez

This chart shows if students at La Dolorosa High School if they think it is possible to have personalized education through the use of ICTS, in this case the 4% of the students did not care about the question and the 48% were totally agree and ready to work with it.

6. Teachers are currently qualified to work with platforms like EDMODO, wikis or blogs.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 6	Strongly Disagree	4	5%
	Disagree	3	4%
	Undecided	41	51%
	Agree	15	19%
	Strongly Agree	17	21%
	<b>Total</b>		<b>80</b>

Tabla 2

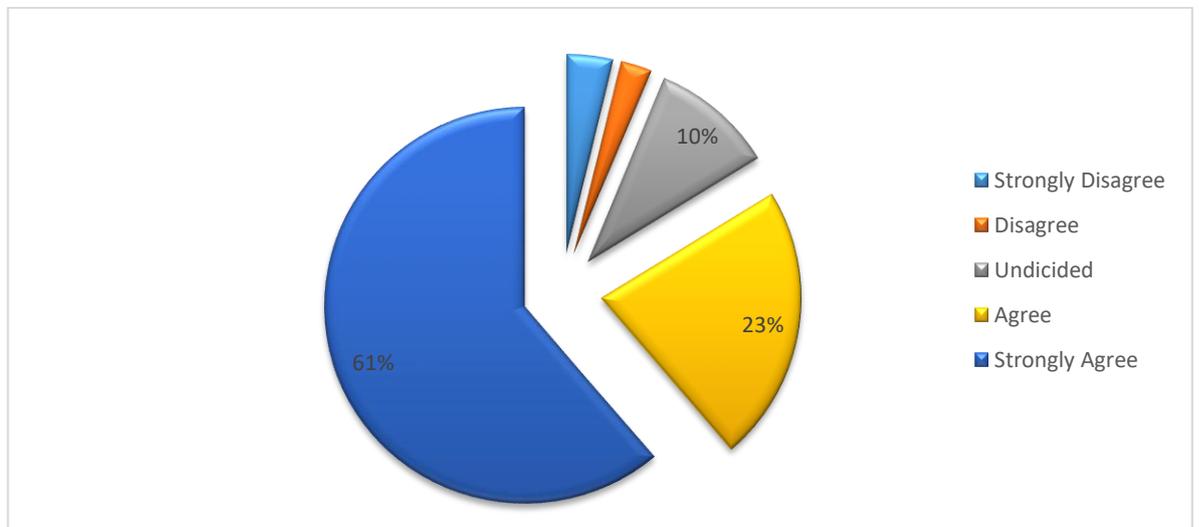


Graphics 16

This chart shows if students at La Dolorosa High School if they think all the teachers got the knowledge to work with platforms like EDMODO, wikis or blogs, in this case the 4% of the students did not care about the question and the 48% were totally agree and ready to work with it.

7. Integrating technology into the classroom is definitely a great way for writing skill development.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 7	Strongly Disagree	3	4%
	Disagree	2	3%
	Undecided	8	10%
	Agree	18	23%
	Strongly Agree	49	61%
	<b>Total</b>		<b>80</b>

Tabla 17

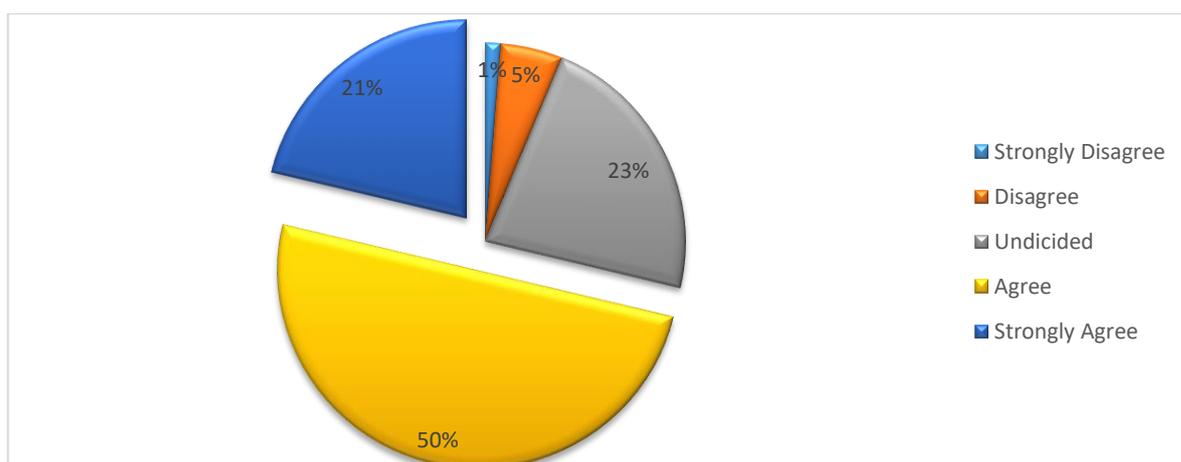


Graphics 17

This chart shows if students at La Dolorosa High School if they think all the teachers got the knowledge to work with platforms like EDMODO, wikis or blogs, in this case the 4% of the students did not care about the question and the 48% were totally agree and ready to work with it.

8. Teachers must use a new technological method in order to improve writing activities in class.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 8	Strongly Disagree	1	1%
	Disagree	4	5%
	Undecided	18	23%
	Agree	40	50%
	Strongly Agree	17	21%
	<b>Total</b>		<b>80</b>

Tabla 18

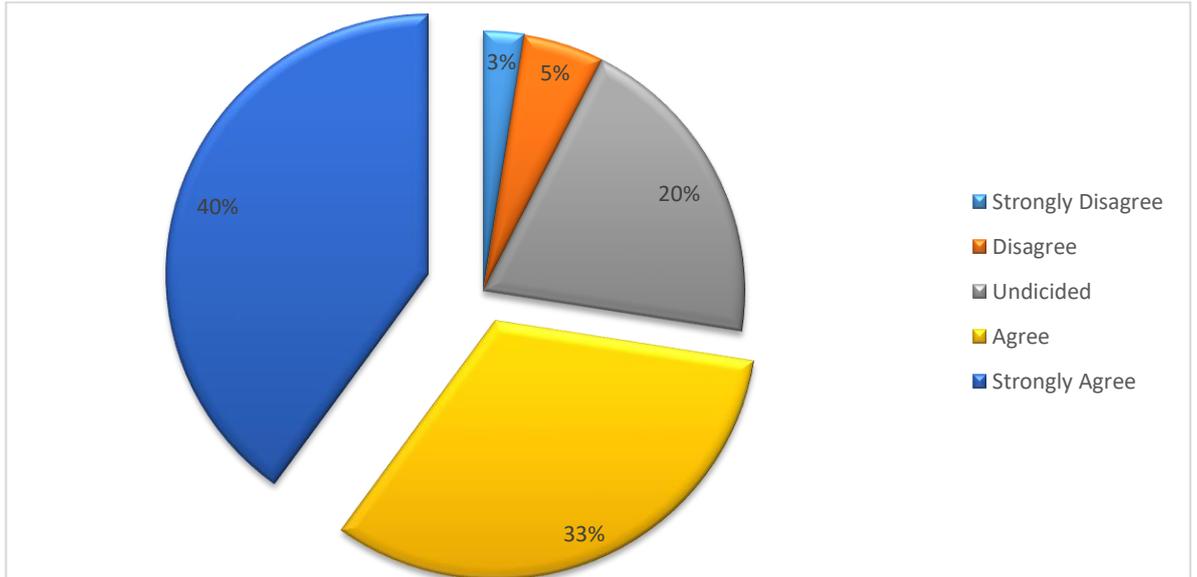


Graphics 18

This chart shows if students at La Dolorosa High School if they think that is important the use of ICTS inside the classroom, in this case the 6% of the students did not care about the question and the 45% were totally agree and ready to work with it.

9. The activity of using EDMODO must be applied for an hour per week in the classroom.			
CODE	CATEGORIES	FREQUENCY	PERCENTAGE
Item 9	Strongly Disagree	2	3%
	Disagree	4	5%
	Undecided	16	20%
	Agree	26	33%
	Strongly Agree	32	40%
	<b>Total</b>		<b>80</b>

Tabla 19



Graphics 19

This chart shows if students at La Dolorosa High School if they think that they do not have enough time to use ITS in the classroom, in this case the 5% of the students did not care about the question and the 45% were totally agree and ready to work with it.

## **4. PROPOSED PROJECT PLAN**

### **4.1. Title**

Fun Reading comprehension activities to improve Speaking language skills.

### **4.2. Justification**

It is necessary to point out some of the conclusions that have been made from the research. Firstly, it has been proven throughout this research that Reading comprehension improves some skills and especially Speaking ability in their academic proficiency and in these three main aspects: academic language, content and strategic competence. This project includes theoretical research about the benefits and also experimental research as a resource to prove the theoretical findings in 8<sup>th</sup> basic year students at Unidad Educativa Lemas. Secondly, through a survey, it has been proven that students do not have a repertoire of strategies that can be used to support their own learning process. The lack of knowledge about effectiveness Reading for developing communicative skills has also been discovered through classroom observations and teachers questionnaires.

There is a need in teachers at Unidad Educativa LEMAS to have in hand a set of pedagogical resource in order to reinforce Speaking skills. Teachers are always innovating their instruction and resources. Teachers' instructions include a small set of activities that are repetitive which can cause monotony and likewise demotivation of students. The creation of a guide for the use of the different types of strategies can help teachers with their innovative process. Teachers then could help improve their instruction by providing new and interesting learning strategies which might not have been learned or applied by students before.

Moreover, students need to have independency while studying. If teachers do not know the appropriate tools to help students, they will not be able to successfully accomplish their goal of being independent learners.

### **4.3. Objectives (Broad and Specific)**

#### **Broad**

To design a set of interactive activities in order to reinforce Speaking skills by using online exercises.

#### **Specific**

To identify a suitable set aligned with the English subject.

To develop a guide for the application of strategies using interactive online Reading activities

To provide students some didactic strategies in order to be oriented through a significant learning process by using a guidance with directions and online Reading activities.

To facilitate teachers from the English area and the coordinator a copy of the guide for the application of Reading strategies in order to be adapted in classroom programs and lesson plans.

### **4.4. Content Framework of the Proposal Project Plan**

English language has become the universal language around the world and one of the greatest importance in the academic, labor, business and technology field. English language teaching is focused as a foreign language in Ecuador, and it is only learned inside the classroom. Thus, teachers should seek innovative teaching skills in order to teach English as a significant learning process. After investigating, the needs arise at Unidad

Educativa LEMAS due to the lack of strategies, teachers apply in students to improve speaking skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find innovative and interactive strategies to improve English speaking language skill in eighth graders.

Therefore, under such demand, it has sought some strategies according to the students' needs and related to listening and speaking abilities. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement the researchers of this project have been designed a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that this can be applied in their classroom and their daily life. Furthermore, this guide must be appreciated as a valuable resource to implement the cooperative learning approach. It will increase the four skill abilities in students and also the quality of methodological strategies in teachers.

A didactic guide with full fun reading activities will provide techniques to reinforce communicative skill abilities through the use of cooperative learning techniques. That is understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

#### **4.5. The proposed Project Plan**

The proposal is designed with a playful approach that will allow teachers to apply recreational activities in order to improve speaking language skills in eighth graders. The role of educators, family and all the school community is very essential to what we want to achieve as speaking comprehensive development. This proposal states funny games to stimulate oral fluency and particularly achieve an integration with the other people around them.

The guide features five possible activities including games, songs, and role-play exercises where the goal, skill level, value, time, resources and performance are found in each activity procedure. The resources used to increase student's knowledge are easy to do. Teachers will be facilitators who give the tools to motivate them to be creative in each part of language acquisition and developing speaking skill ability.

This proposal has some scientific aspects because it researches the problem to find a better way to make English classes funny and interesting. It has a social impact due to the necessity to integrate in the social and educational environment through speaking English. Reading is a multifaceted process that develops only with practice. There are certain aspects of reading, such as fluency and word recognition, which can be learned in a few years. These basics must be mastered but at the same time reading comprehension should be emphasized in the process.

# Activity N° 1

## Retelling Story

**Objective:** To understand the meaning of the phrases, vocabulary and sentences and allow students to express their own ideas and desires.

**Ambit:** Verbal Linguistic.

**Skills:** To read and comprehend the text.

**Time:** 10-15 minutes

### Procedures:

- The teacher should ask children to sit on the floor.
- Explain what the proposed activity is.
- Use the flashcards to introduce the reading activity.
- The teacher presents the video and the students must complete the information.
- Ask the students to work in groups to complete the information about what they have already seen on the video
- Do the activity as often as necessary.

**Resources:** <https://www.youtube.com/watch?v=ouW2T-AHfWQ>

Worksheets and flashcards, project and video

<b>UNIDAD EDUCATIVA LEMAS</b>		<b>AÑO LECTIVO: 2016 - 2017</b>	
<b>1. INFORMATIVE DATA:</b>			
<b>TEACHER:</b>	<b>OBJECTIVE:</b>		
José Alcivar Freddy Ramirez	Strengthen the ability of speaking.		
<b>SKILL WITH PERFORMANCE CRITERIA</b>			
Show students how important it is to communicate with others			
<b>2. LESSON PLAN</b>			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>EVALUATION</b>
Teaching with demonstration greetings to all people without distinction.  Demonstrate how to talk with others about types of films they like to see  Make reinforcement and feedback activities before and after the class	Videos Internet Computers Student's participation	It shows how important it is to have good communication with others	Worksheets Oral lessons Writing lessons Class participation

## Toy Story Animated Storybook Read-Along

Al took Woody to his apartment, then left. Woody needed to find a way to escape. He was trying to open an air vent when he saw a toy horse named Bullseye, a cowgirl toy named Jessie, and a gold prospector called Stinky Pete. "It is you!"



Pages Read Record Disney Digital Books Paint Music Games

Animated Storybook Read-Along

His name was Buzz Lightyear.  
Woody peeked at the cool new toy.  
"This is my spot, see, the bed here." Buzz pressed a button, and wings popped out from his back! All the toys were impressed—except for Woody. "These are plastic. He can't fly!"



Pages Read Record Disney Digital Books Paint Music Games

2:42 / 9:28

## Toy Story Animated Storybook Read-Along

### I. complete the following information

1. WHO is he? \_\_\_\_\_
2. HAS Woody got boots? \_\_\_\_\_
3. WHAT COLOUR are the eyes? \_\_\_\_\_
4. IS he a cowboy? \_\_\_\_\_
5. HAS he got a hat? \_\_\_\_\_



### II. LOOK AT the soldiers:

- Are they big? \_\_\_\_\_
- Are they green? \_\_\_\_\_
- Have they got arms? \_\_\_\_\_
- Have they got hair? \_\_\_\_\_
- How many soldiers are there? \_\_\_\_\_



### III. LOOK AT Mr. Potato Head and describe it.



4. Find the words in the wordsearch to complete the sentences:



Andy, Woody and The Doll have got \_\_\_\_\_

Mr. Potato Head has got a \_\_\_\_\_ nose.

Syd is \_\_\_\_\_

The dinosaur is \_\_\_\_\_ and it has got sharp \_\_\_\_\_

The Doll has got \_\_\_\_\_ hair.

Woody, the dog, Buzz, the doll and Mr. Potato head are

all \_\_\_\_\_

# Activity N° 2

## TALKING ABOUT FILMS

**Objective:** To understand the meaning of the phrases, vocabulary and sentences and allow students to express their own ideas and desires.

**Ambit:** Verbal Linguistic.

**Skills:** To read and comprehend the text.

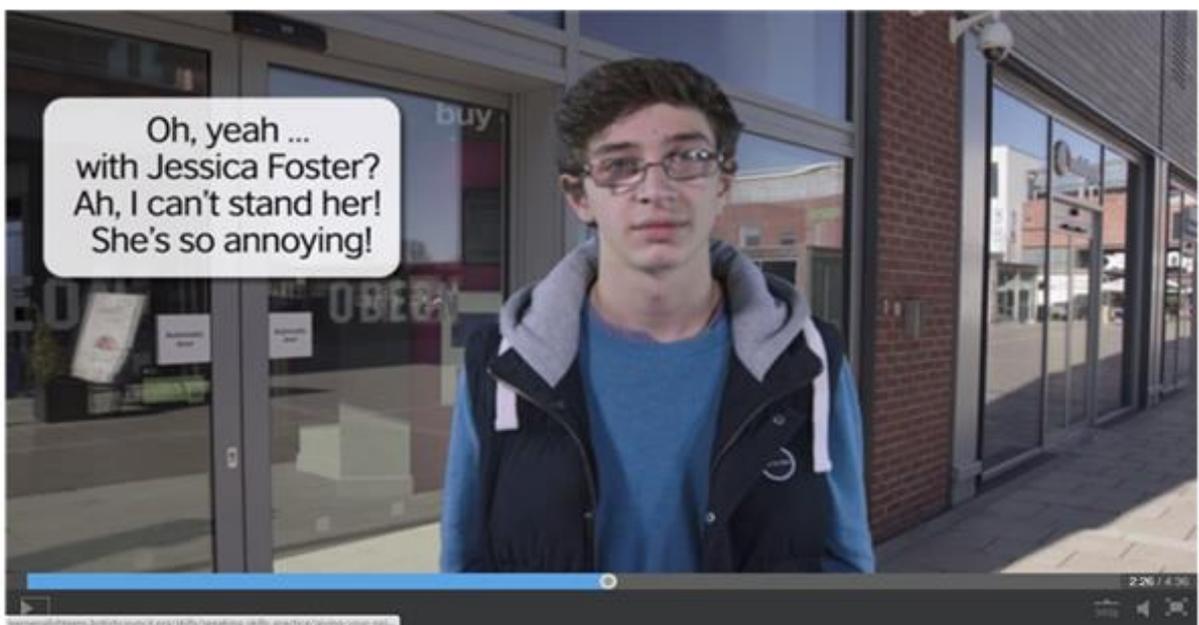
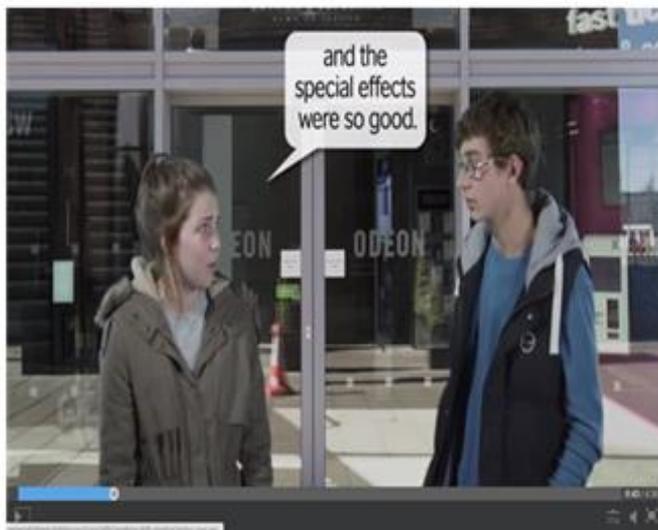
**Time:** 20 minutes

**Procedures:**

- Students must read and listen the dialogue from the video
- Explain what the proposed activity is.
- Answer the questions
- The teacher presents the video again and the students must complete the information.
- Ask the students to work in groups to complete the information about what they have already seen on the video
- Do the activity as often as necessary.

**Resources:** <http://learnenglishteens.britishcouncil.org/skills/speaking-skills-practice/giving-your-opinion>, Worksheets and flashcards, project and video

<b>UNIDAD EDUCATIVA LEMAS</b>		<b>AÑO LECTIVO: 2016 - 2017</b>	
<b>1. INFORMATIVE DATA:</b>			
<b>TEACHER:</b>		<b>OBJECTIVE:</b>	
José Alcivar Freddy Ramirez		Strengthen the ability of speaking.	
<b>SKILL WITH PERFORMANCE CRITERIA</b>			
Show students how important it is to communicate with others			
<b>2. LESSON PLAN</b>			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>EVALUATION</b>
Teaching with demonstration greetings to all people without distinction.  Demonstrate how to talk with others about types of films they like to see  Make reinforcement and feedback activities before and after the class	Videos  Internet  Computers  Student's participation	It shows how important it is to have good communication with others	Worksheets  Oral lessons  Writing lessons  Class participation



▼ Check your understanding: matching

### Giving your opinion

Match the films with the descriptions.

- Jack saw this with his sister. He thought it was boring but his sister liked it.
- Jack wants to see this film but Gemma dislikes like the actress in it.
- Gemma saw this. It was really exciting and the special effects were good.
- Jack thinks the actress was good in this film. Gemma hasn't seen this one.

Tornado Express

Friends Forever

Double Revenge

Finish Try again

4 items remaining

What films have you seen recently? Were they good? Gemma and Jack bump into each other at the cinema and talk about films.

Do the preparation exercise first. Then watch the video and follow the instructions to practise your speaking.

### Preparation

Are the comments negative or positive? Circle *Positive* or *Negative* for these sentences.

<i>Positive</i>	It was boring.	<i>Negative</i>
<i>Positive</i>	It was brilliant.	<i>Negative</i>
<i>Positive</i>	It was really exciting.	<i>Negative</i>
<i>Positive</i>	It was cool.	<i>Negative</i>
<i>Positive</i>	I can't stand her.	<i>Negative</i>
<i>Positive</i>	She's so annoying.	<i>Negative</i>

### 1. Check your understanding: matching

Match the films with the correct descriptions and write a–d next to the numbers 1–4.

1..... *Tornado Express*

2..... *Friends Forever*

3..... *Double Revenge*

4..... *Maximum Risk*

- a. Jack wants to see this film but Gemma dislikes the actress in it.
- b. Gemma saw this. It was really exciting and the special effects were good.
- c. Jack thinks the actress was good in the film. Gemma hasn't seen this one.
- d. Jack saw this with his sister. He thought it was boring but his sister liked it.

### 3. Check your understanding: ordering

Write numbers (1–4) to put the dialogue in order.

- |       |   |
|-------|---|
| ..... | Oh, was it good?  |
| ..... | Hi Jack. Have you just seen <i>Tornado Express</i> too?     |
| ..... | Pfff ... no, not really. It was boring. But Molly liked it. |
| ..... | Mm ... no. I saw <i>Friends Forever</i> with my sister.     |

Write numbers (1–3) to put the dialogue in order.

- |       |   |
|-------|---|
| ..... | Sounds cool.  |
| ..... | Yeah, it was brilliant! Really exciting and the special effects were so good! |
| ..... | What about <i>Tornado Express</i> ? Was that good?                            |

Write numbers (1–4) to put the dialogue in order.

- |       |   |
|-------|---|
| ..... | Oh yeah ... with Jessica Foster? Ah, I can't stand her! She's so annoying!    |
| ..... | Oh, I haven't seen that one. OK, maybe she's not that bad.                    |
| ..... | I really want to see that film, <i>Double Revenge</i> . Have you heard of it? |
| ..... | Really? Do you think so? She was good in that film <i>Maximum Risk</i> .      |

Write numbers (1–3) to put the dialogue in order.

- |       |   |
|-------|---|
| ..... | Yeah, that sounds good.   |
| ..... | All right, great.   |
| ..... | Well, maybe we should check out <i>Double Revenge</i> together some time. |

#### Discussion

What films have you seen recently? Were they good?

# Activity N° 3

## NOT FEELING WELL

**Objective:** To understand the meaning of the phrases, vocabulary and sentences and allow students to express their own ideas their feelings and emotions.

**Ambit:** Verbal Linguistic.

**Skills:** To read and comprehend the text.

**Time:** 20 minutes

**Procedures:**

- Students must read and listen the dialogue form the video
- Explain what the proposed activity is.
- Answer the questions.
- The teacher presents the video again and the students must complete the information.
- Ask the students to work in groups to complete the information about what they have already seen on the video
- Do the activity as often as necessary.

**Resources:** <http://learnenglishteens.britishcouncil.org/skills/speaking-skills-practice/giving-your-opinion>, Worksheets and flashcards, project and video

<b>UNIDAD EDUCATIVA LEMAS</b>		<b>AÑO LECTIVO: 2016 - 2017</b>	
<b>1. INFORMATIVE DATA:</b>			
<b>TEACHER:</b>		<b>OBJECTIVE:</b>	
José Alcivar Freddy Ramirez		To identify feelings and emotions	
<b>SKILL WITH PERFORMANCE CRITERIA</b>			
Show students how important it is to communicate with others			
<b>2. LESSON PLAN</b>			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>EVALUATION</b>
Teaching with demonstration how people feel  Demonstrate how to talk with others likes and dislikes  Make reinforcement and feedback activities before and after the class	Videos  Internet  Computers  Student's participation	It shows how important it is to have good communication with others	Worksheets  Oral lessons  Writing lessons  Class participation



▼ Check your understanding: true or false

### Not feeling well

Are the sentences true or false?

Gemma likes picnics.

True  False

Jack wants another sandwich.

True  False

Jack doesn't feel well.

True  False

Jack has a stomach ache.

True  False

Jack wants some sun cream.

True  False

They decide to go home.

True  False

6 items remaining



Gemma and Jack are having a picnic. But Jack doesn't feel well ...

Do the preparation exercise first. Then watch the video and follow the instructions to practise your speaking.

### Preparation

Match the things people say with the answers and write a–d next to the numbers 1–4.

- |        |                               |    |                           |
|--------|-------------------------------|----|---------------------------|
| 1..... | How are you?                  | a. | No, thanks.               |
| 2..... | Do you want another sandwich? | b. | Yeah, let's go home.      |
| 3..... | Can I have some water?        | c. | I'm fine, thanks.         |
| 4..... | It's too hot.                 | d. | Yeah, sure, here you are. |

### 1. Check your understanding: true or false

Circle *True* or *False* for these sentences.

- |    |                              |             |              |
|----|------------------------------|-------------|--------------|
| 1. | Gemma likes picnics.         | <i>True</i> | <i>False</i> |
| 2. | Jack wants another sandwich. | <i>True</i> | <i>False</i> |
| 3. | Jack doesn't feel well.      | <i>True</i> | <i>False</i> |
| 4. | Jack has a stomach ache.     | <i>True</i> | <i>False</i> |
| 5. | Jack wants some sun cream.   | <i>True</i> | <i>False</i> |
| 6. | They decide to go home.      | <i>True</i> | <i>False</i> |

## 2. Check your understanding: gap fill

Complete the sentences with a word from the box.

feel	no	wear	thanks
fine	got	Can	home
			I've

Gemma: I love picnics. Hey Jack, do you want another sandwich?

Jack: Urgh, no <sup>1</sup>\_\_\_\_\_.

Gemma: Oh, go on ... there's cheese and tomato or egg.

Jack: No, really, I'm <sup>2</sup>\_\_\_\_\_.

Gemma: What about some chocolate cake?

Jack: Oh, <sup>3</sup>\_\_\_\_\_, thanks.

Gemma: What's wrong?

Jack: I don't <sup>4</sup>\_\_\_\_\_ well.

Gemma: Yeah, you don't look too good.

Jack: I've <sup>5</sup>\_\_\_\_\_ a headache.

Gemma: You're a bit red.

Jack: <sup>6</sup>\_\_\_\_\_ I have some water?

Gemma: Yeah, sure, here you are.

Jack: Thanks.

Gemma: It's very hot today. Do you want some sun cream?

Jack: No, <sup>7</sup>\_\_\_\_\_ got some, but can I <sup>8</sup>\_\_\_\_\_ your hat?

Gemma: Yeah, here you are. Come on, let's get out of the sun. It's too hot.

Jack: Yeah, let's go <sup>9</sup>\_\_\_\_\_.

## 3. Check your understanding: ordering

Write a number (1–6) to put the conversation in order.

.....	No thanks ... no food, thanks.
.....	I don't feel well. Can I have some water?
.....	Thanks.
.....	No food? What's wrong?
.....	Ah, I love the beach! Do you want some bread and cheese?
.....	Yes, of course. Here you are.

### Discussion

Did you like the video? Can you answer Gemma's questions?

# Activity N° 4

## NOT FEELING WELL

**Objective:** To understand the meaning of the phrases, vocabulary and sentences and allow students to express their own ideas their feelings and emotions.

**Ambit:** Verbal Linguistic.

**Skills:** To read and comprehend the text.

**Time:** 20 minutes

**Procedures:**

- Students must read and listen the dialogue from the video
- Explain what the proposed activity is.
- Answer the questions
- The teacher presents the video again and the students must complete the information.
- Ask the students to work in groups to complete the information about what they have already seen on the video
- Do the activity as often as necessary.

**Resources:** <http://learnenglishteens.britishcouncil.org/skills/speaking-skills-practice/giving-your-opinion>, Worksheets and flashcards, project and video

<b>UNIDAD EDUCATIVA LEMAS</b>		<b>AÑO LECTIVO: 2016 - 2017</b>	
<b>1. INFORMATIVE DATA:</b>			
<b>TEACHER:</b>		<b>OBJECTIVE:</b>	
José Alcivar Freddy Ramirez		To talk about insects and arachnids	
<b>SKILL WITH PERFORMANCE CRITERIA</b>			
Show students to love and comprehend the nature of animals and insects			
<b>2. LESSON PLAN</b>			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>EVALUATION</b>
Teaching spiders and their habitats  Demonstrate the places spiders lives  Make reinforcement and feedback activities before and after the class	Videos  Internet  Computers  Student's participation	It shows how important it is to have good communication with others	Worksheets  Oral lessons  Writing lessons  Class participation

## An odd spider

### What is odd about spider?



#### Can you remember?

- a. Can't spin a web      b. Lives under water      c. Lives in plants

#### Most spiders

- a. Fly      b. live on land      c. live under water

#### The passage is about

- a. Birds nesting      b. how birds change their homes  
b. c. keeping birds as pets

#### What are spiders?

- a. mammals      b. insects      c. arachnids      d. tarantulas

Read the passage and complete the information

Spiders are not insects! They are actually arachnids - invertebrates (animals without backbones) that have eight legs and which inject venom. Spiders are found on every continent except Antarctica. There are over 44,000 known kinds of spiders. Spiders are found in every kind of habitat and are often found in homes!



Spiders are unique among animals in that many spin webs out of silk. The webs trap insects and other prey to be eaten later. Larger spiders, such as wolf spiders, huntsman, and tarantulas attack prey rather than spin webs. One spider that was recently discovered even flings itself at prey like a slingshot! Most spiders eat insects, but tarantulas and larger spiders will eat small lizards and mammals as well.

Many people fear spiders. In fact, a fear of spiders has its own name: Arachnophobia! Most spiders, however, are totally harmless to humans and are actually beneficial because they eat insect pests. Even the largest tarantula in existence, the Goliath Bird-eating Tarantula is harmless to humans. A tarantula bite is said to be about as painful as a bee sting. Some spiders,



Which of the following statements best describe spiders?

- a. Most are harmful to humans.
- b. All are harmful to humans
- c. Most are not harmful to humans.
- d. None are harmful to humans.

**Where are spiders NOT found?**

- a. in Antarctica
- b. in homes
- c. in cold climates
- d. in deserts

**What would be the best title for the third paragraph?**

- a. Spider Bites
- b. The Diet of Spiders
- c. The Habitats of Spiders
- d. Spider Webs

**What does "unique" mean in the following sentence?**

**Spiders are unique among animals in that many spin webs out of silk**

- a. Old
- b. different
- c. similar to
- d. fun

**Which is NOT true about spiders?**

- a. They inject venom
- b. They have eight legs
- c. All spin webs
- d. Some eat lizards and small mammals

**Which of the following questions is NOT answered in the passage?**

- a. How painful is a tarantula bite?
- b. How large is the largest spider in the world?
- c. What is the largest tarantula in existence?
- d. Is the Black Widow Spider harmful to humans?

**Black Widow bites are....**

- a. painful, but not serious
- b. not too serious
- c. harmless
- d. very serious

**Which of the following sentence COMPARES?**

- a. A tarantula bite is said to be about as painful as a bee sting.
- b. Many people fear spiders.
- c. The webs trap insects and other prey to be eaten later.
- d. Bites from these spiders usually require immediate medical attention.

**What does the author suggest in the first sentence?**

**Spiders are not insects! They are actually arachnids - invertebrates (animals without backbones) that have eight legs and which inject venom.**

- a. That many people think spiders are insects?
- b. That spiders do not have eight legs.
- c. Arachnids are a kind of insect.
- d. That spiders do not have backbones.

# Activity N° 5

## How to buy some clothes (Role-play)

**Objective:** To understand the meaning of the phrases, vocabulary and sentences and allow students to express their own ideas about asking , selling and buying clothes

**Ambit:** Verbal Linguistic.

**Skills:** communicative purpose

**Time:** 20 minutes

**Procedures:**

- Students must read and listen the dialogue about selling and buying clothes
- Explain what the proposed activity is.
- Answer the questions
- The teacher presents the video again and the students must complete the information.
- Ask the students to work in groups to complete the information about what they have already seen on the video
- Do the activity as often as necessary.

**Resources:** student's participation, worksheets and vocabulary flashcards

<b>UNIDAD EDUCATIVA LEMAS</b>		<b>AÑO LECTIVO: 2016 - 2017</b>	
<b>1. INFORMATIVE DATA:</b>			
<b>TEACHER:</b>		<b>OBJECTIVE:</b>	
José Alcivar Freddy Ramirez		To talk about types of clothes	
<b>SKILL WITH PERFORMANCE CRITERIA</b>			
Explain the student's needs using types of clothes			
<b>2. LESSON PLAN</b>			
<b>METHODOLOGICAL STRATEGIES</b>	<b>RESOURCES</b>	<b>ACHIEVEMENT INDICATORS</b>	<b>EVALUATION</b>
Previous activities about types of clothes  Have a dialogue and compare  Make reinforcement and feedback activities before and after the class	Role play activity  Internet  Computers  Student's participation	It shows how important it is to have good communication with others	Worksheets  Oral lessons  Writing lessons  Class participation

## EXERCISE CLOTHING AND OUTERWEAR



- |                                  |                   |                 |                  |
|----------------------------------|-------------------|-----------------|------------------|
| 1. tee shirt                     | 9. leotard        | 18. parka       | 27. hat          |
| 2. tank top                      | 10. tights        | 19. down jacket | 28. cap          |
| 3. sweatshirt                    | 11. sweatband     | 20. down vest   | 29. baseball cap |
| 4. sweat pants                   | 12. coat          | 21. raincoat    | 30. beret        |
| 5. running shorts                | 13. overcoat      | 22. poncho      | 31. rain hat     |
| 6. tennis shorts                 | 14. jacket        | 23. trenchcoat  | 32. ski hat      |
| 7. lycra shorts                  | 15. windbreaker   | 24. rubbers     | 33. ski mask     |
| 8. jogging suit/<br>running suit | 16. ski jacket    | 25. gloves      | 34. ear muffs    |
|                                  | 17. bomber jacket | 26. mittens     | 35. scarf        |



[1-11]

- A. Excuse me. I found this/these \_\_\_\_\_  
in the dryer. Is it/Are they yours?  
B. Yes. It's/They're mine. Thank you.



[12-35]

- A. What's the weather like today?  
B. It's cool/cold/raining/snowing.  
A. I think I'll wear my \_\_\_\_\_.

Do you exercise? How? What kind of clothing and shoes do you wear when you exercise?

What do you wear outside when the weather is bad?

**Here you can find some questions you can ask your partner during conversation about clothing:**

Share

1. Do you like shopping for new clothes?
2. How often do you go shopping for clothes?
3. How much money do you spend on new clothes a year?
4. Is it possible to get addicted to buying clothes?
5. Do you wear fashionable clothes only?
6. Do you read fashion magazines?
7. Do you watch fashion programs on TV?
8. Is it important to be fashionable?
9. What is your favorite color of clothes?
10. What kind of clothes do you usually wear?
11. Where do you usually buy clothes?
12. Do you buy second-hand clothes? Why/why not?
13. Do you buy clothes on the Internet? Why/why not?
14. Do you often buy branded? Why/why not?
15. How many pairs of shoes do you have?
16. (if you are a woman) Do you often wear high heel shoes?  
(if you are a man) Do you like when women wear high heel shoes?
17. How often does the fashion change?
18. Does the fashion come back over again?
19. Do you think that clothes reflect personality?
20. Is there any dress code in your job? Do you like it?
21. What do you think about wearing at school?
22. Do you wear jewelry?
23. Do you wear glasses?
24. Do you wear contact lenses?
25. What traditional clothes do people wear in your country?
26. What pieces of clothing do you consider provocative?



### Time to role- play

Students have to prepare a sketch where the students have to buy clothes in a department store. Student must apply the vocabulary learned in class previous to role-play



#### 4.6. Validation of the Proposed Project Plan

<b>Alternatives</b>	<b>Very significant</b>	<b>Significant</b>	<b>Somehow significant</b>	<b>Not that significant</b>	<b>Not significant</b>
<b>Scientific aspect</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Social impact</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Feasibility</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Relevance</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Originality</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Language</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Comprehension</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Creativity</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

#### **4.7. Impact / Benefits of the proposed Plan**

The creation of a guide with reading activities has been designed mainly for benefiting teachers from the English area at Unidad Educativa LEMAS in order to develop speaking skill. The guide itself intends to inform the application of some strategies. Teachers will be benefitted from this guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. Moreover, the reaction of this guide could have a greater impact if it is applied in class.

The second most important benefactors of this application guide are students since they are the ones who will be receiving the strategies as tools for understanding new information. Immediate results could be seen in student's academic proficiency after the application of the strategies and method. Furthermore, student's sense of independent learning would also be acquire and increased. Throughout the use of the method, students would have developed practice in their metacognitive for the selection of strategies.

In addition to teachers and students, the English area at this institution would be one of the pioneers in the application of this method in Ecuador since the method is relatively new and widely known in the country. The English area could in turn served as a model for other area to apply new methods of instruction different from the traditional ones that have already been applied. In the same way, the institution would be benefitted since its students would be known as learners with a sense of independency whose characteristics could be seen at a higher level of education.

## **CONCLUSION**

This study is conducted to determine the relationship between the uses of Edmodo in classroom activities and develop writing skills in the English language. The way that let us to achieve this objective was through small workshops with students and teachers; and the use of surveys and some methods of observation. Also, when you implement a new tool in classroom all the perspectives change, because at the moment to introduce new tools you will find a group of curios people anxious to work and learn; especially when they never work with those kind of technologies before or when they do not have too much knowledge about it.

It was necessary to get the school permission to analyze the causes and consequences of some problems which affect students' knowledge and do field research to get some case study and find and also solution to improve writing skill using technological device such as EDMODO platform.

During a peer observation in the classroom we found students talking or playing, teachers in some cases got angry and raised their voices, due to a lack of interests and poor motivation in classroom. Tackling underachievement in classes is the result of an unfulfilled potential in English writing skills. Finally, it was useful to work with other resources to get more information such as interviewing the principal, teachers and all people who belonged to this school community.

It was necessary to know about what teachers and students think about the use of technology in the classroom, and if they have ever listened about the use of educational virtual platform (EDMODO). Surveys were applied to obtain information and its results. As a conclusion, the school community does not have a complete idea about the use of ICTS and its benefits in writing skill development.

Implementing workshops in 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> (BGU) was fundamental to know how they feel inside the classroom using traditional teacher's methods and what they would like teachers to adapt in order to change into a new and modern methodology. At first, some students didn't feel ashamed to say if teachers needed changes and knew a little bit more about the use of technology. We started to explain the use of ICTS and in the same way, the use of these virtual platforms.

In the second day, the benefits of EDMODO were explained in order to improve the quality of technological and virtual knowledge in teachers and how it facilitates their work without carrying too much paper and organize a variety of activities by using the platform. Also, it was essential to mention the feasible of EDMODO in the process of writing skills development using observation guidance and diagnostic process. At the end, some evaluation was given in students to prove the benefits of virtual platform and the advantages that school community might achieve with the use of ICTS.

## **RECOMMENDATIONS**

All the previous readings were so essential to create central ideas to elaborate the whole work. All of this helps to elaborate a new way of education and open new windows in the world of technological education.

For the institution, the use of platforms and ICT in classrooms helps to get better categories inside the school categories. On the other hand, to get a better performance it is necessary the implementation of workshops or seminars to help teachers improve their knowledge.

For teachers, do not feel afraid of new technology because it will facilitate teaching process and will help you to have the most wonderful English classes. Taking advantages of it, you will get a better management in classroom and you can avoid the amounts of papers that usually use.

For students, the use of technologies is an advantage for them because they are all the time in touch with it. Also, they will change their perspective about it. Besides, a new window will be opened for them in a very rentable way. No more distraction, more groupwork and better grades because they are enjoying to learn a new language.

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# APPENDIX



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**SURVEY TO TEACHERS**

**Objective:** To get information related to “Effectiveness of Reading Comprehension Activities for Developing Communicative Skills in 8th Basic Year Students at Unidad Educativa Lemas”

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an “x” in the box according to your opinion.

<u>QUESTIONS</u>	<u>Strongly Disagree</u> <u>1</u>	<u>Disagree</u> <u>2</u>	<u>Indifferent</u> <u>3</u>	<u>Agree</u> <u>4</u>	<u>Strongly Agree</u> <u>5</u>
1.The use of a new active strategies promotes creativity and the development of new methodological strategies in teachers.					
2.Teachers must be updated to use active and innovative methods in English Language Teaching (ELT)					
3.Teachers must use creative strategies to promote Students’ Speaking Skills					
4.Students learn reading easily from internet, using email, Facebook, My Space, You tube and other social networking websites					
5.Teachers must be well prepared to teach 21 <sup>st</sup> century student where the knowledge is on internet.					
6.Implementing the proposed activities by using a reading exercise will improve English language development in students?					
7.Reading strategies through games, theater, videos and roles plays encourage students to speak					
8.It is important to develop a teaching guide with playful approach to develop verbal language development in students.					
9.Developing speaking skills through reading activities is fundamental in relation to the acquisition of English Language.					
10. Speaking English in class using technology and interest activities encourage students to improve their communicative skills?					



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**ENCUESTA PARA PADRES**

**Objective:** Para obtener información relacionada con actividades útiles a través de la utilización de la pizarra interactiva para aumentar la habilidad de hablar en 3er año de educación básica.

La información solicitada en la próxima encuesta será manejada de manera confidencial, que no requiere de sus datos personales. Les damos las gracias por su cooperación.

<b><u>PREGUNTAS</u></b>	<b><u>Muy en desacuerdo</u></b> <b><u>1</u></b>	<b><u>Desacuerdo</u></b> <b><u>2</u></b>	<b><u>Indiferente</u></b> <b><u>3</u></b>	<b><u>De acuerdo</u></b> <b><u>4</u></b>	<b><u>Muy de acuerdo</u></b> <b><u>5</u></b>
1.- ¿Considera usted la importancia del aprendizaje de los niños a través de la pizarra interactiva?					
2.- ¿Cree usted que con los recursos tecnológicos mejoraría la calidad de aprendizaje de sus hijos?					
3.- ¿Considera usted recomendable el uso de recursos tecnológicos facilitan la enseñanza del idioma ingles en sus hijos?					
4.- ¿Considera usted que la pizarra interactiva es apropiada para mejorar las clases de inglés?					
5.- ¿Está usted de acuerdo sobre mejorar la destreza de hablar de sus hijos en nuestra institución?					
6.- ¿Usted piensa que los recursos tecnológicos crean una buena atmosfera para hablar?					
7.- ¿Le gustaría que su hijo mejore la destreza de hablar a través de la pizarra interactiva?					
8.- ¿Usted está interesado que su hijo use la pizarra interactiva para mejorar la destreza de hablar?					
9.- ¿Usted considera que los profesores deben motivar a sus estudiantes?					
10.- ¿Usted cree que las clases son mejores usando la pizarra interactiva?					



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**SURVEY TO PARENTS**

**Objective:** To get information related to useful activities through the use of smart board to increase the speaking skill in 3<sup>rd</sup> basic education year.

The requested information in the next survey will be handled confidentially, it does not require your personal data. We thank you for your cooperation.

Write an “x” in the box according to your opinion.

<b><u>PREGUNTAS</u></b>	<b><u>Muy en desacuar do</u> <u>1</u></b>	<b><u>Desacuer do</u> <u>2</u></b>	<b><u>Indifere nte</u> <u>3</u></b>	<b><u>De acuer do</u> <u>4</u></b>	<b><u>Muy de acuerdo</u> <u>5</u></b>
1.- Do you consider that the interactive whiteboard is important in the learning for children?					
2.- Do you think that the tecnological resources would improve the learning quality of your children?					
3.- Do you consider recommendable the application of technological resources facilitate the English learning in your children?					
4.- Do you consider that interactive whiteboard is appropriate to improve the english classes?					
5.- Are you agree to improve the english skill of your children in our educational institution?					
6.- ¿Do you think the technological resources create a good environment to speak?					
7.- Would you like that your children to enhance the speaking skill through Smart board?					
8.- Are you interested that your child use the Smart board to improve the speaking skill?					
9.- Do you consider that the teachers must encourage their students?					
10.- Do you think that classes are better using the interactive whiteboard?					

## APPENDIX

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

ESCUELA DE LENGUAS INGLÉS

INTERVIEW FOR TEACHER

### **English Area:**

1. From your perspective, how important is the use of technological resources as a didactic support in the teaching – learning?

It is the most important thing in teaching and learning in all the activities- It is not the computer only, is the new way in what this device can produce a change in the process of your class. They make it more interesting.

2. Do you think that technological resources facilitate the acquisition of English language learning in the institution?

Yes, I do, especially in listening activities.

3. Do you think the use of technology makes students dependent and do not pay too much attention in classes?

No, on the contrary, they pay attention and have a better participation when we use technology and have some special devices to work. For example: tablets and personal computers.

4. During the years internet became in a very important tool that let students acquire all the information that they want. As a teacher are you teaching to your students the correct way to use the technological devices.?

Yes, how they sail in the internet and how to use the information are two important things that I recommend. They have to know how to choose the information, and how to use the devices properly are the keys for the success in their learning. But not only with the students we have to guide the parents

too, in order to have helpers at home with lesson and reinforce contents clearly.

5. What is your perception about the facilities that technological resources give us for the strengthen knowledge?

They may practice at home having fun thanks to games on line and many other activities. They don't notice in that way they are studying.



Photo 1. Students from Unidad Educativa LEMAS



Photo 2. Applying online exercises in a significant classroom



Photo 3. Surveys applied in students



Photo 4. Survey applied in teachers



Photo 5. The validation of the proposal

<b>REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS</b>		
<b>TÍTULO Y SUBTÍTULO:</b> EFFECTIVENESS OF READING COMPREHENSION ACTIVITIES FOR DEVELOPING COMMUNICATIVE SKILLS IN 8TH BASIC YEARS STUDENTS AT UNIDAD EDUCATIVA LEMAS		
<b>AUTOR/ES:</b>  JOSE VINICIO ALCIVAR SALAZAR Y FREDY JOSE RAMIREZ GALLARDO	<b>TUTOR:</b> MSC. FRANCISCO VILLAO VILLACRES	<b>REVISORES:</b> MsC. Giovanni Freire Jaramillo. MSc. Xavier Torres Freres. MSc. Yadira Granizo Vargas.
<b>INSTITUCIÓN:</b> UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	<b>FACULTAD:</b> Facultad de Educación	
<b>CARRERA:</b> Carrera de Ciencias de la Educación mención Inglés		
<b>FECHA DE PUBLICACIÓN:</b>	<b>No. DE PÁGS:</b> 99	
<b>TÍTULO OBTENIDO:</b> Licenciado en Lengua Inglesa especialización Lingüística y Literatura Y Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL		
<b>ÁREAS TEMÁTICAS:</b> EDUCATION		
<b>PALABRAS CLAVE:</b> To change traditional into a dynamic and funny classroom by developing pedagogical techniques by using reading activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.		
<b>RESUMEN:</b> The present article aimed at investigating the impact of noticing the gap on reading development of EFL learners with a focus on developing communicative skills in eighth basic year student at Unidad Educativa LEMAS. This research project looks at the problems of learning, academic performance, school and teacher engagement to contribute towards improving teaching and learning process from a constructivist and meaningful perspective. In this study, a multi-method approach was applied, with a teacher survey administered to 5 teachers, and 60 students; in-depth, semi-structured interviews with 1 authority; field observation; and examination of relevant documents have been applied. The data gathered were put into statistical analysis and reported. On the basis of the results of this research it can be concluded that students do not speak English due to an inefficient methodology applied for teachers; due to old and traditional teaching and learning process, classes turns boring and students do not want to speak because they feel shy or embarrassed to communicate with others. The main objective is to change traditional into a dynamic and funny classroom by developing pedagogical techniques by using reading activities as interactive methods to reinforce speaking skill abilities in order to improve the English Language Acquisition and contribute to the quality of life and education regarding to the requirements of national program of Good Living.		
<b>No. DE REGISTRO (en base de datos):</b>	<b>No. DE CLASIFICACIÓN:</b>	
<b>DIRECCIÓN URL (tesis en la web):</b>		
<b>ADJUNTO PDF:</b>	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
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## Urkund Analysis Result

**Analysed Document:** 1st draft jose and Freddy.docx (D21739357)  
**Submitted:** 2016-09-13 21:26:00  
**Submitted By:** mastervillao@gmail.com  
**Significance:** 6 %

Sources included in the report:

tesis.docx (D15713792)

Instances where selected sources appear:

5