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Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

TEMA:
APPLICATION OF TEACHING TECHNIQUES TO IMPROVE 9TH
GRADER`S READING SKILLS AT UNIDAD EDUCATIVA ROSARIO
SANCHEZ BRUNO DURING THE SCHOLAR YEAR 2017-2018

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RESUMEN:

The research project is based on active methodological strategies in the development of reading comprehension in ninth grade students; it is important for the cognitive development which helps to recognize the learning failure in classes because of inadequate strategies procedures. This research project aims to determine the influence of methodological strategies in the development of reading comprehension in 9th graders as a primary factor. The teacher plays the leading role in the teaching process and the fundamental base in student's confidence and motivation, they promote the harmonization between student-teacher interaction activities. They also develop their multiple intelligences, and promote a constructive knowledge for a good living within the educational environment.

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En mi calidad de Tutor(a) del Proyecto de Investigación APPLICATION OF TEACHING TECHNIQUES TO IMPROVE 9TH GRADER'S READING SKILLS AT UNIDAD EDUCATIVA ROSARIO SANCHEZ BRUNO DURING THE SCHOLAR YEAR 2017-2018, nombrado(a) por el Consejo Directivo de la Facultad de Administración de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: *APPLICATION OF TEACHING TECHNIQUES TO IMPROVE 9TH GRADER'S READING SKILLS AT UNIDAD EDUCATIVA ROSARIO SANCHEZ BRUNO DURING THE SCHOLAR YEAR 2017-2018*, presentado por los estudiantes CARLOS ARTURO GUERRERO VEGA y JHONNY AGUSTÍN QUEZADA CALLE como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación

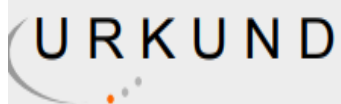
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Carlos Arturo Guerrero Vega

DEDICATION

I dedicate this work mainly to God, for giving me life and allowing me to have reached this important moment of my professional training. To my wife who has always been there for encouraging and supporting me unconditionally. To my father and brothers for being present in every decision I made and for giving me good advice.

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INTRODUCTION

Through field research and observation process, it was found that there are several factors that hinder cognitive development in students such as the inadequate use of methodological strategies taught by the teacher in order to teach English as a foreign language.

As consequence, the poor academic performance and lack of interest in learning English are seen due to the fact in nowadays, students do not receive the necessary support from their teachers to encourage reading interest that can build new knowledge based on previous experience and meaningful learning. On the other hand, although parents do not work in accompany with the teacher, they have erroneous opinions that teacher is the responsible person to take control with of all the academic results.

For this reason, in some educational establishments are working on this serious problem regarding to the methodological process which is relevant to lead teachers to have better pedagogical strategies. Education is not just only a knowledge transmission, but also training human beings capable of reasoning and applying theory knowledge correctly in each of the stages of daily life.

The research project is based on active methodological strategies in the development of reading comprehension in ninth grade students; it is important for the cognitive development which helps to recognize the learning failure in classes because of inadequate strategies procedures. They also develop their multiple intelligences, and promote a constructive knowledge for a good living within the educational environment.

This research project aims to determine the influence of methodological strategies in the development of reading comprehension in 9th graders as a primary factor. The teacher plays the leading role in the teaching process and the fundamental base in student's confidence and motivation, they promote the harmonization between student-teacher interaction activities. Parents also play an important role for the cognitive development. However, the influence of these negative issues makes the class boring and in some cases

kind of difficult to understand the English class. Teachers do not know how to teach reading and therefore this becomes undoubtedly a failure made by the teachers.

The structuring of the current investigative work consists of four chapters, which are specified in the following order:

Chapter I, the problem of the investigation states the factors which influence the habit of reading in ninth graders, the Scientific Fact which gives the supports form theoretical foundation, the Causes that originate the problem; likewise, the objectives are established in general and specific. Questions of the Investigation are formulated and its justification was elaborated in order to indicate its limitations.

Chapter II, the Theoretical Framework is presented, it is the figurative sustentation of the investigative work, conformed by all the contents concerning by the two main variables; this includes background of studies, theoretical foundations, clarifying and specifying conceptual framework and definitions; thus giving a specific and exact extension of the subject treated. It takes into account journal articles uploaded on websites and paragraphs from book publications which make reference or contribution to educational research.

Chapter III, the Types of research, population and sample are exposed. The table of operationalization of the variables, methods, techniques and instruments are presented with the purpose of carrying out on the analysis and interpretation of the data; ending with the conclusions and recommendations.

Chapter IV, expresses a proposal that responds to the needs of the problem investigated in a clear and concise manner, having a justification of the diagnosis obtained and giving practical solution in turn. Delineates the objectives, both general and specific, recognizes the financial, legal, technical feasibility of human and political talent. Details the description of the proposal and its conclusions. It is the execution plan, the final product that is presented to the educational community.

CHAPTER I

1. STUDY APPROACH

1.1. Background of the problem

Nowadays, Education has evolved according to the new trends from the society, in the same way in the cognitive development of the human being by means of computer or technological sources. However, despite the great scientific and cybernetic development, it does not change the real fact about the low academic performance in students. On the other hand, teachers do not contribute with some interactive methodological strategies to improve reading comprehension development due to the inadequate teaching learning procedures.

This research project is held at Unidad Educativa Rosario Sanchez Bruno, which is located in Huancavilca 1917 and Esmeraldas Street, in the city of Guayaquil, province of Guayas. This institute has approximately 1500 students and 31 teachers from different areas, with the purpose of offering a good educational service, based on values, with a holistic teaching learning methodology and developing a classroom environment with harmony and democracy.

In this educational institution, due to its geographical location, most of its students live in a vulnerable place where teachers must work with a great emphasis and apply methodological strategies. It is also observed the low academic level in the reading comprehension in order to acquire English Language.

The proposal for the development of teaching techniques with methodological strategies will be a great support to enhance the habit of reading and have a good classroom development by teachers in order to get a meaningful teaching and learning process at Unidad Educativa Rosario Sanchez Bruno. The objective of this present research consist on finding some strategies to reinforce reading skills is merely necessary to enhance student's cognitive approach. Each teacher must manage a good cognitive development to get a good academic achievement in each student and generate competences development

with effective learning and academic standard instructions as to get a quality education and establish with the corresponding parameters.

1.2. Statement of the Problem

How do active methodological strategies influence the development of reading comprehension in 9th grader students at Unidad Educativa Rosario Sanchez Bruno school period 2017-2018?

1.3. Objectives; Broad and Specific

1.3.1. Broad

To determine the incidence of methodological strategies in the development of reading comprehension at Unidad Educativa Rosario Sanchez Bruno through field study in order to get feasible theoretical foundations.

1.3.2. Specific

To diagnose the effects of methodological strategies in students' academic improvement through bibliographic research and field study

To identify the causes of reading weaknesses in 9th graders through scientific literature review, statistics, surveys and interviews applied in teachers and authorities.

To select the most relevant aspects in investigation to design teaching techniques to improve the reading skills in students through bibliographical resources.

1.4 Significance or Justification of the Study

It is socially relevant because the beneficiaries are directly the teachers and children. Applying teaching techniques with methodological strategies will contribute in solving pedagogical problem, since it will help determine the student skills to learn English. It

contributes to knowledge development which plays a new and important role, so that it can be used it to through their social environment.

This research work involves the importance of constant practice activities to develop reading comprehension; through interactive teaching resources students will be able to improve their techniques and the way of learning the English language, so that they develop skills useful to diminish the possible flaws and optimize the quality of education within the Educational Institution.

It has theoretical value, because it focuses on the background related to the methodological strategies as part of the teaching and learning process for the improvement of reading comprehension in the different areas of knowledge, thus guiding the students to achieve a systematic and organized learning.

It is practical because it is based on the processes and methods to be used, the collection of information in which is relevant to carry out where and how the different types of research are used, and what are the population who has been affected by the lack of teaching techniques to improve reading skill development.

1.5. Scope and Delimitation of the Study

Name of the Institution: Unidad Educativa Rosario Sanchez Bruno

Director: MSc. Monica Gavidia

Location: Esmeraldas y Huancavilca

Province: Guayas, Guayaquil

Area: South west

Parish: Sucre

Course: 9th basic education year

Section: "A", "B"

Number of Students: 60 students

1.6. Research Questions

1. What are the techniques used by teachers to develop reading comprehension?
2. How does the teacher interpose in reading skill development in ninth graders?
3. What are the teacher's procedures to motivate students read in the classroom?
4. What is the influence of a weak reading comprehension in the English learning development?
5. What are the main didactic strategies to develop reading skills in high school students during the teaching and learning process?
6. What is the importance of methodological strategies in students through the development reading comprehension?
7. How does the lack of teaching techniques influence in student's English learning acquisition?
8. Has the insufficient level of reading comprehension been affected due to the wrong application of teacher methodologies?
9. Does the use of didactic strategies in reading influence the effectiveness in foreign language students?
10. Does a tutorial with interactive reading activities enhance the implementation of methodological strategies for reading comprehension in students?

1.1. Variables and indicators

Table 1.Variables

Variables	Dimension	Indicators
Teaching techniques	Techniques	Reading Comments Debate. Brainstorming: Dramatization Expository Technique The case study Asking questions.
	Using sorts of teaching methods	The lecture Seminars or class discussion Group work Off campus learning Problem Based Learning Internet discussion groups
	Teaching materials	Audiovisual Interactive computer/Internet Story/games
Reading skills	Concepts for reading comprehension	Attitudes towards reading
	Steps to follow when reading a text	Pre reading Reading titles and subtitles Index and summaries Finding main and secondary ideas Expanding vocabulary
	Types of reading comprehension	Mechanical reading Literacy reading Silent reading Comprehensive reading Global or general reading information Selective reading or recognition Critical. Literary and recreational reading
	Common reading problems among EFL students	Coding and decoding a text Poor lexical development Difficulties in extracting the meaning of the words from the context.

Elaborated by: Guerrero Carlos and Quezada Jhonny

CHAPTER II

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 taken from the authors Qrquez, M., & Ab Rashid, R. (2017), in which they explain the difficulties faced EFL students when they start reading in class. This research has been really useful to find the problems and contribute with some analysis based on lack of motivation and the methods applied by English teachers.

Another connected research was made by Mariana De Jesús Chacón Castro and Mariana De Jesús Ledesma Chacón (2013) from Universidad de Guayaquil in their thesis titled as: “La lectura comprensiva y su incidencia en el aprendizaje de los estudiantes de tercer año de educación general básica.” The author mentions some teaching techniques in order to improve reading skills. This project promoted the uses of sorts of activities to encourage students to read and foment the habit of reading inside and outside the English class.

Finally, we used the last project to show that this is a reachable project due to the multiple 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 José Alcivar and Freddy Ramirez, from Universidad Laica Vicente Rocafuerte de Guayaquil, named Reading motivational activities for students at

intermediate level; focused on the student's problem when they read or lack of reading habits which gives us a wide perspective of traditional teachers methods and finding tools to enhance teacher's profile.

2.2. Theoretical foundation

2.2.1. Definition of the word technique

Collins Dictionary (2013) mentions the meaning of technique as “the manner in which technical details are treated (as by a writer) or basic physical movements are used (as by a dancer); also: ability to treat such details or use such movements good piano technique” (p.543). Teaching is the interaction between the learner and the teacher so to enhance this interaction new instructional material, tools, methods should keep on being evolved and used by teachers that is how the interaction will be enhance so let us define how do we actually define teaching Techniques is conceived as a set of activities in which the teachers build and transform the students' knowledge.

In this way, the teaching techniques occupy a central place in the teaching-learning process and it is very helpful to plan strategies in order to make their classes interesting and fun. Teaching-learning techniques are the organized framework used by the teachers in order to fulfill their objective. These have a great symbolic charge related to the teachers' personal history such as their own social formation, family values, language and training academic. It also educates the teacher having their own experiences in teaching and learning process in the classroom. Teaching-learning techniques qualify teaching practice and they have a constant relation with personal characteristics and teacher's professional skills, without neglecting other elements such as the characteristics of the group, physical classroom conditions, work content and time.

2.2.2. An approach to teaching learning techniques

The learning techniques employed by teachers, determine to a certain extent the moments and points which is emphasized in the learning process. The pedagogical process is related

to the teacher's idea about how to learn and build the students' knowledge. Teachers design their programs, plan their classes and engage in a certain relationship with the student. Bourdieu, cited by Ord, K., & Nuttall, J. (2016) in his book titled *Habitus* states that "Teachers build throughout their learning and teaching history a "structuring pattern" from which they observe the world of knowledge in the classroom and, build knowledge simultaneously" (p. 345).

Teaching-learning techniques are mediations to end of accounts. As mediations, they have a great symbolic concerning to teachers' personal history which means their social formation, family values, their language and their academic classroom management. It also performs their own learning experience in the classroom. Didactic techniques are mainly an epistemological mediation, where the knowledge and the way the students acquire it, take fundamental aspect in order to access and build their cognitive process.

The techniques qualify the teaching practice since they are in constant relationship with personal characteristics and its abilities, without neglecting other elements such as the characteristics of the group, the physical classroom conditions, the content work and time. Raimes, A. (2014), affirms "The didactic techniques conceive a set of activities which teachers use in order to build the students' knowledge and allow them to create their own ideas to solve problems, and evaluate them" (p,78). Didactic techniques take a central place in the teaching-learning process. They are useful to plan the teachers' class and improve the students' knowledge.

Teaching techniques consist on acquiring knowledge through learning and practicing the subject using a variety of academic resources such as planning, class management and course design. Some elements for the class preparation are so relevant for topic domain, visual support and questions to engage students to ask and use their previous knowledge.

Nowadays, teachers apply some of the most important strategies in different training spaces, that is, updating with new pedagogical teaching process in order to carry out a significant teaching styles; these allow them to explore, reaffirm, strengthen and specify the possibility of building learning in the classroom.

Some teaching techniques are presented in this project to help teachers reinvent their teaching methods and make their classes interesting.

2.2.2.1. Techniques

Reading Comments: consists of reading a document in a total way, paragraph per paragraph. The teacher guides the students. It is useful to deepen the relevant parts of the document in which the instructor makes comments about it. Useful in some extensive reading which is necessary to review and to deepen the information learnt in the class. It provides a lot of information in a relatively short time.

Debate. This technique is used to present a content from the unit and relate it with the students' experience. The debate is an act of human communication that consists of the discussion about a controversial topic -called premise or motion- between two or more groups of people. It is argumentative, and it is guided by a moderator. The debates are not necessarily to win who is right, but who knows how to support their best ideas. The trainer should ask questions to the participants to bring out the evidence the experience of them and relate it with the technical contents. During the development of the discussion, the trainer can synthesize the results of the debate in the form of keywords to bring the participants to draw the conclusions provided in the discussion scheme.

Brainstorming:

It is a technique in which a group of people, as a whole, creates ideas, as they are, exposes them, and writes them down then you go systematizing, prioritizing and ordering. This is usually more productive than each person thinking alone.

Brainstorming is a good way to come up with a solution or two. As the name suggest, the idea is that you storm on the neural pathways through the brain to pick a lot of thoughts and intuitively. (DeCarlo, M. J. T., Grant, A., Lee, V. J., & Neuman, D, 2017, p. 11). It is best to do this with a group of diverse people so you have lots of different brain to explore. This leads to the creation of more ideas and maybe new solutions. Before start making sure you solve the right problem. It is important to motivate the group. Teachers must take into account the participation of all the students.

Development: Select a problem or issue, defining it in such a way that everyone understands. Ask for ideas in turn, suggesting an idea per person, giving as a rule that there are no good or bad ideas, give the group confidence although when there are some

moments in which the ideas can be thought to be crazy ideas. The Contributions must be written on the flipchart or whiteboard.

Dramatization

Also known as socio-drama or simulation, this technique involves reproduce a real situation or problem. The participants must represent several papers following precise instructions at a certain time. The interaction between the different actors aims to find, about the march, a solution accepted by the different parties.

Vani Chauhan (2016), states the word dramatization:

Using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centered activities to choose from for classroom teaching, thereby augmenting their efficiency in teaching English (p. 43).

This technique refers to the "theatrical" interpretation of a problem or situation. It can be chosen to provide immediate and empirical data on different aspects, obtaining more in-depth information than conventional techniques. The dramatization can also be used to test the suggestions or solutions proposed for a hypothetical case that can be very similar to a real-life situation, leading the group to a series of different stages or to a complex problem of human relations.

It is very useful when there are communication problems in the group because by depersonalizing the problematic situation and abstracting from the people involved, it "shows" and focuses on a single and concrete facet of a problem, allowing greater freedom of discussion.

It is useful in both small and large groups; It allows informality, is flexible and facilitates experimentation, establishing a "common experience" that can be used as a basis for discussion. This technique encourages the students to participate actively in class by group members and helping them to express and project their feelings and attitudes.

Expository Technique

It consists mainly of the oral presentation and its purpose is "to transmit information from a theme. The teacher helps students to check their phonetic frames, examples, analogies, dictation, questions or some type of visual support. Sari, D. M., Suparman, U., & Sinaga, T (2018), affirm that expository consists on "the oral presentation by the teacher of a specific topic"(p.88). This technique can be used in all disciplines and at all levels. The success in the teacher's exhibition depends on the way he works in the class. The oral exposition must not exceed a maximum of 10 minutes without having taken small questions, presented teaching materials and diagrams on the board.

It is the basic technique useful for verbal communication and provides broad information in a short time. Applicable to large groups and little ones. The development of this technique is carried out in three phases: Induction, where the instructor presents the basic information that will be the reason for his exposition, the body where the instructor presents a detailed information and Summary, where the instructor makes the closing of his exhibition with special emphasis on the outstanding aspects of your message and intervention.

The case study

The instructor gives the participants a document that contains all the information related to a case; it has the purpose of performing a thorough analysis and significant conclusions. This technique is used when participants have information and a certain degree of mastery over the subject and English language. It promotes students the analysis and reflection of the topics. It also allows them to know a certain degree of prediction and enable to talk any comments from different situation. The instructor guides the discussion of the case towards the objective Learning. Solutions are presented. The group gets significant conclusions, analytical aspects and resolution of the case.

The objective of this technique is enable students to learn independently, help them develop their ability to use knowledge, find solutions, accept and express their own suggestions and form others.

Asking questions.

Asking questions with the intention of seeking answers is a strategy to teach and learn, there are five questions based on the cognitive levels proposed by Benjamin; these are knowledge, understanding, application, analysis, and valuation (Bloom, B. S, 1956, p. 56). See figure 1

Table 2. Bloom's taxonomy

Asking Questions Based on Bloom's Taxonomy

	Category	Definition	Question words	Example
↑ Level of Complexity	Evaluation	Judgment, making value decisions about issues	Judge, appraise, evaluate, assess	How successful will President Bush's ownership society be in addressing the concerns of the lower-income elderly?
	Synthesis	Combining ideas, Creating an original product	Compose, construct, design, predict	Design an experiment that will allow you to separate the components in this solution.
	Analysis	Subdividing into component parts, determining motives	Compare, contrast, examine, analyze	Analyze the Supreme Court actions of the late nineteenth century in terms of Social Darwinism.
	Application	Problem solving, applying information	Interpret, apply, use, demonstrate	Apply the law of supply and demand to explain the current increase in fruit prices.
	Comprehension	Interpreting, paraphrasing	Restate, discuss, describe, explain	Describe the major differences between modern and postmodern art.
	Knowledge	Memorizing, recalling information	Who, what, when? Define, recall, list	What are the main theories used in discussing different learning styles?

Source: <https://www.scoop.it/t/serious-play/?&tag=Bloom%27s+Taxonomy>

The knowledge questions help your students to obtain information about the facts or concepts, use questions such as what is renewable energy?

Understanding questions allow us to interpret and understand the elements taken from a topic and apply questions such as why energy is obtained from natural resources.

The application questions allow students to put their knowledge into play with the intention of solving a problem, for example, what do we use renewable energy for?

Analysis questions help find causes, consequences and motives. Questions like why do renewable energy produce less pollution?

Creation questions allow teachers to guide students to establish new solutions and to think creatively using questions like how can we generate renewable energy at home?

The valuation questions are useful in order to issue an opinion or example, which would be the greatest benefit of using renewable energy in the long term?

Using sorts of teaching methods.

Student-centered teaching requires the use of appropriate strategies and methods, in which learning is increasingly conceived as a result of the link between the affective, cognitive, social interactions and communication. It offers essential theoretical elements that allow to assume positions based on teaching strategies and teaching-learning methods, which is sometimes approached from different positions, not always consistent and with multiple meanings and interpretations.

Felder, R. M., & Silverman, L. K (2016) consider:

If students learn in different ways a variety of teaching approaches are required. Different teaching approaches will not only provide a range of ways to enter into the learning, but will also help a student develop multiple representations of a concept and thereby provide the student with a deeper understanding of the topic (p.354)

Methods and techniques constitute necessary teaching resources; they are the vehicles of orderly, methodical and adequate realization of the same. The methods and techniques are aimed at making the direction of learning more efficient. Thanks to them, knowledge can be developed, skills acquired and the ideals and attitudes that the school intends to provide to its students incorporated with less effort. Method is the general planning of the action according to a certain criterion and taking into account certain goals.

Some examples of different teaching methods are:

The lecture or conference

It is the presentation of a logically structured topic, where the main resource is oral language. It allows to extract the important points of a wide range of information, which due to its diversity or complexity represents the difficulties and organization in its structure as contents of a course. (Berrett, 2012, pg. 98). There are formal and informal conference.

Formal Conference. Through the conference, the concepts and information on a specific topic are presented. For this method the lecturer must use analogies, a vocabulary according to the level of the audience, an adequate tone of voice and visual resources.

Informal Conference. This method is similar to the formal conference. The difference is that the audience can make comments, clarifications and questions during the course of the conference. When using this method, it must be taken into account that there is sufficient time for the participation of the audience.

Seminars or class discussion

Brookfield, S. D., & Preskill, S (2012) use the terms discussion “to explore the theory and practice of the group talk, we are actually blending or synthesizing the description of discussion, dialogue and conversation in which incorporates reciprocity and movements, exchange and inquiry, cooperation and collaboration” (p.10) . it is classified in structured discussion, forum and discussion panel.

Structured discussion. The students are those who determine the objective and the subject previously, having to be related to the objectives of the course. The teacher guides the discussion.

Forum. A situation or a problem is raised (emerging or previously selected). The participants have the opportunity to express their opinion. A moderator leads the discussion. The teacher observes and feeds.

Discussion panel. A group of experts (professionals, professors or students from higher courses) discusses a topic or a situation, based on their preparation and experiences. For this method in order to be more effectively, it must be combined with the question and answer method. A moderator leads the discussion (teacher or student).

Group work

This technique is considered less individualistic and more supportive; students feel the confidence to participate actively. The group work can be solidary, the students feel the encouragement to organize and distribute their tasks by themselves. Teacher's supervision is required to take the class control; the teacher's guide is essential during the whole class. Participation in cooperative teams requires at any time of the work, the members of the group have time to think and discuss themselves about any topics of interests in relation to achieve the goals, they also practice interpersonal relationships and how to work effectively.

Problem Based Learning

Problem Based Learning (PBL) is a teaching-learning method centered on the students in which they acquire the knowledge, skills and attitudes through real-life situations. Its purpose is to train students capable of analyzing and facing problems in the same way they will during their professional activity that is, assessing and integrating the knowledge that will lead them to the acquisition of professional skills.

Savery, J. R., & Duffy, T. M. (2015), states "The most innovative characteristic of the PBL is the use of problems as a starting point for the acquisition of new knowledge and the conception of the student as protagonist of the management of their learning" (p.165). In a problem-based learning, the student is expected to build their knowledge based on real-life problems and situations. Traditionally the information is first exposed and then applied in the resolution of a problem, in the PBL, the problem is first presented, then the learning needs are identified, the necessary information is sought and finally the problem is returned.

Discussion groups

The discussion group is a qualitative technique that uses the interview with a whole group of people to gather information relevant to the research problem. Therefore, the main characteristic is its collective character, which contrasts with the personal uniqueness of the in-depth interview. It can be defined as a carefully designed discussion to obtain perceptions about a particular area of interest.

According to (Hung, 2016) discussion group is "A group discussion is a group in which people sit around a round table (so that no one has a privileged position) and a moderator" (p.45). It also has given the denomination of focal group in two senses: First, because it focuses on the approach of a very specific number of topics or study dimensions and secondly, because the group is made from the identification of some priority shared by people group participants.

The nature of this homogeneity is determined by the research objectives.

Role-play

Role-playing games, very commonly known as simulated games, are considered an experience with tools of imaginative development, dexterity development, with infinity of support material, increasing socialization between different people, sex and ages, as an active learning. Since it is due to a contribution on trial and error, it is learned experientially.

Role plays are developed in a narrative interpretive manner where a variety of participants assume a character with their characteristics, imagining a story with a plot and dialogues, describing their actions without any guidance to follow, leaving the game subject to the mercy of the decisions of the players, thus contemplated the oral narrative, with the originality and the ingenuity along with the imagination is the primordial of the game.

The qualities of these games are distinguished over others, by the way of learning about an active activity in relation to some other teamwork projects which gives a reliable atmosphere and the time will depend on the stages and the place where the story plot it is going to be developed.

Determining roles in a team

In the educational field, work teams organize students to achieve certain goals. However, they do not always fulfilled efficiently and they weaken performance and productivity in the educational teaching process.

All sorts of organization is fundamentally a team which is established by its members; the agreement by its members is to work together and form a work team. From this perspective theory two important concepts arises in order to clarify the meaning of roles in a team: work team and teamwork.

The work team is the set of people assigned agreements to specific skills and competencies to meet a certain goal under the guidance of a coordinator. Teamwork refers to the series of strategies and procedures and methodology used by a human group to achieve the proposed goals.

Team members must check and identify strengths and weaknesses in their group and are responsible to take part of any responsibility for the group results and decide who will take which role in their team. This checklist is an adapted version of team roles developed by Belbin Associates and has proved to be a useful and important tool to apply in order to assign the group role.

Teaching methods for inspiring the students of the future

Teachers must design some techniques to encourage students to learn English language and apply in their social environment without fear and embarrassment; therefore, two things are suggested to make the teaching techniques process feasible, these are Research- based teaching techniques and the relationship between them. During decades many teacher still applying traditional methods such as centered classroom; the teacher is in front in the center and the students were in nice rows, they most of the time are not allowed to talk each other and with the teacher.

Teachers must let the students to have choices and make their classrooms interesting by applying the 4 (Cs): collaboration, communication, critical thinking and creativity. (Carr, C. S., & Fulmer, C. L, 2016, p. 163). Actually, over ten years ago, The National Education Association of the United States (2003), identified those last four Cs on the list as essential 21st century skills that kids should learn, these factors are not considered as a skill to learn, but rather as a characteristic of the classrooms (p.325).

These sorts of classrooms activities by using the 4 (Cs) provide students skills to acquire the knowledge through different learning styles, and students feel encouraged and engaged in

learning this important language as much as they end in studying by their own. Since the prehistory, the human being found sorts of ways to look for food. So hunting animals for food and furry skins were required to protect against cold climate and survive. It definitely required collaboration, teamwork in order to use critical thinking and problem solving.

Albert Einstein, cited by Spector, S. (2015.) states that “ Education is not the learning of facts, but the training of the mind to think” (p.935). Collaboration requires communication; an authentic learning will happen when kids are enable to engage another Cs which is “caring” and it is considered as the fifth one. It is not just learning, kids will also enjoy to have a good classroom environment even be inspired in this way. This requires a shift from the teacher centered classroom to a student centered classroom. It consists on removing him or herself from front and center, becoming more of a guide on the side rather than a sage on the stage, but this opens up opportunities not to merely teach but to coach, mentor, nurture and inspire students as to get better understanding.

2.2.3. Concept for Reading Comprehension

Reading is one of the most used forms of learning; school performance depends on the student’s reading skill ability. Reading is the most important activities to be developed for developing students’ cognitive approach.

García, I. A. (2016). referring to the active nature of the reading states:

Readers does not passively consume a text, they own it, interpret, modify its meaning, slides their fantasy, desires and anxieties between lines and it intersperses with the author. And there it is, the whole phantasmatic activity in that psychic work where the reader is built (p. 28).

Knowing how to read means identifying the basic ideas of a text and understanding what it really means. Through reading, knowledge is acquired, the capacity for expression is increased, it also favors the transmission of ideas or opinions with greater fluency, precision and clarity both in writing and verbally.

2.2.4. Attitudes towards reading

Focus attention on what is being read without interrupting the reading with other things, be constant, stay active when reading. It is necessary to read, reread, take out what is important, ask about what was read with the mind lent and awake. Data, words or unknown expressions might appear while reading, looking up synonyms and antonyms in a dictionary is the best way to learn and increase the knowledge.

Reading in the cognitive process of every human being is a real importance to integrate new information into the mental structure. This carries out to culture, which is a fundamental contribution to the intellectual development of the reader. On the other hand, learning occurs when the reader understands what has read, even when the reading is recreational and there is no intention to learn.

2.2.5. Steps to follow when reading a text

Pre-reading: It consists on doing a quick reading to know what the topic is about. In order to get a quick knowledge of the subject and a general idea that will facilitate the reading of the text.

Reading titles and subtitles: The title is usually very indicative about what is going to talk about, but if it also has a subtitle, then it will make the content much interesting and comprehensible.

Index reading will provide a lot of information about the book, since it contains everything that will be found in it through adding page numbers.

If **summaries** are included at the beginning or at the end of the chapters. Reading them will provide us more information about the topic or book.

This pre-reading can also be done the day before the explanation, which will help in its understanding and increase attention and interest.

Comprehensive reading consists on reading the text and paragraphs more slowly in order to understand what is read. It is easier to assimilate and learn. It requires an active approach on the reader who must think about what it is reading as well as the motivation and the depth of the topic. For better comprehensive reading it is important to focus on the main ideas, secondary ideas and details, relationship and expanding vocabulary.

Finding main ideas: It is the essence of the subject, the most important of all the text and without them it would be meaningless.

The secondary ideas: These are the ideas which are attached to the main idea and fulfill the function of extending it. They are considered important, but not as important as the main ones.

Details or aspects: They extend the previous ideas referring to names, dates, places or examples.

Relationships: Among all the ideas and details of the text by its logical link.

Expanding vocabulary: It is achieved by searching in the dictionary when some words are not understood. It is also good to work with synonyms and antonyms.

2.2.6. Types of reading comprehension

Sadeghi, N., Kasim, Z. M., Tan, B. H., & Abdullah, F. S (2012) in their book titled as *Learning styles, personality types and reading comprehension performance states*

Reading is a form of experience.” Indeed good reading habits promote ‘self-education’ which helps in the modification of personality. Reading trains our mind and broadens our outlook. If one has developed a taste for reading in school days, he will realize that nothing but reading is the best utilization of his hours of leisure.” (p. 116)

Reading is a complex communicative process of receiving and interpreting written words. That is, to identify what is written, comprehend the issue and understand the main and secondary points of view, as well as the relationship between the different parts of written materials.

The types of reading are distinguished according to the form or purpose

According to the form:

Mechanical reading: it emphasizes on converting the written signs into phonemes. It is useful to identify the words; however, it does not focus on their meaning, so it lacks an acceptable level of understanding.

Literal Reading is the most elementary and is characterized by a superficial understanding of the content.

Silent reading: Dennis, M. S., Bryant, B. R., & Calhoon, M. B (2016), consider silent reading as “the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud” (p. 36). The written message is mentally captured without uttering the words, following in silence the written lines. It has a good level of understanding.

Comprehensive reading: it is the reading that returns again and again on the printed contents, trying to expose and interpret its meaning well.

Global reading or general information:

Global reading or general information (Skimming): its purpose is to capture a general idea of the fundamental contents of the topic without going into the details. This type of reading should be done at a fairly fast pace and adhere to the most essential concepts.

According to Masson, M. E (2010), in his book titled *Conceptual processing of text during skimming and rapid sequential reading*, states “For most of us, rapid reading involves some form of skimming in which we try to focus on information relevant to our goal and skip over irrelevant information.” Skimming is used to search the main ideas of a text, reading the first and last paragraphs. Skimming refers to the process of reading only main ideas with a passage, it to get an overall impression of a reading selection; but of course it is effective to read study materials but no other genres such as fiction.

In skimming the idea is to identify the main concepts, data and key dates, so it is not necessary to read every word of the text. It can be read as we mentioned the first and last paragraphs of a text with the first sentence of each paragraph; which will give a general idea of what the text is about.

Selective reading or recognition: it allows students to search for data or specific aspects that make them so interesting. They have to read quickly. Selective reading is a preparatory activity for formal reading (word after word, phrase after sentence, page after page) that allows the reader to have a general idea about the content of a text and how to deal with it. Selective Reading consists of a search for very specific aspects of the text. The reader discovers the most important part of the text, extracts it from the rest of the information and dispenses with the rest.

Critical reading: its character is interpretive, because its purpose is to decipher what the author means and express it with our own criteria. It is a slow and deliberate slow reading.

Literary or aesthetic reading: its objective is to analyze the language used, its style, the expressive richness and the literary genre to which it belongs.

Recreational or hobby reading: its main purpose is for entertainment. People read in order to entertain themselves without wanting to learn anything, although we always learn through it. Students read some books for pleasure as similar as enjoying movies or parties. This reading generally satisfies the reader who appropriates the knowledge from the book just for pleasure and without having to be worried about any academic exams.

Reflective or meditative reading: it is a dense, slow reading. The reader looks for the ideas of the reading and reflects on them, generates new thoughts related to the read. The time it takes is relegated to the background, what matters is to capture the entire text.

Study reading: Its objectives are understanding, assimilation and retention of the contents read. His pace of reading is slow and careful.

2.2.7. Motivational strategies to Improve reading comprehension

Reading is a communicative process with the aim of understanding the content of the text, that is, knowing what the author is talking about, what it tells or want to transmit to all the readers. It is an interaction between the text features and the reader's activity, it is useful to increase the knowledge, purposes and expectations.

Oczkus, L. D. (2013) states “Motivation is so relevant in order to catch the students’ attention and make reading interesting; on the other hand, teaching and learning process also takes an

important place on it.” (p.234) These two main elements work together and understanding is not going to be achieved if one of them is missing.

Inadequate motivation leads students to deconcentrate while they read in class; in addition, Ineffective reading process let students to misunderstand reading, making it an unrewarding activity and even produce antipathy. This factor leads students to abandon the habit of reading. It is necessary to understand the nature of reading process and factors which are involved when it has the aim to motivate students to read.

In addition, motivation and reading process are based on the environment in which one learns to read and develops reading skills. It is kind of difficult to learn how to read without been monitoring by adults, or at least creating a good environment where texts, articles or journals are around the society; it might encourage people to read them.

Consequently, it can be said that motivation is responsible of many individual differences which appear throughout the process of reading comprehension. Many teachers and students have the wrong opinion about pronouncing well to understand the vocabulary in a reading context without paying attention to the rest of the processes which are involved for having a better text comprehension. This factor does not produce any intrinsic satisfaction to improve reading and make students disinterest to read texts.

One of the possible causes of lack of reading skills is the fact that teachers and parents focus mainly in the pronunciation and intonation; however, this old traditional method has not been a successful process to encourage students to read, and as a consequence it is explicitly inhibited; students interrupt the time of reading and they prefer to talk about something that strikes them instead of taking advantage to improve their reading skills.

The second factor are the teachers’ beliefs about learning vocabulary in order to comprehend the whole text, the subject of what the author talks about is identified and a local coherence is achieved, each sentence is understood; however, there is not an integrated representation of the ideas of the text.

The constructed representation supposes a superficial understanding to remember the text, but not for a deepest understanding, that implies not only to identify the subject and to understand the propositions separately, but also to be able to summarize the central meaning of the text and build a model mental of the situation to which it refers (Al-Mahrooqi, R., Abrar-Ul-Hassan, S., & Cofie, C, 2016, p. 41). The degree of understanding the text does not

only depend on what a reader wants to understand, but also what they are able to comprehend the reading context and help the students to develop the habits of reading.

2.2.8. Common reading problems among EFL students

Teaching reading comprehension is a challenging and demanding task which is at the same time difficult to improve the learner's capacities.

According to Qrquez, M., & Ab Rashid, R (2017) states;

Good readers are flexible and have the capacity to choose the suitable reading strategy according to the specific text; they read according to the type of the text they are going to read. For instance, reading a poem is not like reading a newspaper. Skillful readers skim to extract general ideas of the text and scan to have specific needed information from it, hence, skimming and scanning are useful reading strategies. In addition to that, teachers should train learners to skim, for example to extract the key sentences of the text. Skillful readers also interrogate texts of all sorts by looking for clues in titles, sub-titles and the written text itself. (p. 14).

There are some factors that may cause the lack of interest for reading:

- Students experiences significant difficulties in coding and decoding a text. Their knowledge of the lexicon is scarce.
- He does not know how to extract the meaning of the words from the context. Often, their attention during the center is secondary ideas evoked by some detail of the text, it is unable to suppress them and actively search.

Try to understand but has not acquired strategies such as summaries, self-questions and predictions that facilitate the aforementioned integration.

It does not attempt to adequately represent the situation referred to in the text or, even if it does, it does not achieve it due to a lack of knowledge;

In general, the difficulty of the text is such that it overflows its capacity to pay attention to the different elements involved in understanding, limitations in working memory.

CHAPTER III

2. RESEARCH METHODOLOGY

3.1. Types of Research Description

Descriptive: Correlational

This type of research is responsible for describing in a systematic way the characteristics of a population, situation or area of interest where the problem is projected. Data based on hypothesis or theory is collected in order to explain the causes of the pedagogical problems faced on students due to the inappropriate use of methodological strategies for the teaching-learning process. In order to extract significant generalizations that contribute to knowledge, this research can be carried out in short and clearly specific contexts.

According to Fidias, J. (2014), states the meaning of descriptive research as:

Descriptive research consists on the description of facts, phenomenon, individual or group, with the purpose of establishing its structure or behavior. The results of this type of research are located at an intermediate level as far as the depth of knowledge is concerned (p.432).

Descriptive research helps teachers to find a solution with greater depth of the phenomenon or object of investigation, to obtain new data and elements that can lead to formulate with more precision the questions of the investigation.

Explanatory

It has been considered that research is a tool that guarantees to discover the situation of the problem, it must investigate the variables and propose solutions that evaluate the problem based on the impact or result that is being generated at present. The type of research that will be used to solve the problem tends to be one of the most fundamental decisions when an investigation is carried out, since the researcher can organize and solve the problem in an orderly manner.

It is **Bibliographical**, because it is the first stage of research process that provides knowledge from those existing research in a systematic way through a broad search for information, knowledge and techniques on a given issue.

3.2. Methods and Techniques

Deductive method

Through this method we started from the general concept of methodological strategies analyzing, selecting and applying those of a more productive performance in the students, encouraging their significant learning.

This method is used to analyze norms of procedures for reading comprehension, and everything related to cognitive development and learning problems in students. It is one of the active methodological strategies of the research area, and it is important to build theoretical framework as to evaluate the academic performance in the institution.

Inductive Method

It was applied as to determine the importance of teaching techniques to improve reading skills in 9th grader students and identify the effects it causes in order to develop reading skill ability. "The inductive method is a scientific method which obtains by means of general conclusions from particular premises". This method helped to draw the conclusions of a general way of the present project and thus be able to realize it.

It is the reasoning that is born in particular cases, this method will be used in the development of pedagogical guidance for teachers in this way the information will be collected so that it can be analyzed from a local base and then extract functions for better school strategies.

Quantitative Methodology.

Data collection is done through surveys and it is useful to determine the importance of the influence of methodological strategies in relation to the quality of reading skills performance in students and teachers. It also shows how efficient is the teaching techniques in the English language acquisition.

Qualitative Methodology

It has been applied in order to search the quality standards which have been carried out through subjective and individual study and allows teachers to know and interpret the information collected in order to understand the reasons of applying teaching techniques to improve reading skills in students. Aguiar, J (2015), explains the qualitative methodology in its publication entitled "Participating Observation" and states: "Qualitative research is the richest source of an investigation which provides sorts of details. It has its anthropological origin and contributes with a holistic understanding of the problem" (p.154).

The author argues that it is necessary to take into account both social and anthropological details as to emphasize the depth of the data with a holistic explanation and be able to understand the subject. Through this methodology some positive and negative qualities are determined in order to seek the main problem faced on student due to the lack of teaching techniques to improve reading skills.

3.3. Research instruments

Surveys for the students and teachers

Survey is considered as a research technique which consists on questionnaires and interviews through verbal or written way and it is directed to teachers and students to determine the strength and weaknesses in teaching reading in relation to the methodology

applied in the classroom. This instrument has the purpose to find solution and improve the teaching and learning procedures.

Gonzalez, R (2013), states that "The survey is a technique for collecting primary and qualitative information, for descriptive purposes, from a representative sample of the universe under study, through a structured questionnaire." (p. 234)

Interview

Brinkmann argues that interview is a useful technique that allow people to transmit their points of view about the situation (Brinkmann, S, p. 1008, 2014). The interview is the act of oral communication that is established between two or more people with the purpose of having more direct information between the school principal and the interviewer and get information about the level of compliance related to the teaching process in ninth grade students.

The survey is completed individually and it does not have any identification data about the person surveyed. This survey provides the researcher some information about the student academic performance and the way of teaching carried out at Rosario Sanchez Bruno School. This resource is very easy to apply, the interviewer provides a simple explanation about the questions that should be answered and how they should do without falling into subjective answers.

Observation

The observation is the basic research technique; it is focused on the observation made by the researcher within a field of study. The object is observed and selected in order to analyze the causes and consequences of the problem. The observation is obtained through daily experiences. Observation is an intentional and systematic process on an object of study. (Benítez, F, p. 234, 2012), Once the problem and the objectives of the research have been raised, as well as the theoretical review of the study variables based on a foundation legal, the elaboration of the instruments is relevant as to get references about the causes which affect the educational system and the student academic performance.

This project allows teachers and students to work dynamically, managing the bases of a questionnaire with questions already formulated and thus obtain answers that are so significant to get analysis and process through the report validation, and all the necessary information required by the researchers.

3.4 Research Population and Samples

Population

The population itself is a set of elements that have a characteristic; In the research process, the population corresponds to the reference set on which the study is going to be developed, and it is extremely important to take into account that each time an investigation is carried out, all essential characteristics must be considered when the population is selected through your study.

The population is defined as the totality of the phenomenon to be studied where the population unit has a common characteristic which is studied and gives origin to the data of the investigation (Yin, R. K, p. 342, 2015). The study population consists of 140 students, 48 parents of families, 16 teachers and 1 director of the ninth grade of Basic General Education of the Educational Unit" Rosario Sanchez Bruno ".

Table 3. Population.

N°	DETAILS	PEOPLE
1	School principal	1
2	Teachers	16
3	Students from 9th "A"	30
4	Students from 9th "B"	30
5	Students from 9th "C"	22
6	Parents	30
Total		129

Elaborated by Guerrero Carlos and Quezada Jhonny

Sample

The samples are obtained with the intention of inferring properties of the entire population, they must be representative, it is also technically called **simple random sample**. It is advisable to carry out the research with the sample because it can be more accurate than the study of the whole population; handling smaller data causes less errors. The set of people in the sample are the subjects actually studied.

Juste,P (2012), states:

The sample is the part of the population that is selected; information is actually obtained in order to study the causes of the background of the problem. In scientific research, the size of the sample must be estimated by following the criteria offered by the statistics and it is necessary to know some sampling techniques and methods (page 86).

In the present research work, non-probabilistic sampling has been chosen. The sample is taken from **the total population**. This sample is mainly focused on the students, parents and teachers. The entire population has been taken for field study; through the interview with a Director and 16 teachers and the survey of 82 students and 30 parents.

3.5. RESEARCH INSTRUMENTS

The research instruments that were used in this project are: Students, parents, and teachers' surveys; class observations, interviews and bibliographical sources.

Students' surveys allow the authors to know the needs to apply teaching techniques as to enhance reading skills at Unidad Educativa Rosario Sanchez Bruno and get the research results. The survey applied for teachers had as a main goal to know how they feel during their English classes and promote ninth grade students the habit of reading and develop its skills.

The survey applied for the parents, had a specific goal to know how the level of satisfaction and agreement with the improvement of English language acquisition by practicing reading in class and the quality of teaching performance applied by teachers in order to reinforce reading abilities in their children.

Class observation was taken into consideration, to check the class environment and how the classroom management is, and to perceive the use of a set of methodological resources and the engagement of students in the English learning process.

The principal objective of an interview is to find required data regarded the institution about the failures of some teachers to use traditional methodologies in their classes and offer a set of didactic strategies in order to encourage students to practice reading by their own in class.

Table 4. Sources, resources, and timeline

Activities	February		March				May				June				July				
	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Weeks																			
First tutoring	x	x																	
Chapter 1		x	x																
Collection of information				x	x														
Chapter 2							x	x											
theoretical and concept review								x	x	x	x								
Project chapter 3											x	x							
Application of didactic activities												x	x	x					
project chapter 4														x	x				
Results and finding														x	x				
Conclusion and recommendation															x	x			
Final Edition																	x	x	x
Defense																	x	x	x

3.6. Budgets

Table 5. Materials.

CATEGORY	ACTIVITY	TOTAL
1. Mobilization Expenses		
Bus	Commuting to school	20
Taxi		20
Equipment		
Laptop	To develop the research project	600
Printer	To print the research project, surveys, class observations, and interviews.	300
Materials and Supplies		
Paper	for copies, research project, worksheets, etc	50
Marker		10
books	To use in class	50
TOTAL	For bibliographical references	1,050

3.7. Data Analysis method

The information obtained from students, principals, and teachers ‘surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The useful instruments during the research project were the surveys for students and teachers. Each survey is made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey were strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal. Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection.
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis of results
- ❖ Preliminary conclusions

3.8 Results, Findings and Analysis

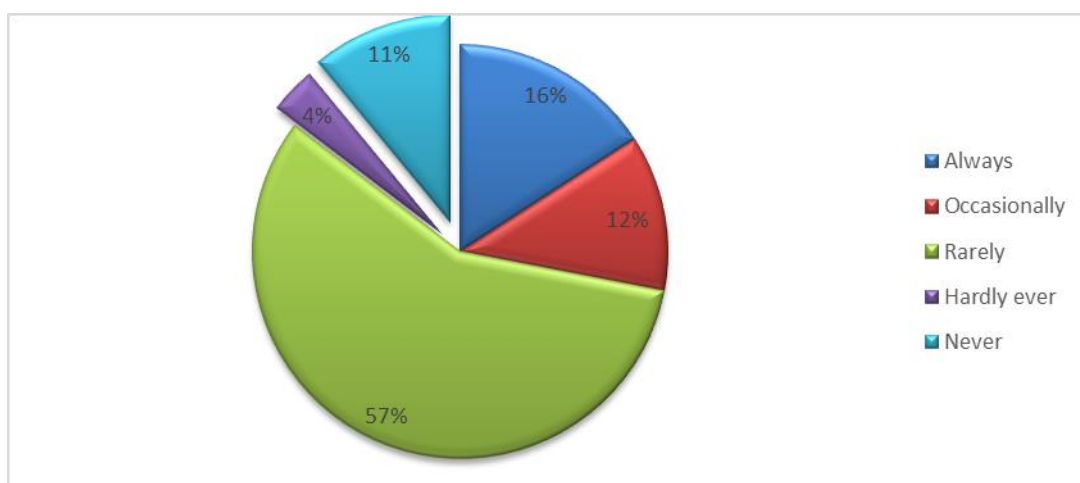
3.8.1. Survey for Students

1. How often do teachers allow you to actively participate in their classes?

Table 6. Active Participation

Code	Category	Frequency	Percentage
Item 1	Always	13	16%
	Occasionally	10	12%
	Rarely	47	57%
	Hardly ever	3	4%
	Never	9	11%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 1. Active Participation

Elaborated by Guerrero Carlos and Quezada Jhonny

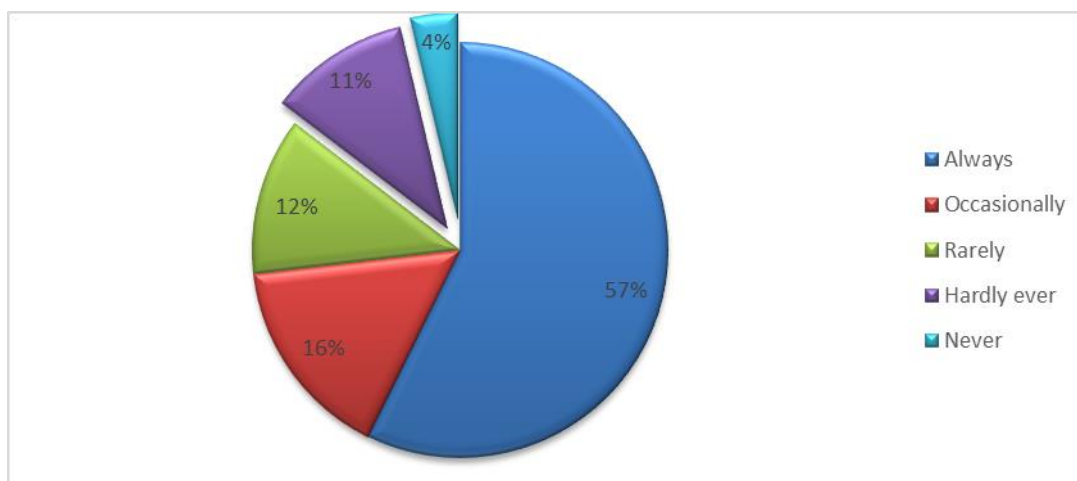
This graph shows a 57 percent of students who affirm the lack of teaching procedures in order to make the class fun and didactic. Developing teaching strategies may improve the quality of teaching for reading skills. The result indicates the need to reinforce interactive activities as to encourage students through the habit of reading.

2. How often do teachers use fun reading teaching techniques to improve students' communicative activities in class?

Table 7. Innovative teaching technique

Code	Category	Frequency	Percentage
Item 2	Always	47	57%
	Occasionally	13	16%
	Rarely	10	12%
	Hardly ever	9	11%
	Never	3	4%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 2. Innovative teaching technique

Elaborated by Guerrero Carlos and Quezada Jhonny

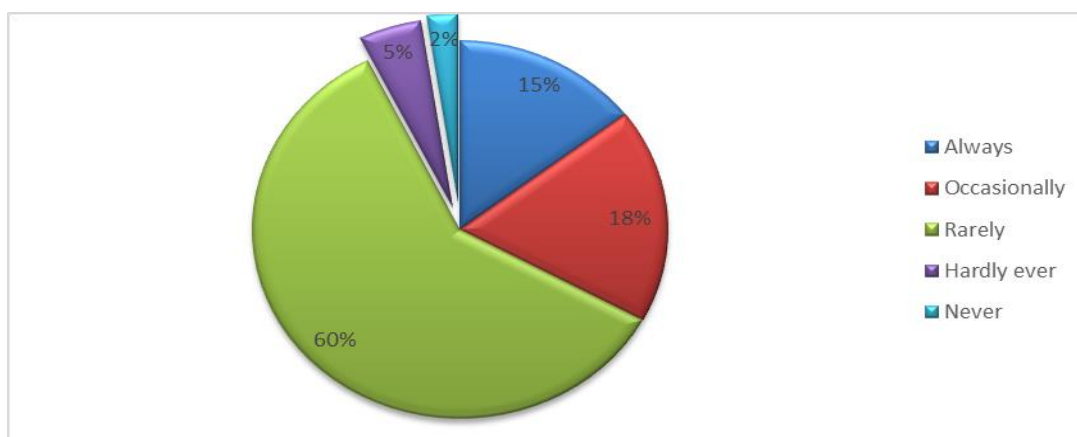
According to the results, 57% answered that the teacher always applies necessary techniques for effective learning and improve school performance, but there is a high percentage in which they do not know the application of these techniques, this causes disinterest and in many cases the classes are not acquired in an effective way.

3. Do you think teachers allow you to develop your ideas in order to have a better reading comprehension in the classroom?

Table 8. Reading in class to practice the English Language

Code	Category	Frequency	Percentage
Item 1	Always	45	55%
	Occasionally	12	15%
	Rarely	15	18%
	Hardly ever	10	12%
	Never	0	0%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 3. Reading in class to practice the English Language

Elaborated by Guerrero Carlos and Quezada Jhonny

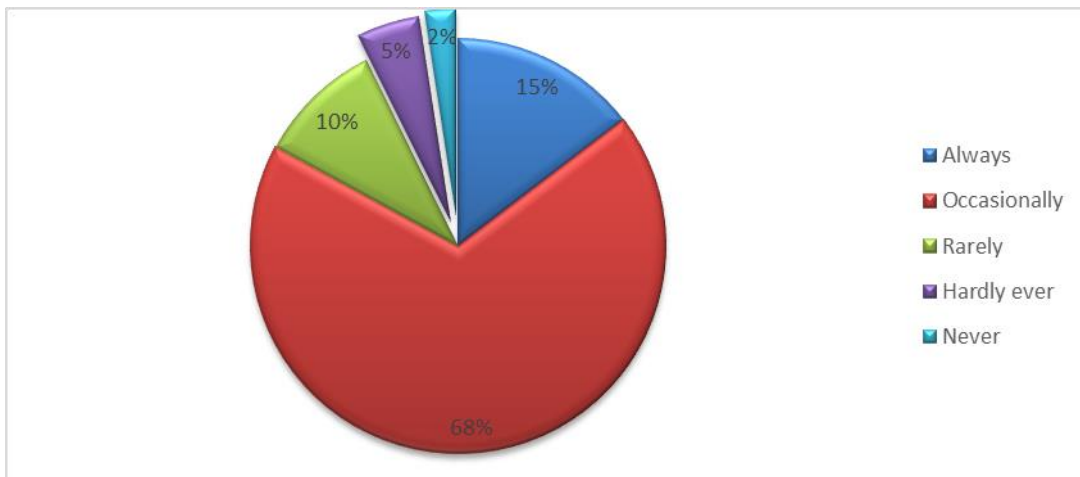
There is a 55% of students who consider that teachers always let the students to use their own criteria to understand reading texts; Teachers must provide the necessary tools for the critical and autonomous thinking of the students as to develop reading comprehension. This main problem causes the lack of strategies to develop reading skills which could be a great option to solve academic problems.

4. Using funny techniques such as puzzles, guessing games, or any visual aids promote students to comprehend reading texts easily?

Table 9. Techniques to enhance Reading skills

Code	Category	Frequency	Percentage
Item 1	Always	12	15%
	Occasionally	56	68%
	Rarely	8	10%
	Hardly ever	4	5%
	Never	2	2%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 4. Techniques to enhance reading skills

Elaborated by Guerrero Carlos and Quezada Jhonny

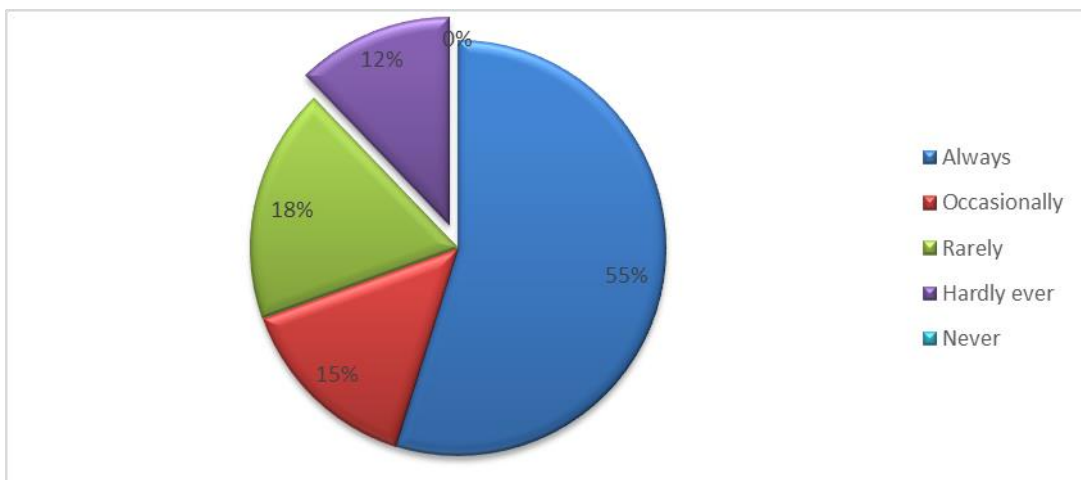
There is a 68% of students surveyed who said that teachers occasionally perform activities to have a better reading. Teachers must up to date in order to perform their pedagogical teaching process and provide didactic resources to develop reading skills in ninth grade students.

5.- How often do teachers create such a pleasant classroom environment to improve reading comprehension through games and dynamics?

Table 10. Ludic activities to improve reading skills

Code	Category	Frequency	Percentage
Item 1	Always	45	55%
	Occasionally	12	15%
	Rarely	15	18%
	Hardly ever	10	12%
	Never	0	0%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 5. Ludic activities to improve reading skills

Elaborated by Guerrero Carlos and Quezada Jhonny

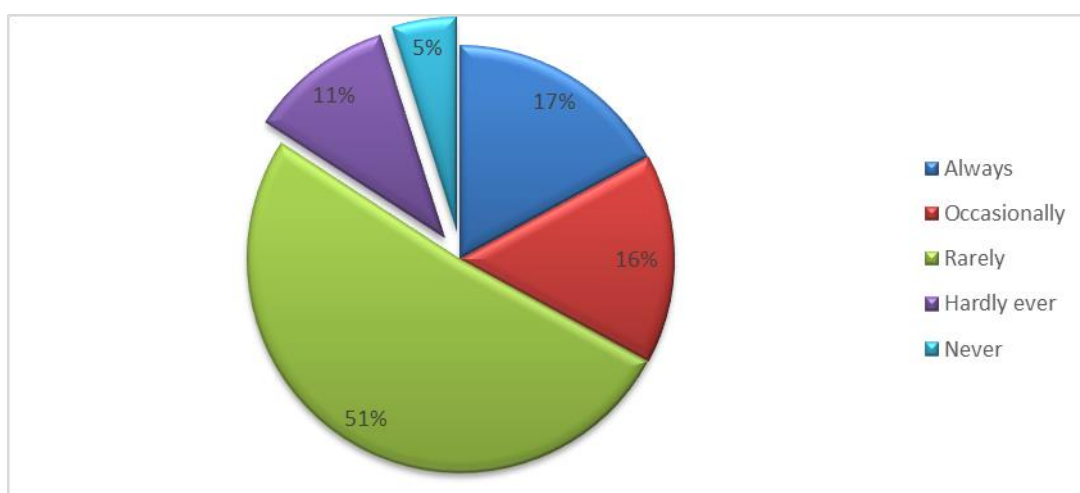
As This pie chart, a 55% of students answered that ludic activities should always be entertaining. The students consider that the teacher should use different resources to get the attention of the student and thus be able to obtain a meaningful learning to improve reading skills.

6.- How often do you usually read books out of the classroom?

Table 11.Habits of reading

Code	Category	Frequency	Percentage
Item 1	Always	14	17%
	Occasionally	13	16%
	Rarely	42	51%
	Hardly ever	9	11%
	Never	4	5%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 6. Habits of reading

Elaborated by Guerrero Carlos and Quezada Jhonny

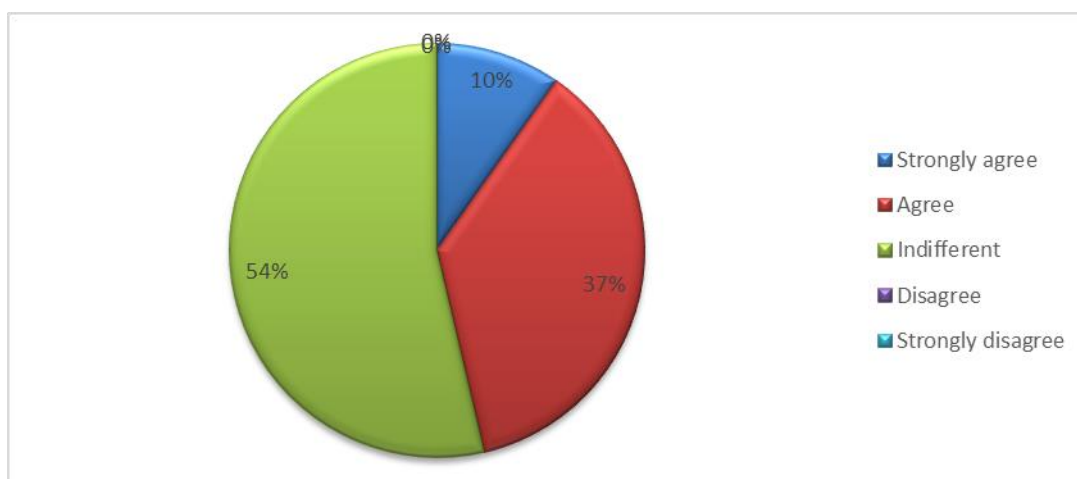
The total of students surveyed, 51% rarely read out of the class. One of the main causes is the lack of habit students have in order to read, on the other hand, they find difficult to understand the text, This problem becomes reading class into disinterest and boring. Teachers must encourage students through fun teaching techniques and provide them with an adequate reading resources.

7.- How often do you visit your school library?

Table 12. Significant learning process to improve reading skills

Code	Category	Frequency	Percentage
Item 1	Always	8	10%
	Occasionally	30	37%
	Rarely	44	54%
	Hardly ever	0	0%
	Never	0	0%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 7. Significant learning process to improve reading skills

Elaborated by Guerrero Carlos and Quezada Jhonny

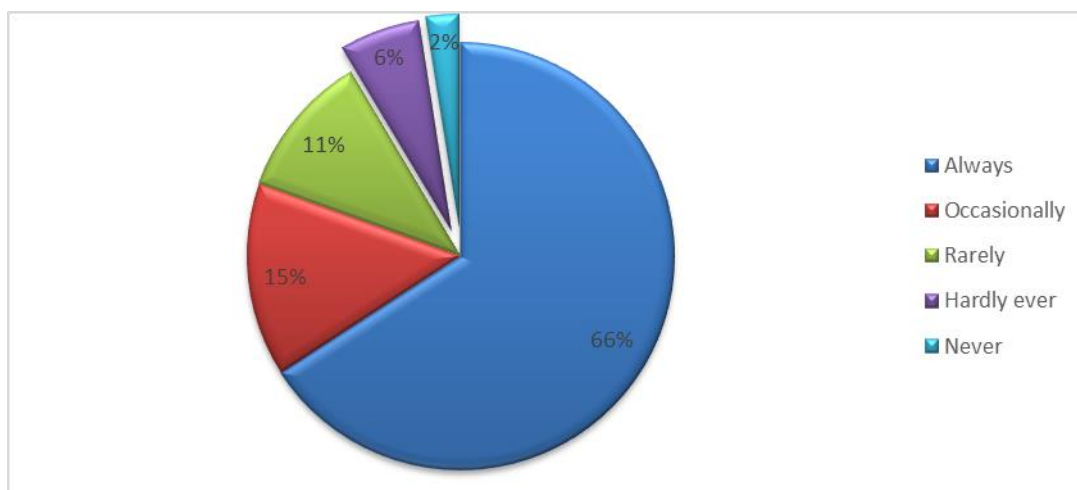
There is a 54% of students who rarely go to the school library. Students use the Internet for nearly every assignment because of online encyclopedias/databases, online texts, blogs and other Web sites and search engines. Read book at the library is such a dynamic and entertaining learning method and very useful to let students to read easily and be able to apply in their daily life.

8.- How often should teachers encourage their students by participating in the class actively?

Table 13. Classroom environment

Code	Category	Frequency	Percentage
Item 1	Always	54	66%
	Occasionally	12	15%
	Rarely	9	11%
	Hardly ever	5	6%
	Never	2	2%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 8. Classroom environment

Elaborated by Guerrero Carlos and Quezada Jhonny

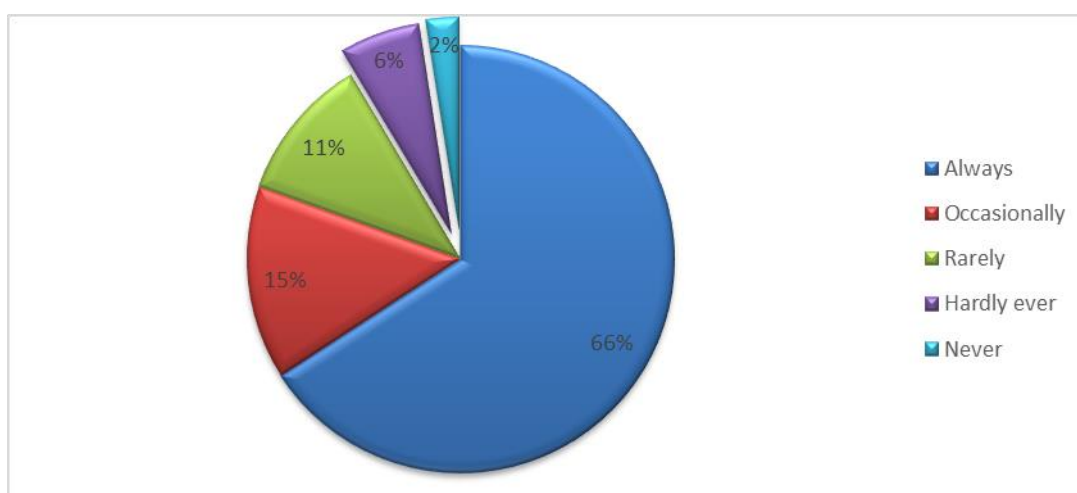
In the chart the 66% of students affirm that teachers always encourage students to work in class. Creating a good teaching environment in the classroom provide good academic atmosphere and students feel delightful to learn the English language acquisition; that is, sticking flashcards, posters, bulletin boards, etc. This increases the vocabulary in students' mind and encourages them to learn how to read in a funny way.

9.- How often do teachers apply mind maps for the knowledge construction in students?

Table 14. Applying teaching techniques to reinforce reading comprehension

Code	Category	Frequency	Percentage
Item 1	Always	54	66%
	Occasionally	12	15%
	Rarely	9	11%
	Hardly ever	5	6%
	Never	2	2%
	Total		82

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 9. Applying teaching techniques to reinforce reading comprehension

Elaborated by Guerrero Carlos and Quezada Jhonny

According to the results, a 66% of students said they always learn better using didactic games and other innovative strategies to guide them to develop critical thinking within a class. Teachers should use motivating and interactive teaching techniques to achieve meaningful learning in students.

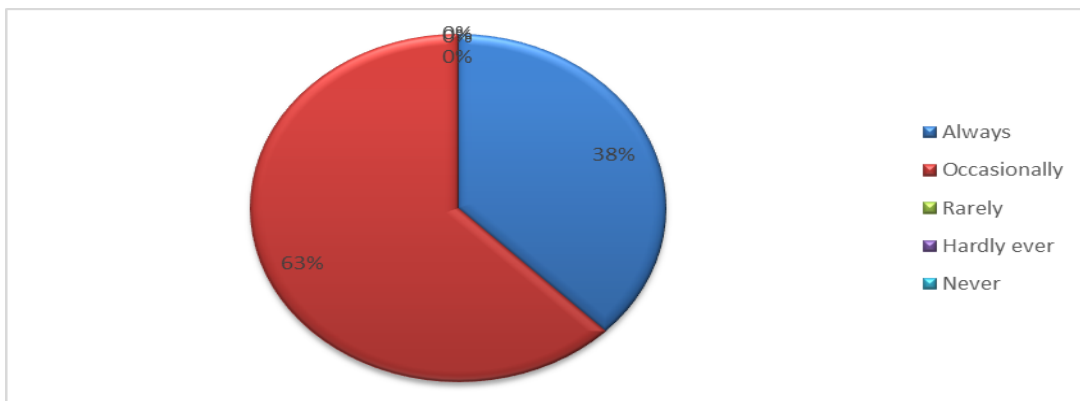
3.8.2. Survey for Teachers

1.- Do you apply different methods and techniques for teaching-learning process in the classroom?

Table 15. Methods and techniques for teaching-learning process

Code	Category	Frequency	Percentage
Item 1	Always	6	38%
	Occasionally	10	63%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total		16

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 10. Methods and techniques for teaching-learning process

Elaborated by Guerrero Carlos and Quezada Jhonny

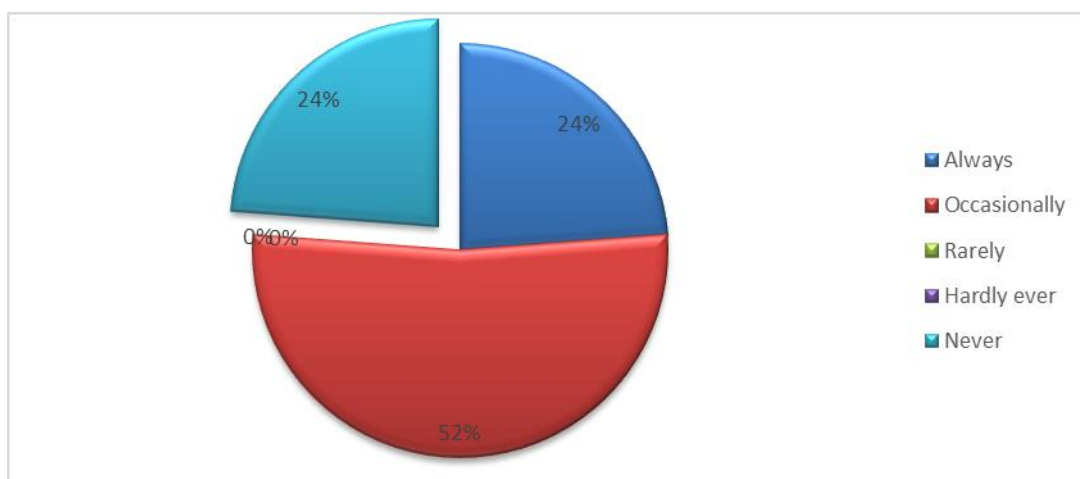
This pie chart shows that there is an amount of teachers (63%) who affirm they occasionally apply different strategies to foster reading skills in students. It consists on creating a good teaching environment in the classroom that is sticking flashcards, posters, bulletin boards, using technology, etc.

2.- Do teachers use audio visual aids as teaching-learning resources to reinforce reading skills?

Table 16. The use of audiovisual aids as teaching techniques

Code	Category	Frequency	Percentage
Item 1	Always	5	24%
	Occasionally	11	52%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	24%
	Total		16

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 11. The use of audiovisual aids as teaching techniques

Elaborated by Guerrero Carlos and Quezada Jhonny

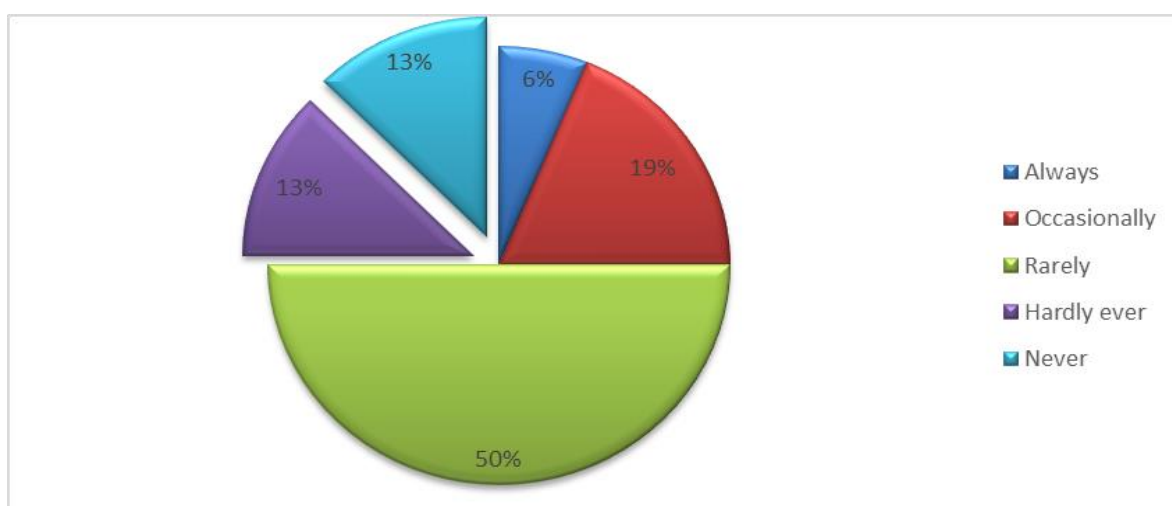
The 52 percent of teachers affirm that occasionally use technological resource to improve reading skills and make the class fun and more interesting; When they learn a foreign language they identify and compare new words and apply in their classroom environment. This pedagogical resource helps student to comprehend the vocabulary and reinforce their reading habits.

3.- How often do teachers apply mind maps for the knowledge construction in students?

Table 17. Applying teaching techniques to reinforce reading comprehension

Code	Category	Frequency	Percentage
Item 1	Always	1	6%
	Occasionally	3	19%
	Rarely	8	50%
	Hardly ever	2	13%
	Never	2	13%
	Total		16

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 12. Applying teaching techniques to reinforce reading comprehension

Elaborated by Guerrero Carlos and Quezada Jhonny

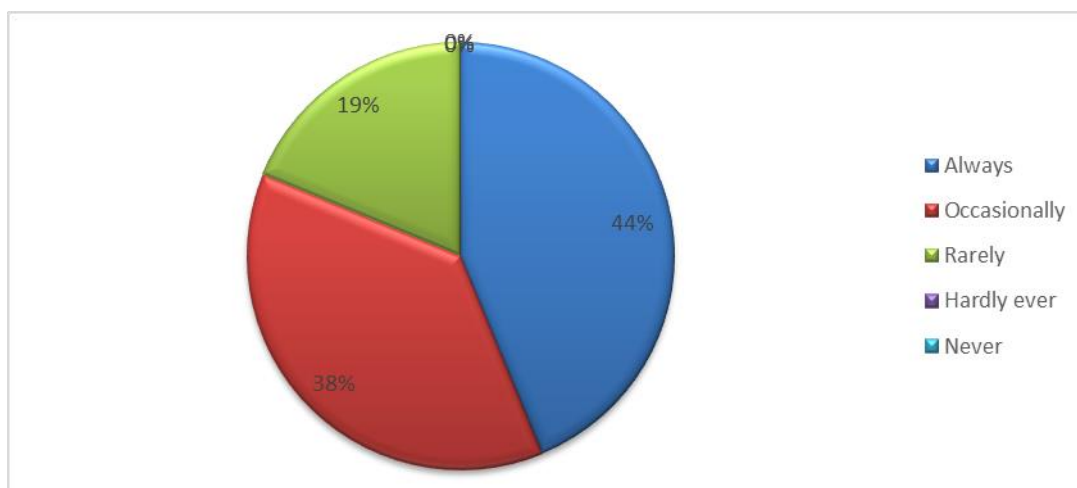
A 50% of surveyed teachers state that they rarely use any sorts of mid map in order to rebuilt their previous knowledge. This pedagogical resource is useful to organize student's mind and improve their vocabulary in order to be more comprehensible their reading. Teaching vocabulary help students to feel self-confident and reliable; on the other hand, teachers will also improve their teaching methodology.

4.- Do teachers apply ludic techniques as a pedagogical resource to develop critical thinking and improve reading skills in students?

Table 18. Ludic activities to promote the habit of reading

Code	Category	Frequency	Percentage
Item 1	Always	7	44%
	Occasionally	6	38%
	Rarely	3	19%
	Hardly ever	0	0%
	Never	0	0%
	Total		8

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 13. Ludic activities to promote the habit of reading

Elaborated by Guerrero Carlos and Quezada Jhonny

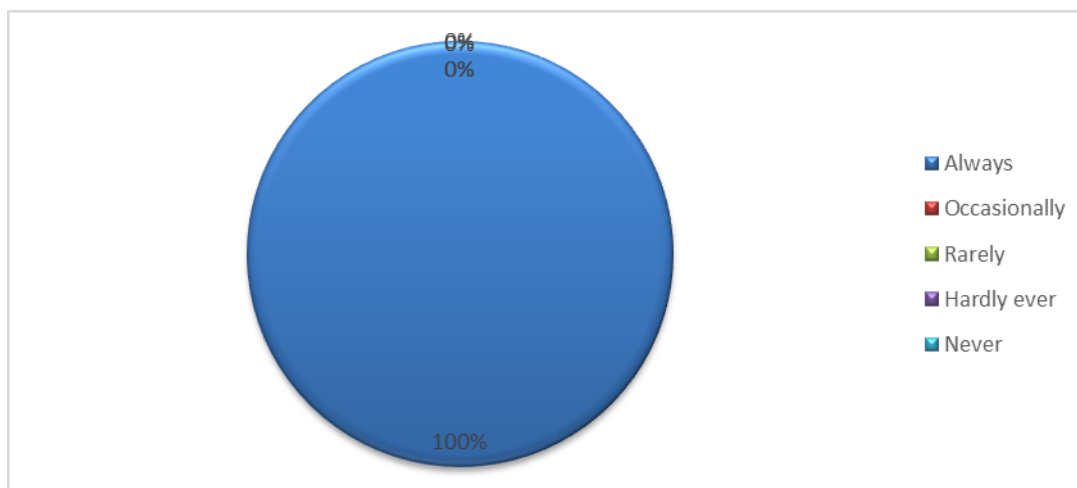
As This pie chart, a 38% of teachers answered that ludic activities should always be an indispensable teaching tool to catch the student's attention. Teacher should use different resources to motivate students and get a meaningful learning in order to improve reading skills.

5.- Using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to comprehend reading easily?

Table 19. Methodological strategies to enhance reading skills

Code	Category	Frequency	Percentage
Item 1	Always	16	100%
	Occasionally	0	0%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total	16	100,00%

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 14. Methodological strategies to enhance vocabulary skills

Elaborated by Guerrero Carlos and Quezada Jhonny

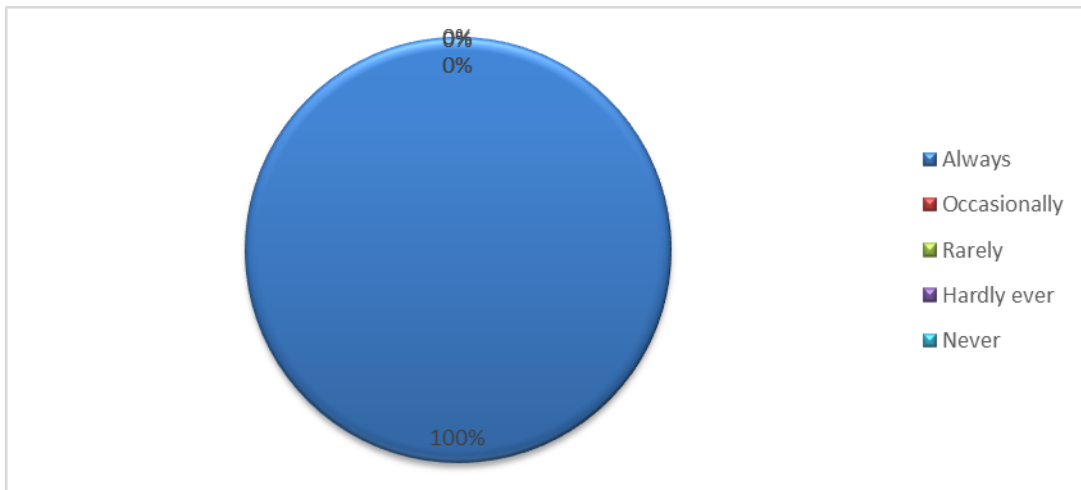
Nowadays all the society is involved in technology and internet. There is an elevated percentage the 100 % in which teachers affirm the need to improve their teaching techniques using interactive pedagogical resources, this encourage students to read and comprehend the text easily.

6.- How often should teachers receive motivational teaching techniques training courses in order to improve reading comprehension?

Table 20. Training courses for teachers

Code	Category	Frequency	Percentage
Item 1	Always	16	100%
	Occasionally	0	0%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total	16	100,00%

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 15. Training courses for teachers

Elaborated by Guerrero Carlos and Quezada Jhonny

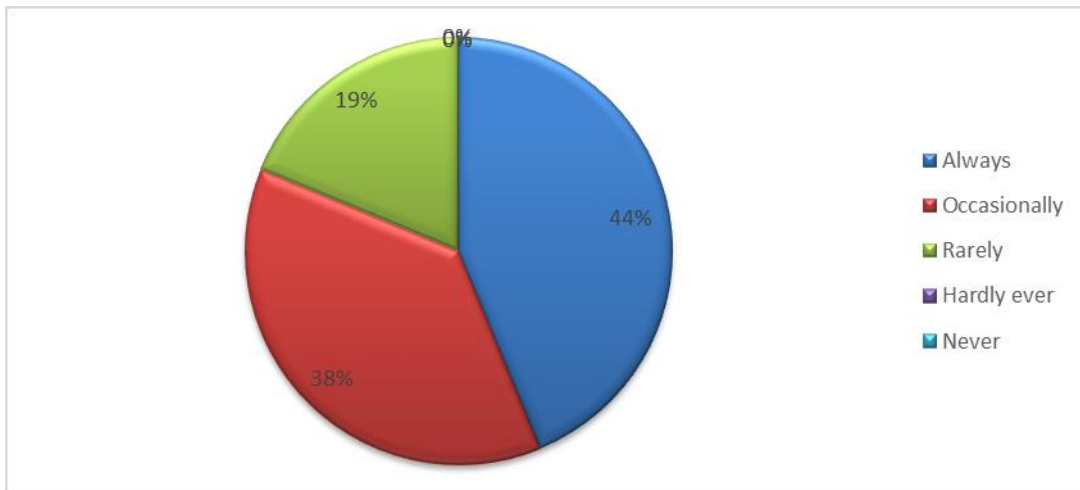
This graph shows the total amount of the teachers that states the importance to be currently updated. Training courses provide the new teaching strategies according to the new school tendency and how to manage students academy performance. The class turns into a more dynamic class, teachers only lead the students to do the activities while students organize their knowledge and find concepts by their own.

7.- Do teachers make their students reinforce their previous knowledge to improve their reading skill development?

Table 21. Meaningful teaching method to improve reading strategies

Code	Category	Frequency	Percentage
Item 1	Always	7	44%
	Occasionally	6	38%
	Rarely	3	19%
	Hardly ever	0	0%
	Never	0	0%
	Total		8

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 16. Meaningful teaching method to improve reading strategies

Elaborated by Guerrero Carlos and Quezada Jhonny

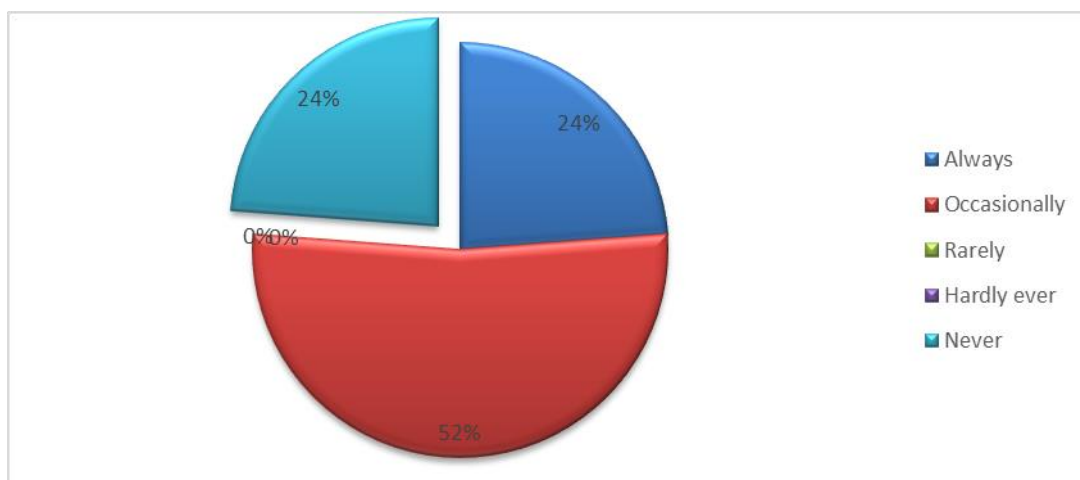
According to the pie chart the 44 percent of teachers always reinforce the English language in class. However, there is an evidence with 38 percent who occasionally does. Nowadays there are sorts of articles that provide students to learn the English language acquisition in a easy way.

8.- How often do teachers encourage their students to read in class by participating in the class actively?

Table 22. Active Class

Code	Category	Frequency	Percentage
Item 1	Always	5	24%
	Occasionally	11	52%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	24%
	Total		16

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 17. Active Class

Elaborated by Guerrero Carlos and Quezada Jhonny

In the chart the 52% of teachers affirm that they occasionally encourage students to work in class. Creating a good teaching environment in the classroom provide good academic atmosphere and students feel delightful to learn the English language acquisition. This increases the vocabulary in students' mind and encourages them to learn how to read in a funny way.

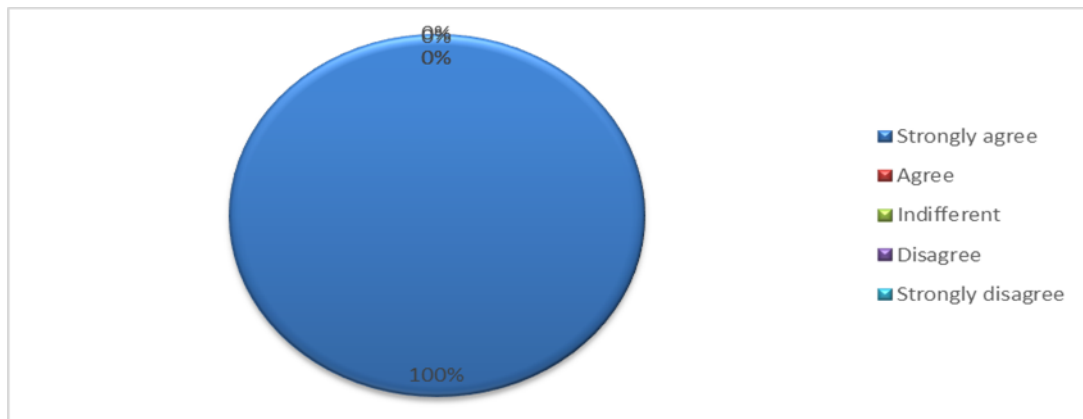
3.8.3. Parents' Survey

1.- How often must teachers be updated to use active and innovative techniques?

Table 23. Training courses to develop teaching techniques

Code	Category	Frequency	Percentage
Item 1	Always	30	100%
	Occasionally	0	0%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total	30	100,00%

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 18. Classroom management

Elaborated by Guerrero Carlos and Quezada Jhonny

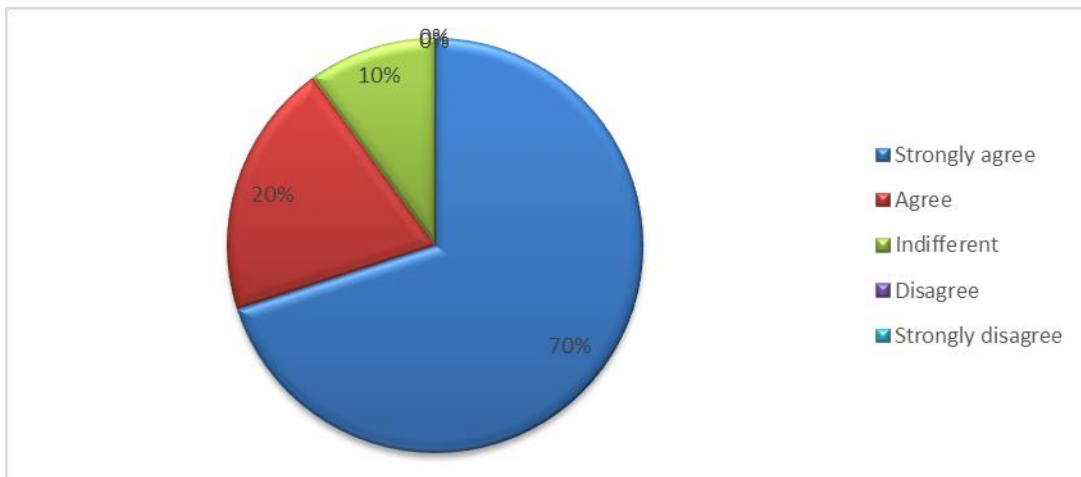
This chart shows the amount of parents who agree with the constant training courses teachers must have in order to provide their students good teaching methods in order to make the class interesting. Therefore, a majority of students will be able to learn English in a dynamic way instead of using traditional methods.

2.- Implementing the proposed activities by using innovative reading exercise will improve the English language development in students?

Table 24. Active Participation

Code	Category	Frequency	Percentage
Item 1	Always	21	70%
	Occasionally	6	20%
	Rarely	3	10%
	Hardly ever	0	0%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 19. Meaningful teaching method to improve reading strategies

Elaborated by Guerrero Carlos and Quezada Jhonny

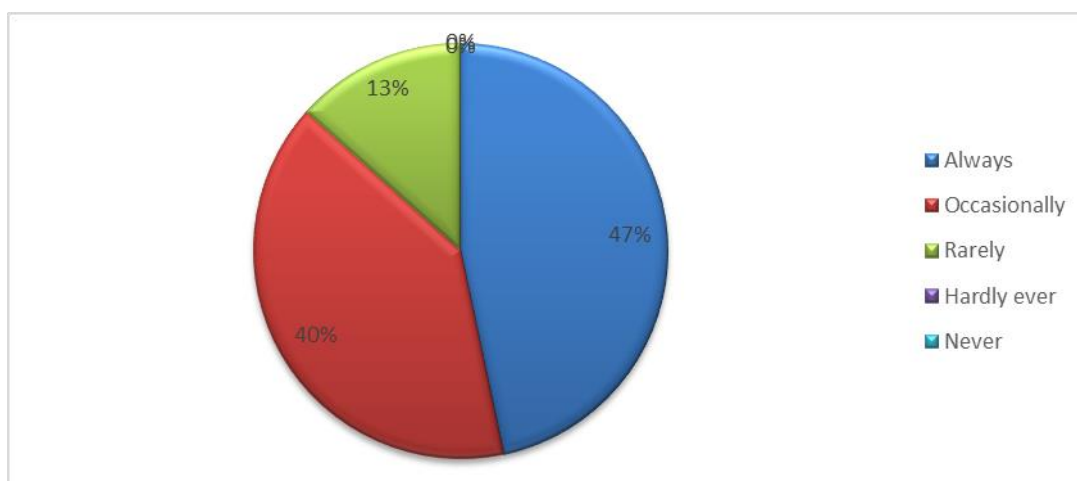
The result indicates the need to reinforce interactive activities as to encourage students through the habit of reading. This graph shows a 70 percent of parents who states the relevance of implementing the proposal project in order to improve reading skills in ninth grade students due to the lack of teaching procedures seen in the classroom. Developing teaching strategies may improve the quality of teaching for reading skills.

3.- How often do teachers apply innovative techniques to achieve student's learning goals?

Table 25. Innovative teaching technique

Code	Category	Frequency	Percentage
Item 1	Always	14	47%
	Occasionally	12	40%
	Rarely	4	13%
	Hardly ever	0	0%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 20. Innovative teaching technique

Elaborated by Guerrero Carlos and Quezada Jhonny

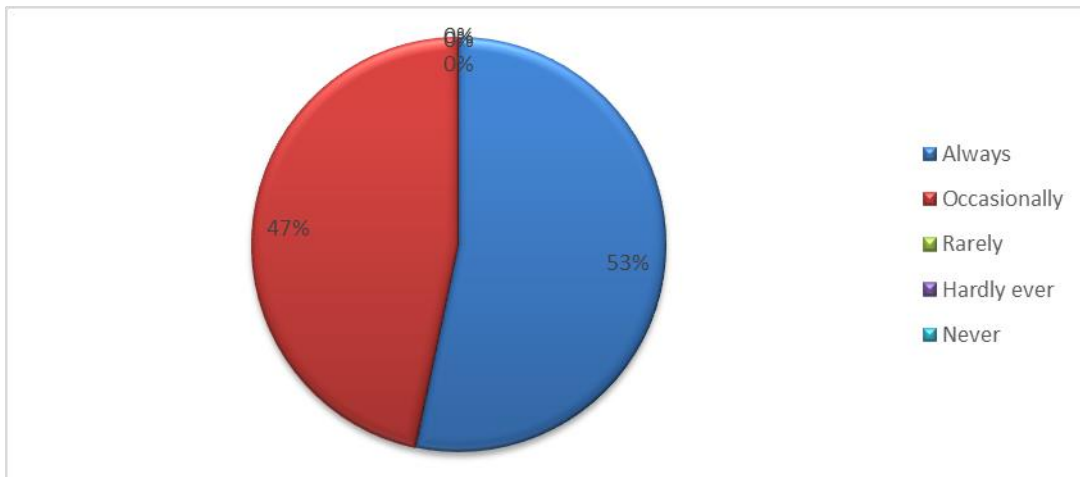
According to the results, 47% of parents answered that the teacher always applies techniques necessary for effective learning and improve school performance, but there is a high percentage in which they do not know the application of these techniques, this causes disinterest and In many cases the classes are not acquired in an effective way.

4. How often do your children use online English exercise to develop and practice reading skills in class?

Table 26. Online English exercise to practice the English Language

Code	Category	Frequency	Percentage
Item 1	Always	16	53%
	Occasionally	14	47%
	Rarely	0	0%
	Hardly ever	0	0%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 21. Online English Exercise to practice the English Language

Elaborated by Guerrero Carlos and Quezada Jhonny

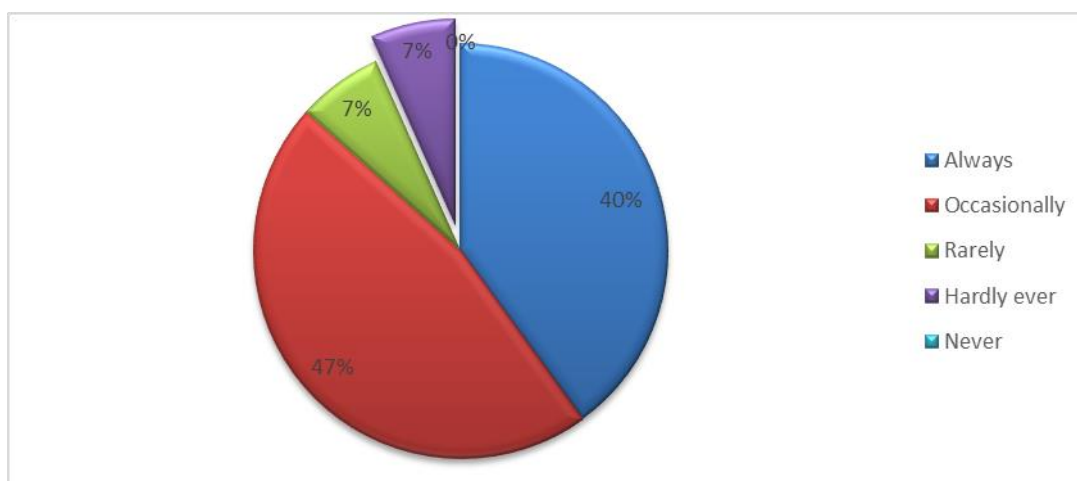
There is a 53% of parents who consider students practice English using online exercises. Nowadays, Internet provides the necessary tools to develop critical thinking and students work in an autonomous way. Developing teaching strategies may improve the quality of teaching for reading skills.

5.- Using funny techniques such as puzzles, guessing games, or any visual aids promote students to comprehend reading texts easily?

Table 27. Techniques to enhance Reading skills

Code	Category	Frequency	Percentage
Item 1	Always	12	40%
	Occasionally	14	47%
	Rarely	2	7%
	Hardly ever	2	7%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 22. Techniques to enhance reading skills

Elaborated by Guerrero Carlos and Quezada Jhonny

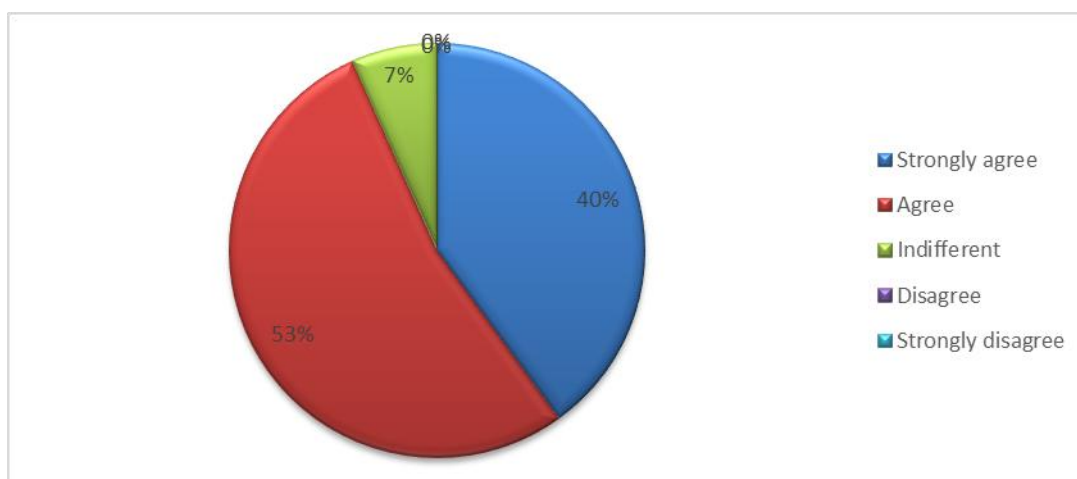
There is a 47% of parents surveyed who said that teachers occasionally perform activities to have a better reading. Teachers must up to date in order to perform their pedagogical teaching process and provide didactic resources to develop reading skills in ninth grade students.

6.- When do teachers usually encourage students to practice reading at home?

Table 28. Practice reading at home

Code	Category	Frequency	Percentage
Item 1	Always	12	40%
	Occasionally	16	53%
	Rarely	2	7%
	Hardly ever	0	0%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 23. Practice reading at home

Elaborated by Guerrero Carlos and Quezada Jhonny

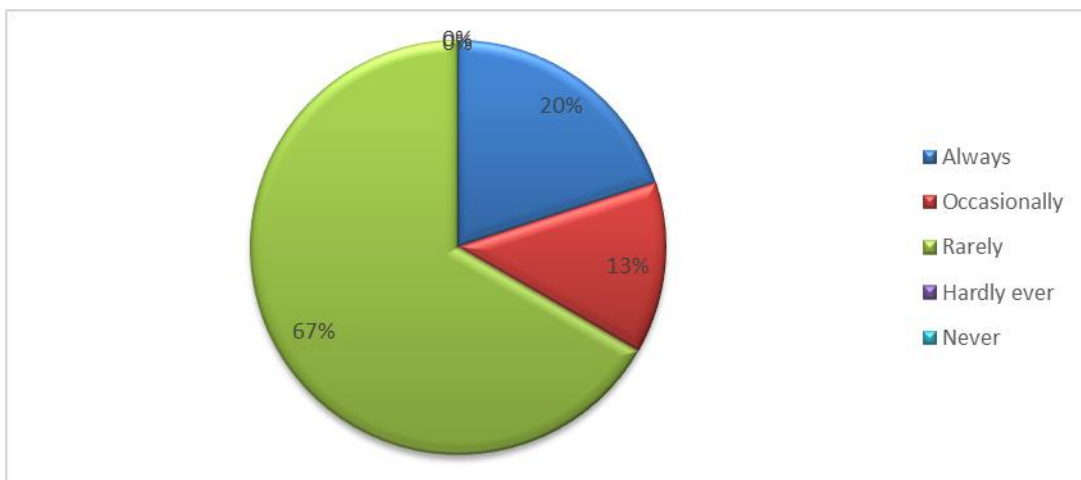
As this pie chart, a 53% of parents who answered the importance of improving reading skills by practicing and foment the habit of reading at home is very important. Students consider that the teacher should use different resources to get the attention of the student and thus be able to obtain a meaningful learning to improve reading skills.

7.- How often do teachers apply innovated activities to promote and encourage students towards reading skills?

Table 29. Innovated activities to promote reading comprehension

Code	Category	Frequency	Percentage
Item 1	Always	6	20%
	Occasionally	4	13%
	Rarely	20	67%
	Hardly ever	0	0%
	Never	0	0%
	Total		30

Elaborated by Guerrero Carlos and Quezada Jhonny



Graph 24. Innovated Activities to promote reading comprehension

Elaborated by Guerrero Carlos and Quezada Jhonny

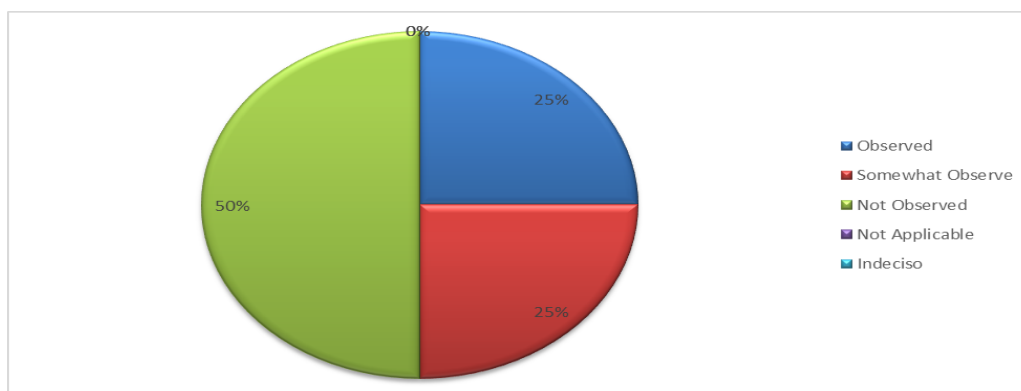
According to the results 67% answered that teachers rarely apply any fun activities to encourage students read in the class. The lack of motivation of the teacher at the time of teaching the class affects the student's academic performance.

Class observation

Table 30. Class observation

Class Observation	Teacher #
Observed	4
Somewhat Observe	4
Not Observed	8
Not Applicable	0

Elaborated by Guerrero Vega and Quezada Jhonny



Graph 25.- Class observation

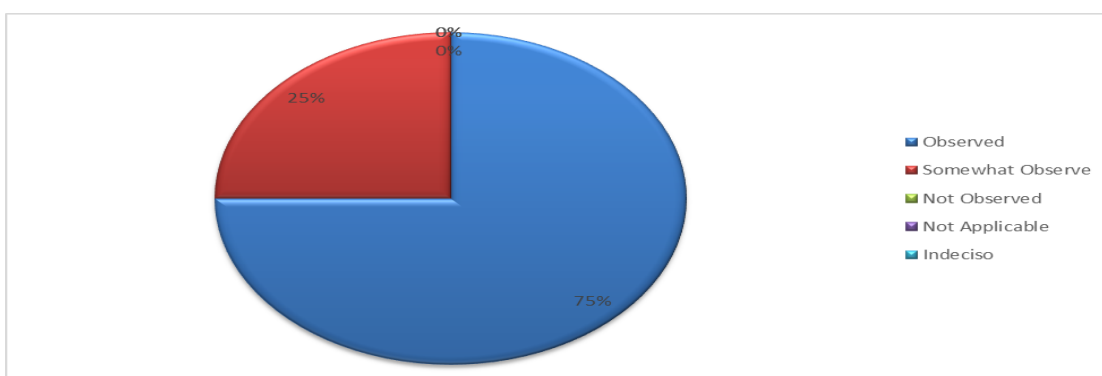
Elaborated by Guerrero Vega and Quezada Jhonny

The graph above exhibits a class observation in percentage of teachers applying the didactic strategies necessary to develop their classes, but just 4% was observed applying them, other 4% was somewhat observed and 50% was not observed plying them to develop their classes. These results were applied before the proposal of the project was implemented to develop reading skills.

Table 31. Class observation

Class Observation	Teacher #
Observed	12
Somewhat Observe	4
Not Observed	0
Not Applicable	0

Elaborated by Guerrero Vega and Quezada Jhonny



Graph 26.- Class observation

Elaborated by Guerrero Vega and Quezada Jhonny

Once it has been detected the main problem, the proposal has been applied in teachers and students where the reading development has been increased positively. Teachers also feel the needs to innovate their way of teaching and they are committed receive any training courses in order to diffuse their knowledge and encourage students through the habit of reading by using fun didactic strategies.

INTERVIEW RESULTS

1. Do teachers apply teaching techniques to improve reading skills and academic performance?

In this statement the school principal MSc. Monica Gavidia , states that most of the teachers are qualified to teach English; however, there is an evidence in some aching method in their class, since they are students with different levels of English; nevertheless, with training courses they might develop interactive activities perform this ability to teach in a heterogeneous group. The implementation of pedagogical resources encourages students to improve their way of reading.

2.- Do you consider important to use playful and interactive activities within the educational academics process in order to improve reading skills?

According to the school principal, interactive teaching techniques are so relevant to increase the student cognitive development and it also promote self-esteem in order to participate in class without having fear or shame. the director agreed that lack of interest in learning a new language is evident. Moreover, due to these problems, there are many parents do not help them in their houses. This hinders its development which is important for this educational entity. Actually, the school committee is taking immediate actions to improve communication with them and optimize the quality of educational performance in the students.

3.- What actions would you propose in order to promote the habit of reading and improve the level of English?

Teachers must be up-to-date in order to diffuse a meaningful learning, encourage students through discovering things and promote the participation of parents and relatives. At this time, students will be able to enhance their ability to learn the English language and develop their habits to read and increase their knowledge.

4. Do you think it is important to use didactic material for reading comprehension?

According to the school principal response, the application of new methodological strategies for the development of vocabulary skills will promote the habit to study and improve communication between the teacher, students and parents. This is manifested in a relevant way and immediate necessity for its progress and feasibility usage.

3.8.7. Conclusion

Teachers applied a few methodological strategies in the process of learning; for that reason, students had a lack of motivation to read, and they tended to be shy during the class.

Teachers showed disinterest and used a traditional pedagogy due to lack of technological resources.

Students increased their knowledge and their participation in the class by applying the observation guide.

The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the Smart board due to its effectiveness in the English Language Acquisition.

The teacher does not promote the reading in general to improve the level of English or learning in general.

The classroom does not possess reading materials or any posters or books to motivate the students to read on their own.

The students need to improve their reading comprehension skill and English overall to be able to have the level required by the Ministry of the Education at the end of their high school life.

CHAPTER IV

PROPOSED PROJECT PLAN

4.1. Title

Fun reading comprehension activities to improve English 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 improve some skills and specially speaking ability in their academic proficiency and in tis 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 9th basic year students at Unidad Educativa Rosario Sanchez Bruno. 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 to develop communicative skills has also been discovered through classroom observations and teachers questionnaires.

There is a need in teachers at Unidad Educativa Rosario Sanchez Bruno to have in hand a set of pedagogical resource in order to reinforce reading skills. Teachers are always innovating their instruction and resources and their 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 successful accomplish their goal of being independent learners.

4.3. Objectives (Broad and Specific)

Broad

To design a set of teaching activities to promote habits and improve reading skills

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 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 form English area and 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 investigation the needs arises at Unidad Educativa Rosario Sanchez Bruno due to the lack of strategies teachers apply in students to improve reading skill abilities and it presents a low level in student's academic report in English subject. It has been seen the necessity to find an innovative and interactive strategies to improve English speaking language skill in ninth graders.

Therefore, under such demand, it has sought some strategies according to the student's 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 these project have been design a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that these can been apply in their classroom and their daily life. Furthermore, this guide must be appreciated ad 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 ability 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 reading skills in ninth graders. The role of educators, family and all the school community is very essential to what we want to achieve as reading comprehension development. This proposal states funny games to stimulate reading fluency and particularly achieve an integration with the other people around them.

The guide features 5 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. Teacher 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 aspect because it is researched 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.

TEACHING TECHNIQUE 1 - ROLE PLAY

THEME:

THE HOUND OF THE BASKERVILLES, BY ARTHUR CONAN DOYLE

MR SHERLOCK HOLMES, DETECTIVE




Source: http://www.helblinglanguages.com/images/stories/book/readers/baskervilles/the_hound_of_the_baskervilles.pdf

Technique 1	Role Play
Description	<p>This works well with very short young readers in a small group or higher level students who have just finished a story.</p> <p>Once they have finished reading the story (Story 1), they must have a rehearsal first after which they will improve the scene or swap roles. If the class is large, making group work is also possible in order to have a scene for each group.</p> <p>For successful role plays, students will need to understand the context, the personality of the characters, have a confident understanding of the language and have enough space to rehearse and act. Sometimes we leave the fun part right to the end of the lesson and have to do it in a hurry. Let your students take their time and have fun!</p>
Age	8 to 14 years old
Objective	<ol style="list-style-type: none"> 1. Read a passage from a book, background knowledge activation, vocabulary practice, controlled speaking practice. 2. Practice vocabulary and pronunciation 3. Reinforce the reading passage by the use of role play
Observation	Teacher must pay attention in students who are less skillful to communicate in writing, they must be helped or supported by their friends, teammate or the teacher.
Source	http://www.helblinglanguages.com/images/stories/book/readers/baskervilles/the_hound_of_the_baskervilles.pdf

Story 1:

The Hound of the Baskervilles

MR SHERLOCK HOLMES, DETECTIVE

 I am Dr Watson and I am a friend of the famous detective• Mr Sherlock Holmes. We are eating breakfast in our rooms at 221B Baker Street. Suddenly there is a knock• at the door.

“Come in!” calls Holmes.

Our visitor is a country doctor called Dr Mortimer. He is a very tall, thin man with glasses.

“I came to you, Mr Holmes,” says Dr Mortimer, “because I have a serious problem.”

“Dr Mortimer, this is my friend Dr Watson. Please, tell us your problem,” says Holmes.

Dr Mortimer takes an old yellow paper from his pocket. “My friend Sir Charles Baskerville, died• suddenly three months ago. He gave• me this paper,” he explains. “It is a legend of the Baskerville family.”

“Why do you need my help?” asks Holmes.

“First,” says Dr Mortimer, “I must read this story to you.”

Glossary

- **detective:** policeman or woman
- **died:** (past simple) die; stop living
- **gave:** (past simple) give
- **knock:** sound when you hit a door, etc.

Dr Mortimer reads:

"The story of the Hound* of the Baskervilles.

Baskerville Hall, 1742.

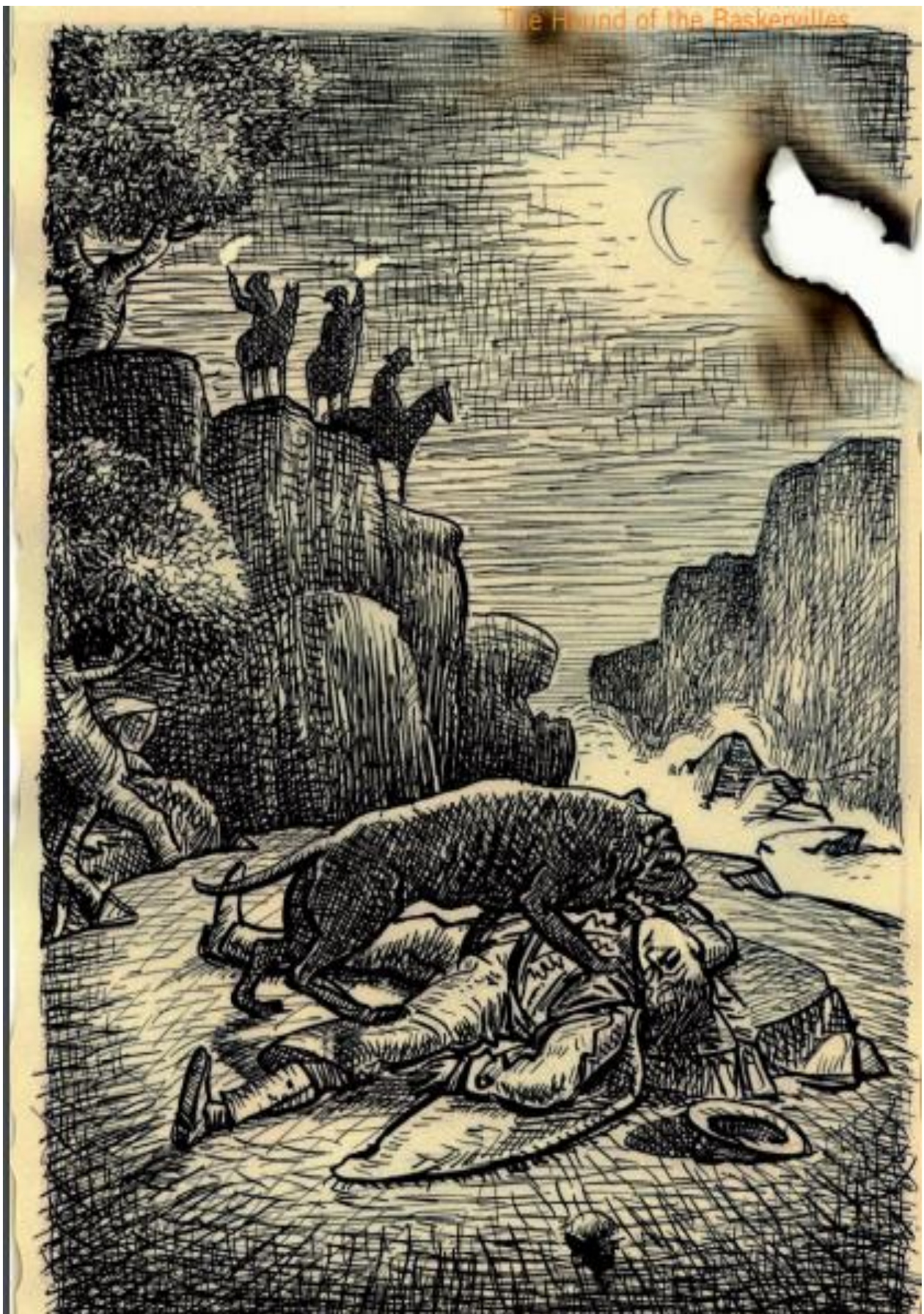
Sir Hugo Baskerville is lord of the manor* of Baskerville. He is a cruel man. Hugo falls in love with the daughter of a local farmer. But she does not want to marry him. So Hugo, with five or six of his friends, kidnaps* the girl and takes her to Baskerville Hall. But the girl escapes and runs across the moor* as fast as possible. Hugo is very angry. He follows* her over the moor with his horses and hounds in the moonlight. His friends follow on their horses. Suddenly they see Hugo's horse but Hugo is not on it. They stop and by the light of the moon they see the young woman, lying dead. Next to her lies the dead body of Hugo. A horrible, black animal is standing over him. It is like a hound, but much, much bigger. And as they watch, it bites* a hole in Hugo Baskerville's throat. There is blood everywhere. Hugo's friends scream* and ride away on their horses across the moor. One of them dies that night from the shock. The others are never the same again.

"This is the story of the Hound of the Baskervilles. Many family members die of sudden and strange deaths. So my children, remember this: never, never go across the moor at night."

Sherlock Holmes yawns* as Dr Mortimer finishes reading. "Is this a fairy tale?" he asks.

Glossary

- **bites:** cuts with its teeth
- **follows:** goes after
- **hound:** big dog
- **kidnaps:** takes a person using force
- **manor:** large house
- **moor:** wide space of land
- **scream:** shout from fear
- **yawns:** opens his mouth (usually when tired or bored)



Source: http://www.helblinglanguages.com/images/stories/book/readers/baskervilles/the_hound_of_the_baskervilles.pdf

Dr Mortimer shows Holmes a newspaper. "Now, Mr Holmes. This newspaper is the Devon Country Chronicle of May 14th. It has a short report of the death of Sir Charles Baskerville."

He reads: "On the night of the 4th of May Sir Charles Baskerville goes out for a walk as usual. But he does not return. At twelve o'clock his butler Barrymore, goes to look for Sir Charles. Barrymore finds the dead body of Sir Charles near a small gate which opens onto the moor. There are no signs of violence. Sir Charles's closest relative is Mr Henry Baskerville, the son of Sir Charles Baskerville's younger brother. Sir Henry lives in America."

"Thank you," says Sherlock Holmes. "Is that all?"

Dr Mortimer looks worried. "Listen, Mr Holmes. I have got a secret that nobody else knows."



Glossary

- **butler:** man servant
- **dead:** not alive
- **death:** when someone dies (stops living)
- **relative:** family member
- **report:** (here) story
- **secret:** something nobody knows
- **signs:** marks
- **worried:** anxious and afraid

SECRETS

Have you got any secrets?
Do you know any secrets?
Can you keep secrets?

“Sir Charles was • my friend and he was very worried about the Hound of the Baskervilles. He was afraid to walk on the moor at night. He was sure there were • strange noises on the moor at night.

“When Barrymore the butler finds Sir Charles’s body he calls me to Baskerville Hall. There are footprints • on Sir Charles’s body.”

“A man’s or a woman’s?” asks Holmes.

Dr Mortimer looks strangely at us, and he answers:

“Mr Holmes, they are the footprints of a giant • hound!”



- **footprints:** marks left by a foot
- **giant:** very big
- **was:** (past simple) be
- **were:** (past simple) be

Source: http://www.helblinglanguages.com/images/stories/book/readers/baskervilles/the_hound_of_the_baskervilles.pdf

Rehearsal for role playing



http://3.bp.blogspot.com/_ZmNZKSzAt1Y/TJCvcGu0LxI/AAAAAAAAABUo/8hk8x4hp21g/s1600/20090515_01.jpg

ACTING



Source:

<http://www.bluemountaineagle.com/storyimage/BE/20170228/ARTICLE/170229929/EP/1/3/EP-170229929.jpg&MaxW=600>

TEACHING TECHNIQUE 2- Discussion groups



Source:

<http://1.bp.blogspot.com/>

[3uep8NHR3Es/VnhK03ka8GI/AAAAAAAAALQ/BS2m6pTWREU/s1600/20151119_134221%255B1%255D.jpg](http://1.bp.blogspot.com/3uep8NHR3Es/VnhK03ka8GI/AAAAAAAAALQ/BS2m6pTWREU/s1600/20151119_134221%255B1%255D.jpg)

Technique	Discussion Group
Description	This topic is very useful for knowledge building in which students interact with each other to review contents they have learned before. In their teams, they take turns to read some questions and answer them orally. In this time, it's time to listen and speak. Students reinforce their reading skills by reading and highlighting the main ideas. After that they have to discuss in class using their own opinion,
Age	8 to 14 years old
Objective	<ol style="list-style-type: none"> 1. Answer questions, exercises and problems. 2. Activate prior knowledge. 3. Ensure the processing of information. 4. Reflect on the most effective way to perform a task. 5. Clarify doubts, make corrections, contrast answers
Observation	<p>This technique works perfectly in groups</p> <p>It is especially suitable for working on content that students have learned Recently. It also allow students to speak naturally</p> <p>In the case that a student has doubts in the individual part, he should ask again for "pencils center "to receive help and clarifications.</p>



Let's talk about **CLIMATE CHANGE**

Conversation cards

What is climate change? Is it the same as global warming?

Think about it and explain in your words to the class.

Do you believe in climate change?

If so, why do you think it is happening? Discuss in group.

Some people claim climate change is just part of a natural cycle and that it is not man-made. What do you think?

What dangers are threatening our lives and our planet?

Should we be worried about climate change? Explain.

Are you worried?

Do you think climate change can be stopped?

What should be done?

Scientists predict that the ice caps will melt.

What affect could this have on life on Earth?

'Cutting carbon emissions' is an often used phrase.

What does it mean and how

Do you use environmentally-friendly products?

Have you 'gone green'?

What's a carbon footprint?

How big is yours?

How can it be reduced?

Have you changed your lifestyle to save our planet and prevent climate change?

Do you or your family drive an "eco car"?

Why or why not?

Are governments doing enough to combat climate change?

The world is addicted to oil. Are there any alternatives to oil?

What do you know about the Kyoto Protocol?

What happened in 2009 in Copenhagen?

Could climate change destroy life on Earth?

Discuss a best-case and a

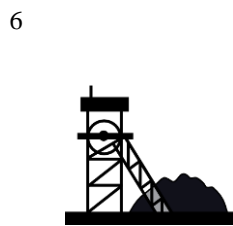
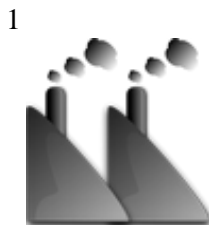
Coal is still a widely used source of energy worldwide. Is it more or less polluting than oil?

Should poor developing countries be asked to make similar efforts as wealthy, industrialized countries?

Source: https://en.islcollective.com/resources/search_result?Tags=global+warming&type=Printables&searchworksheet=GO

Match pictures and text

biofuel	
coal mine	
control panel for heater or A/C	
dam - hydroelectric power plant	
heavy industry	
incandescent light bulb	
nuclear power plant	
petrol station or gas station	
recycling could save the world	
solar panel	
wind turbine	



The phrase 'climate change' is now preferred to 'global warming' because it helps convey that there are changes in addition to rising temperatures.

climate change, pollution, overpopulation, deforestation, lack of clean water, meteor impact, terrorism etc.

Possible rise of sea levels could flood low-lying areas where millions live (e.g. Bangladesh, Pacific islands, Amsterdam

Amount of greenhouse gases (GHG) that are emitted into the atmosphere each year by an entity such as a person, household, organization, etc.

(answers may vary)

(answers may vary)

(answers may vary)

(answers may vary)

Reduce the emission of CO₂.
Save energy, make industries cleaner and greener, drive smaller

(answers may vary)

solar, wind, hydro-electric, nuclear energy, bio-fuels, etc.

Very polluting energy source. Cheap and widely available. Carbon capture and storage (CCS) technology under development.

(answers may vary)

(answers may vary)
cut carbon emissions, change our lifestyle, go green, consume less energy, tax polluters etc.

'eco' car, detergents, paper, bags, recycling, use public transport etc.

(answers may vary)
Toyota Prius is one of the first and most popular eco-cars; unfortunately more expensive than normal cars

What do you know about the Kyoto Protocol?
What happened in 2009 in Copenhagen?

(answers may vary)

biofuel	4
coal mine	6
control panel for heater or A/C	5
dam - hydroelectric power plant	7
heavy industry	1
incandescent light bulb	3
nuclear power plant	11
petrol station or gas station	9
recycling could save the world	2
solar panel	10
wind turbine	8

Useful links & resources

- http://en.wikipedia.org/wiki/Climate_change
- http://climatechange.custhelp.com/cgi-bin/climatechange.cfg/php/enduser/std_alp.php (FAQ)
- http://en.wikipedia.org/wiki/Carbon_capture_and_storage

TEACHING TECHNIQUE 3- Problem Based Learning

Technique 3	Problem Based Learning
Description	<p>They relate the answer to previous knowledge.</p> <p>Each one should contribute to the presentation and the teacher must see clearly what their contribution is.</p> <p>Students form in groups and discuss the reading text.</p> <p>Students make the group and talk about the topic assigned by the teacher</p>
Age	8 to 14 years old
Objective	<ol style="list-style-type: none"> 1. Answer questions, exercises and find the main problem. 2. Activate prior knowledge. 3. Ensure the processing of information. 4. Reflect on the most effective way to perform a task. 5. Clarify doubts, make corrections, contrast answers
Observation	<p>Adapt the technique to the students' characteristics and needs and from the different levels. For example, primary school students can read sentences or phrases (up to a point)</p> <p>and the third cycle, a complete paragraph.</p>

Sample problem

ANOREXIA

Your friend has become dangerously thin. You suspect that she is suffering from anorexia. You would like to help her but you don't really know much about the disorder. What actually is anorexia? How can the patients be helped? What can friends, parents and other relatives do to prevent (cure) it?

WHAT'S GOING WRONG IN OFFICES?

A young woman started her job in an office a year ago. She works long hours every day and uses a computer in her work. Now she has started complaining that she has headaches, sore eyes and pains in her hand, especially in her right wrist. She has a constant feeling of fatigue. Find out what might be the cause(s) of her problems. Suggest solutions.

COMPLAINTS AGAINST THE POLICE People may complain when they do not agree with the police procedures or if they believe their human rights are violated. Do people know what the complaint procedure is about? There is a special office within the police institution the complaints are sent to. What kind of complaints do they receive? Some public media have special rubrics where journalists report about breaching human rights by the police. How can the number of complaints be reduced?

MISSION TRAINING A group of 20 fire fighters have to be trained properly before half of them are sent to the mission to Afghanistan. They will be responsible for the safety and security of the Kabul airport. They will have to work together with fire fighters from other countries. 2 months are available to provide all necessary contacts with professional institutions and to organize training in Slovenia. What will you focus on when organizing this training?

DIFFERENCES IN MARKETING STRATEGIES: SLOVENIA VS. USA The general purpose of this project is to compare the marketing strategies and performance of businesses of two countries, the U.S. and Slovenia, as well as the environmental contexts in which they operate. More specifically the project aims to answer the following questions: 1. To what extent are there differences in levels of performance? 2. How do these differences relate to differences in marketing strategies and environmental context? This project addresses these questions by examining differences in the marketing strategies, environmental contexts and performance of businesses from the two geographic locations. The concern here is not only with socio-cultural factors as influences, but also with the reality of decision-making as reflected by strategies, environments and performance.

Determining roles in a team (Checklist)

Team members must check and identify strengths and weaknesses in their group and are responsible to take part of any responsibility for the group results and decide who will take which role in their team. This checklist is an adapted version of team roles developed by Belbin Associates and has proved to be a useful and important tool to apply in order to assign the group role. For example, the students who are well known as researchers or modeler may be selected as designers in a team; an organizer can perform a task of a chairperson; another person may become an efficient secretary or editor. The checklist helps students to identify their preferences and special skills that may be useful for the team. Teams should get the descriptions in the table below.

	Who is like this?	Who is not like this?
INNOVATOR Produces ideas, is imaginative, radical, clever. Can be over-sensitive and may need careful handling.		
INVESTIGATOR Finds things out, always knows someone who ..., enthusiastic, but can be lazy.		
CHAIRPERSON Self-confident, commands respect, good speaker, thinks positively, is good at guiding a team. Can be bossy and domineering.		
SHAPER Energetic, drives everyone along, needs to succeed, makes things happen. Can become impatient if things do not go their own way.		
TEAM WORKER Sympathetic, understanding, sensitive, leads from behind, places the team above personal concerns.		
ORGANISER Methodical, hard working, reliable, turns ideas into work.		
FINISHER Conscientious, works hard to finish things properly. Meets deadlines, pays attention to details.		

Adapted from: Gibbs, G. Learning in Teams, Oxford Centre for Staff Development

Speech:
<p>Does the speaker speak clearly? Does the speaker speak without reading? Does the speaker speak at the right speed? Does the speaker use appropriate language? Is the volume varied and controlled?</p>
Structure:
<p>Is it relevant to the audience? Is it interesting? Is it relevant to the content? Are the problem and the solutions clearly presented? Is there a clear structure: beginning – main part – end? Are different parts coordinated and linked together?</p>
Questions and answers:
<p>Does the speaker invite and answer the questions adequately?</p>
Body language:
<p>Does the speaker establish and maintain eye contact with the audience? Does the speaker look confident? Does the speaker support the message with his/her body language?</p>
Visuals:
<p>Are visuals well prepared? Do they support the message? Is the AV equipment appropriately used?</p>
Timing:
<p>Is the speaker aware of the time limit?</p>

Source: http://www.sdutsj.edus.si/SDUTSJ_Guide_%20to_%20PBL.pdf

TEACHING TECHNIQUE 4- CASE STUDY

Technique	CASE STUDY
Description	A case study is a useful technique that allows students to involve an up-close, in-depth, and detailed examination of a subject of study (the case), as well as its related contextual conditions.
Age	8 to 14 years old
Objective	<ol style="list-style-type: none">1. Answer questions, exercises and problems.2. Activate prior knowledge.3. Ensure the processing of information.4. Reflect on the most effective way to perform a task.5. Clarify doubts, make corrections, contrast answers
Observation	<p>This technique works in groups or individually.</p> <p>It is especially suitable for activating students prior knowledge and find the way to solve the problems on different activities worked in the classroom. It also encourages students to develop their critical thinking and cognitive approach.</p>

Instructions:

You are given five images, and three sentences related to each image. For each image decide which sentence corresponds best to the information given in the image.

Choose the correct sentence to choose your answer

CITY BUS SERVICE

PLEASE HAVE THE EXACT FARE
READY FOR YOUR JOURNEY AS
THE DRIVER IS UNABLE TO GIVE
ANY CHANGE

- A) All City Bus journeys cost the same.
- B) You need the correct money for the bus.
- C) Your ticket could be checked.

NO DIVING

EXCEPT IN THE DEEP END OF THE
POOL

- A) The water is not deep enough for diving.
- B) You must not swim when people are diving.
- C) You must not dive where the water is shallow.

SECURITY

ALL EMPLOYEES MUST CARRY
THEIR IDENTITY CARDS WITH
THEM AT ALL TIMES

- A) You must always have your identity card with you.
- B) You must show your identity card at all times.
- C) You can get your identity card from security.

MESSAGE

Dave, no milk left. I'll get some on my way home. Buy some eggs and tell Mary to make herself a salad.

4) Dave's Mum wants him to get some:

- A) Salad.
- B) Bread.
- C) Eggs

E MAIL - To: all maths students
From: The secretary

This week's lecture will be in the main hall, and not in the library as usual. Next week the lecture will be in the library, as normal. Please don't be late.

- a) The time of the lecture has changed.
- B) The subject of the lecture has changed.
- C) The location of the lecture has changed.

Reading

The teenagers below all want to visit a museum exhibition in their city. On the opposite page there are descriptions of eight different exhibitions to visit. decide which exhibition would be the most suitable for the following teenagers.

For questions 1–5, mark the correct letter (a–h) on your answer sheet.



Sarah likes inventing useful things and finding out how new inventions are designed and produced. she's good at using computers, and wants to see how they can be used in design.



Jake is keen on large vehicles and machines, and would like to go somewhere he can have experience of one actually working. he'd also like to take some good photos.



Marta is doing a project on the environment and the effects of waste products we throw away. she wants to learn more about the problem and what individuals can do about it.



Tom likes animals and wants to understand more about them. he wants to go somewhere he can take part in activities and buy a souvenir to make at home.



Karina is keen on art and photography. she likes exploring areas of the city to see what things she can find for her art, and then put them into her work.

A Smithsonian Museum

Come along and see this exhibition of everything to do with animals – from unusual animal prints to the latest computer designs of cartoon animals for films. Try designing a new and fantastic film creature on the computer – you might even see it appear in a film!

B The Willis Centre

Come and join the museum's guided walks along the river bank. You'll collect objects that have come from the river, such as interesting stones and old pieces of wood and machines. And then try making pictures with what you've picked up!

C Railton Museum

A visit to this museum all about the city's river includes a 40-minute ride in a huge boat along the water – at great speed! You can also have your photo taken during the trip – but don't even think about trying to take your own. You'll be too wet!

D Park Pavilion

Art galleries not usually for you? Then visit this Art in the Park exhibition – young people's art and photography about problems in our environment. There's everything, from art produced on computers to teenagers' wildlife photos. Come and put some of your work in the display!

E. The Allen Centre

Got a great idea to share? Come and take part in this exhibition about how machines are made, from the idea to the finished product. See how IT can help with plans for models. And come and work on your idea here – the best ones will go into the display!

F Hampton House

This technology museum is full of models of engines – and a big wheel! Climb on, sit down and be taken up high enough to see over the rooftops! And don't forget your camera – you'll get some amazing pictures! Model engines are on sale in the gift shop.

G Bedford Lock

Come down to the river bank and take photos of this temporary exhibition – 200 kilos of plastic rubbish, collected from our river! Get ideas about how we can each help to tidy up our world – but also don't miss the display of useful plastic items such as computer and machine parts.

H Camford Museum

The exhibition here is based around large models showing how living creatures use their amazing skills in the wild. Dress up like a jungle creature to discover how they deal with a changing environment. Or help build a model of a giraffe – and even get one from the shop to take away!

4.7 VALIDATION OF THE PROPOSAL




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Validation of the proposed Project plan

Application of Teaching Techniques to Improve 9th Grader's Reading Skills at
Unidad Educativa Rosario Sanchez Bruno During the Scholar Year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	3				
Social impact	3				
Feasibility	3				
Relevance	3				
Originality	3				
Language	3				
Comprehension	3				
Creativity	3				

Name:	<i>Richard Baneto Barzola</i>	 Signature
Occupation:	<i>Vicerector Académico</i>	
Phone number	<i>09 8631 0503</i>	






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Language	3				
Comprehension	3				
Creativity	3				

Name:	Lcda. Carolina Echaiz Sanchez	 Signature
Occupation:	English Teacher	
Phone number	0983391588	





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Originality	3				
Language	3				
Comprehension	3				
Creativity	3				

Name:	Lcda. Mariana gavidia Vela	  Unidad Educativa Rosario Sanchez Bruno Religiosas Buen Pastor RECTORADO Sigüenza Ecuador
Occupation:	Principal (Rectora)	
Phone number	042193704	

4.6. Impact / Benefits of the proposed Plan

The elaboration of application of teaching techniques has been designed as to promote teachers to encourage students the habit of reading and perform their skill development in the English area at Unidad Educativa Rosario Sanchez Bruno.

The guide itself intends to inform the application of some strategies. Teachers and students will be promoted from this teaching guide since their list of strategies and techniques can be increased which would improve their instruction and professionalism. This guide could also have a great impact if it is applied in class.

The impact of the proposal is social and it will impact the educational community due to the feasibility of this project and the interaction between the students in relation to social development. It will influence the students who will be affected directly, adapting the academic requirements in which teaching strategies is essential to improve reading skills; and secondly, the teachers' staff who will appreciate the importance of applying teaching methods in order to have a significant class environment.

This Guide of teaching techniques to develop reading skills will strengthen the learning process in 9th grade students at a Unidad Educativa Rosario Sanchez Bruno, and at the same time, it contributes with its performance in reading skills, so that students will improve its usage, feel reliable with their teachers, accomplish the tasks with punctuality, and lose the fear of performing actions in front of their classmates.

The direct beneficiaries are the students from the school mentioned before; they will be able to improve the ways to start the class and feel eager to progress. The presence of the teacher will be a reason for enthusiasm to enjoy pleasant and entertaining classes.

4.7. Conclusions

Teaching methods are so traditional in some teachers at the school, based on teaching talking time, lacking prior motivation, without activating prior knowledge, they do not have apply playful strategies to activate their previous knowledge and reinforce their reading skills.

Teachers and the educational community had a lack of training on technological on new technologies as result a deficit in the students' proficiency. Teachers must be up-to-date as to create innovating teaching techniques and are capable to diffuse their knowledge in students through significant learning process.

The students showed interest in using new devices to learn English. Students' desire is to communicate better in English. Useful activities are necessary to get a good students' proficiency through the use of teaching strategies to improve reading skills due to its effectiveness in the English Language Acquisition.

Parents from 9th graders have shown a high level of acceptance due to the academic results seen on their children and they agree with the use of some teaching techniques to reinforce reading ability. Teachers must receive constant training courses, so they will be able to adapt their method according to their new academic curricular.

This proposal contributes to improve the reading comprehension of the students using reading activities to acquire new lexicon. This will benefit students and can understand the context or share the information with their partners and the teacher including people in general of communicative way

4.8. Problems and Limitations

Slightly interest in some teachers has been seen due to the lack of knowledge in using technologies such as computers and searching online activity resources to reinforce reading skills . Since project started was easy to see the lack of students' motivation to speak and participate actively in the class. The bad use of technology makes students get bored with the classes, and they end to learn by themselves at home. And the limitations were not only technological, it was also the school community that had a wrong perspective about the use of technologies in classes.

4.9. Recommendations

Based on the finding and conclusions of the study the following recommendations are put forward.

It is merely necessary for teachers to renew their way of teaching into more interactive teaching and learning process in their classrooms. Using teaching techniques to encourage the habit of reading helps to increase the learning abilities in the English language acquisition.

Teachers must assist workshops about the proper use of ITC as to manage digital and pedagogical resources adequately so that it would be beneficial to students to enhance reading skill by applying useful interactive and digital activities in that way, they will give a successful virtual class development.

Provide parents with an adequate teaching guide and the necessary information to encourage their children to develop reading skills and be involved in the activities. It is necessary that teachers elaborate a fun strategies to teach English at home with the help of their parents, so that students feel safe when they do reading activities.

Although students generally work together in small groups, there are times when all class exchange ideas are valuable. Experimentation, summarizing, comparing, observation and interpreting often involves the whole class. Teachers can use both small group and whole class approaches to teaching in a better way.

The proposal will give the classroom a necessary tool to motivate the students to read on their own. The use of reading activities in the proposal can help teachers to motivate the students to read and improve their skill.

The proposal can be used by the teacher to improve reading comprehension and reading in general. The implementation of the proposal will give the students a sort of activities as to encourage students to read and improve their reading skill in general.

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PHOTOGRAPHIC APPENDIX





**OBSERVATION
GUIDE
APPENDIX**

Class Observation Guide (pre- observation form)

English teachers from Unidad Educativa Rosario Sanchez Bruno			Date:		
Evaluator's name: Johnny Quezada – Carlos Guerrero			Class/Time:		
	Elements Observed	Observed 4	Somewhat Observed 3	Not Observed 2	Not Applicable 1
1	The language of instruction and communication in the class is the target language				
2	The teacher presents the topic in a clear way.				
3	The teacher keeps the logical sequence of reading activities that he implements in the classroom				
4	Teacher uses appropriate didactic activities to develop reading skill performance.				
5	Motivation activated the student's prior knowledge.				
6	Activities that maximized students participation were employed adequately .				
7	The teacher promotes active participation of the students in class activities to improve their reading skills.				
8	Teachers provide feedback to reinforce reading abilities in order to have a good classroom development.				
9	The words were presented in varied and meaningful situation.				
10	The evaluation items were congruent with the objective of the project				
	TOTAL				

Class Observation Guide (post- observation form)

English teachers from Unidad Educativa Rosario Sanchez Bruno			Date:		
Evaluator's name: Johnny Quezada – Carlos Guerrero			Class/Time:		
	Elements Observed	Observed 4	Somewhat Observed 3	Not Observed 2	Not Applicable 1
1	The language of instruction and communication in the class is the target language	2			
2	The teacher presents the topic in a clear way.	2			
3	The teacher keeps the logical sequence of reading activities that he implements in the classroom	1			
4	Teacher uses appropriate didactic activities to develop reading skill performance.	1	1		
5	Motivation activated the student's prior knowledge.	1	1		
6	Activities that maximized students participation were employed adequately .	1			
7	The teacher promotes active participation of the students in class activities to improve their reading skills.	1			
8	Teachers provide feedback to reinforce reading abilities in order to have a good classroom development.	1	1		
9	The words were presented in varied and meaningful situation.	1	1		
10	The evaluation items were congruent with the objective of the project	1			
	TOTAL	12	4		16



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SURVEY TO STUDENTS

Objetivo: To get information related to Application of teaching techniques to improve 9th grader`s reading skills at Unidad Educativa Rosario Sanchez Bruno during the scholar year 2017-2018. Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly ever</u> <u>4</u>	<u>Never</u> <u>5</u>
1.- Does the teacher use active methodological strategies in the classroom?					
2.- How often does the teacher allow you to actively participate in their classes?					
3.- How often does the teacher apply innovative techniques to achieve your learning goals?					
4.- Do you think teachers allow you to develop your ideas in order to have a better reading comprehension in the classroom?					
5 Using funny techniques such as puzzles, guessing games, or any visual aids promote students to comprehend reading texts easily?					
6.- Does the teacher create such a pleasant classroom environment to improve reading skill ability through games and dynamics?					
7.- Do teachers apply innovated activities to promote and encourage students towards reading skills?					
8.- Do teachers make their students reinforce their previous knowledge to improve their reading skill development?					
9.- Do teachers encourage their students by participating in the class actively?					
10. How often do teachers apply mind maps for the knowledge construction in students?					



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SURVEY TO TEACHERS

Objetivo: To get information related to Application of teaching techniques to improve 9th grader`s reading skills at Unidad Educativa Rosario Sanchez Bruno during the scholar year 2017-2018. Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Strongly agree</u> <u>1</u>	<u>agree</u> <u>2</u>	<u>Indiferent</u> <u>3</u>	<u>disagree</u> <u>4</u>	<u>Strongly disagree</u> <u>5</u>
1.- Do you apply different methods and techniques in the teaching-learning process in the classroom?					
2.- Do teachers use audio visual aids as teaching-learning resources to reinforce reading skills?					
3.- How often do teachers apply mind maps for the knowledge construction in students?					
4.- Do teachers apply ludic techniques as a pedagogical resource to develop critical thinking and improve reading skills in students?					
5.- Using funny techniques such as puzzles, guessing games videos, role play or any visual aids promote students to comprehend reading easily?					
6.- How often should the teacher receive training courses for the application of motivational teaching techniques in order to improve reading comprehension?					
7.- Do teachers apply innovated activities to improve reading skills?					
8.- Do teachers make their students reinforce their previous knowledge to improve their reading skill development?					
9.- Do you consider teachers encourage their students to read in class by participating in the class actively?					
10. Do teachers allow you to develop your ideas in order to have a better reading comprehension in the classroom?					