UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA DE Lenguas y Linguistica

EDUCATIONAL PROJECT
PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
IMPROVEMENT THE READING SKILLS THROUGH PRACTICAL CONVERSATIONS

PROPOSAL
DESIGN OF A BOOKLET WITH PRACTICAL CONVERSATIONS IN ORDER TO IMPROVE THE READING SKILL.

RESEARCHER
ANGELICA VALERIA JIMENEZ BANCHON

PROJECT´S ADVISOR
MSC. LARRY TORRES VIVAR

GUAYAQUIL – ECUADOR
2018 - 2019
UNIVERSIDAD DE GUAYAQUIL

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

DIRECTIVOS

MSc. Jacinto Canderón
DECANO

MSc. José Zambrano
VICEDECANO

MSc. Carlos valle
DIRECTOR CARRERA

Ab. Sebastian Cadena
SECRETARIO GENERAL
MSc.
JACINTO CALDERÓN
DECANO DE LA FACULTAD DE FILOSOFIA
LETRAS Y CIENCIAS DE LA EDUCACIÓN
CUIDAD.-

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: lenguas y lingüística,

Tengo a bien informar lo siguiente:

Que la integrante ANGELICA VALERIA JIMENEZ BANCHON diseñó el proyecto educativo con el Tema: IMPROVEMENT THE READING SKILLS THROUGH PRACTICAL CONVERSATIONS

Propuesta: DESIGN OF A BOOKLET WITH PRACTICAL CONVERSATIONS IN ORDER TO IMPROVE THE READING SKILL.

El mismo que ha cumplido con las directrices y las recomendaciones dadas por el suscrito.

Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

I dedicate this thesis with all my heart:

To my husband who has known how to give me his understanding and love throughout my career.

To my children who have witnessed the sacrifice I had to make in order to finish my career.

To my parents, who supported me unconditionally.

To my brothers for showing me their love and support when I needed them the most.

ANGELICA JIMENEZ.
ACKNOWLEDGMENT

I thank God for allowing me to finish my studies, for having felt his presence on many occasions when I felt defeated, for making me understand that holding his hand could overcome the obstacles that were presented to me throughout my career.

To my tutor Msc. Larry Torres, for giving me his support at all times.

To my family for being that fundamental pillar for which I fight every day, with love.

ANGELICA JIMENEZ
ABSTRACT

To learn to read is to acquire a visual language skill that systematically maps onto extant spoken language skills. Some students perform this task quite adeptly, while others encounter much difficulty, and it has become a question of both scientific and practical merit to ask why there exists such a range of success in learning to read. Obviously, learning to read places a complex burden on many emerging capacities, and in principle, at least, reading disability could arise at any level from general cognition to visual perception. Yet since reading is parasitic on spoken language, the possibility also exists that reading disability is derived from some subtle difficulty in the language domain. In this article, my intent is to review some of the many studies that have explored the association between reading skill and spoken language skill. These reveal that when certain spoken-language skills of good and poor beginning readers are critically examined, considerably many, though perhaps not all, poor readers prove to possess subtle deficiencies that correlate with their problems in learning to read. With all this study, the author of this project thinks that applying conversations in reading class, students will develop this skills because it is the base for increasing the other ones.
TEMA: Mejora las habilidades de lectura a través de conversaciones prácticas.

PROPUESTA: Diseño de un folleto con conversaciones prácticas para mejorar la habilidad de lectura.

INVESTIGADOR: Angélica Valeria Jiménez Banchón

CONSULTOR ACADÉMICO: Msc. LARRY TORRES

RESUMEN

Aprender a leer es adquirir una habilidad de lenguaje visual que se asigna sistemáticamente a las habilidades de lenguaje hablado existentes. Algunos estudiantes realizan esta tarea con bastante destreza, mientras que otros encuentran muchas dificultades, y se ha convertido en una cuestión tanto de mérito científico como práctico por qué existe tanta variedad de éxitos en el aprendizaje de la lectura. Obviamente, aprender a leer supone una carga compleja para muchas capacidades emergentes y, en principio, al menos, la discapacidad de lectura podría surgir en cualquier nivel, desde la cognición general hasta la percepción visual. Sin embargo, dado que la lectura es parásita en el lenguaje hablado, también existe la posibilidad de que la discapacidad lectora se derive de alguna dificultad sutil en el dominio del idioma. En este artículo, mi intención es revisar algunos de los muchos estudios que han explorado la asociación entre la habilidad de lectura y la habilidad del lenguaje hablado. Estos revelan que cuando se examinan críticamente ciertas habilidades de lenguaje hablado de lectores principiantes buenos y pobres, muchos, aunque quizás no todos, los lectores pobres demuestran tener deficiencias sutiles que se correlacionan con sus problemas para aprender a leer. Con todo este estudio, el autor de este proyecto piensa que aplicando conversaciones en la clase de lectura, los estudiantes desarrollarán estas habilidades porque es la base para aumentar las otras.

PALABRAS CLAVES: SISTEMÁTICO – COGNITIVO – HABILIDADES
ABSTRACT:

To learn to read is to acquire a visual language skill that systematically maps onto extant spoken language skills. Some students perform this task quite adeptly, while others encounter much difficulty, and it has become a question of both scientific and practical merit to ask why there exists such a range of success in learning to read. Obviously, learning to read places a complex burden on many emerging capacities, and in principle, at least, reading disability could arise at any level from general cognition to visual perception. Yet since reading is parasitic on spoken language, the possibility also exists that reading disability is derived from some subtle difficulty in the language domain. In this article, my intent is to review some of the many studies that have explored the association between reading skill and spoken language skill. These reveal that when certain spoken-language skills of good and poor beginning readers are critically examined, considerably many, though perhaps not all, poor readers prove to possess subtle deficiencies that correlate with their problems in learning to read. With all this study, the author of this project thinks that applying conversations in reading class, students will develop this skills because it is the base for increasing the other ones.
Aprender a leer es adquirir una habilidad de lenguaje visual que se asigna sistemáticamente a las habilidades de lenguaje hablado existentes. Algunos estudiantes realizan esta tarea con bastante destreza, mientras que otros encuentran muchas dificultades, y se ha convertido en una cuestión tanto de mérito científico como práctico por qué existe tanta variedad de éxitos en el aprendizaje de la lectura. Obviamente, aprender a leer supone una carga compleja para muchas capacidades emergentes y, en principio, al menos, la discapacidad de lectura podría surgir en cualquier nivel, desde la cognición general hasta la percepción visual. Sin embargo, dado que la lectura es parásita en el lenguaje hablado, también existe la posibilidad de que la discapacidad lectora se derive de alguna dificultad sutil en el dominio del idioma. En este artículo, mi intención es revisar algunos de los muchos estudios que han explorado la asociación entre la habilidad de lectura y la habilidad del lenguaje hablado. Estos revelan que cuando se examinan críticamente ciertas habilidades de lenguaje hablado de lectores principiantes buenos y pobres, muchos, aunque quizás no todos, los lectores pobres demuestran tener deficiencias sutiles que se correlacionan con sus problemas para aprender a leer. Con todo este estudio, el autor de este proyecto piensa que aplicando conversaciones en la clase de lectura, los estudiantes desarrollarán estas habilidades porque es la base para aumentar las otras.

PALABRAS CLAVES: SISTEMÁTICO – COGNITIVO - HABILIDADES

N. DE REGISTRO (en base de datos): 
N. DE CLASIFICACIÓN: 
DIRECCIÓN URL (tesis en la web): 
ADJUNTO URL (tesis en la web): 
ADJUNTO PDF: SI \ X \ NO 
CONTACTO CON AUTORES/ES: 0985933555 E-mail: valeriajb1982@yahoo.es 
CONTACTO EN LA INSTITUCIÓN: Nombre: Escuela de lenguas y Lingüística, Facultad de Filosofía, Ciencias de la Educación. E-mail: ff.lenguasylinguistica@uq.edu.ec
INTRODUCCIÓN
Educators see reading as the foundation of success in school learning and the key to achievement of potential after graduation. Teachers at each grade level and in every subject area from preschool through high school are providing students with the instruction needed to develop comprehensive reading ability. By calling attention to the importance of reading, the author of this project hopes to send the message to students, parents, and other members of the community that the ability and willingness to read is the key to lifelong learning. In addition to stressing the importance of reading as a tool subject, school administrators and teachers also call attention to the fact that learning to read is a difficult process. It involves concentrated effort, extensive practice, and ongoing expansion of essential skills. It requires a broad foundation of language that includes an adequate vocabulary and a well-developed ear for word order and sentence structure. It calls for the ability to distinguish differences in both sound and shape of words. The students, in the process of learning to read the printed word, must develop the concept that it is talk written down. The symbol system used for the talk written down involves twenty-six letters of the alphabet which, alone or in combination, represent forty-four sounds. Because English is not a completely phonetic language, the learner must learn to recognize each word by its root, prefix, and suffix as well as by the way it is used in a sentence.

Reading is a part of our daily lives. It is performed both for pleasure and information. Reading skills are important for the individuals since they foster comprehension in reading. If the students do not have knowledge of reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve the level of comprehension required to pass exams in their own departments. For this reason, reading skills should be taught in universities for the students to be able to cope with comprehension problems. This case study aims to find out whether or not reading skills is going to be improved though useful conversation or dialogues. During the execution of the present project was necessary to apply surveys and interviews to whom are involved in the teaching learning process of the Unidad Educativa Cesar Alonso Villacis Madril in order to obtain true information and work according to the detected problem.
The present investigation has followed the steps for the elaboration of Educational Projects according to established by Philosophy Faculty and University of Guayaquil. Thus, this project is divided in four chapters as follow:

Chapter 1

Context of research, conflict situation, scientific fact, objectives of the problem, formulation of the problem, causes, and justification.

Chapter 2

Backgrounds, theoretical, epistemological, psychological, sociological, pedagogical, and legal foundations.

Chapter 3

Methodological design, types of research, population and sample, operationalization of variables, research methods, techniques and research instruments, data analysis, interpretation of results, conclusions and recommendations.

Chapter 4

Justification, feasibility, general and specific objectives, description of the proposal, and bibliography.

CHAPTER I

THE PROBLEM
CONFLICT SITUATION

Educators know that adolescence is a difficult time, with social, emotional, and physical stresses that seem to turn our students into creatures from another planet. With all these factors turning adolescents’ world upside down, who thinks to look at whether or not they are reading well. However, what of those students who did not attain early literacy, or attained it with limited skills. With so much well deserved attention going to early literacy, adolescent literacy is many times forgotten about. This is borne out on the economic level since the help that the government through MINEDUC given to the English Education has decreased.

The purpose of this project is to help students of Unidad Educativa Cesar Alonso Villacis Madril, who encounter difficulty while reading. The academic deficiencies of adolescents with language and reading difficulties begin in elementary school. Students develop compensatory strategies that help them through the elementary years, but eventually these stop gap measures fail to work. For instance, students who compensate by taking more time to accomplish their assignments, by reading passages repeatedly and slowly, will find that, unless they work round the clock, that tactic will no longer work with the more complex material and accelerated work load they begin to encounter in middle school and later in high school. In addition, as students begin middle school, they are entering a new type of educational environment where there is no longer the single teacher in the same classroom, but different subjects taught by different teachers in various classrooms. There is no one teacher who will get to know them closely enough to see that the difficulties at risk students are experiencing may stem from reading problems rather than laziness or not paying attention. This type of environment demands more independence from students, giving them a wide variety of subjects to comprehend and respond to, yet many of them still do not have the reading skills to be able to stand alone academically, and they no longer receive any reading instruction. In high schools, the way teachers teach increasingly emphasizes reading to learn rather than learning to read, that is the crucial problem that at early years teachers do not put emphasize in teaching reading for fun and not for mandatory.
SCIENTIFIC FACT


CAUSES

✓ Students do not receive enough reading skills practices.
✓ Teachers do not apply dialogues or conversations practices.
✓ The book guide is not enough for developing reading skills.

FORMULATION OF THE PROBLEM

What is the incidence in the application of useful conversations in the development of the reading skill in students of eighth year of Basic Education at Unidad Educativa “Cesar Alonso Villacis Madril,” in the school year 2018 – 2019?

OBJECTIVES

General

✓ To define the influence of conversations in the development of the reading skills through a field investigation, bibliographical and statistical analysis in order to design a booklet with entertained activities based on dialogues.

Specifics

✓ To determine the booklet through a field investigation, bibliographical and statistical research.
To distinguish the reading skills through a field investigation, bibliographical and statistical research.

To design a booklet with useful conversations for developing the reading skills through obtained data interpretation.

**RESEARCH QUESTIONS**

- Will the problem be detected during the observation class?
- What kind of foundations will help for the academic and scientific supporting of this research?
- What kind of instrument of investigations will help for obtaining true information?
- To whom is going to help the application of this project?

**JUSTIFICATION**

Reading is a vital skill which students at Unidad Educativa “Cesar Alonso Villacis Madril” need to perform well in all other areas of the high school curriculum. The author of this project believes its importance cannot be underestimated; it is a source of pleasure and enjoyment as well as a basic skill for life. All receive teaching in reading appropriate to their level of ability throughout their time. There are also many opportunities to practice reading throughout the school day. However, there is no substitute for reading as much as possible at home. This should, above all, be an enjoyable experience, and provide a further opportunity for students to acquire a love of reading that will hopefully stay with them into adult life. By practicing they will gain confidence and develop increasingly sophisticated skills and understanding. This investigation sets out ways in which teachers can provide support and encouragement for their students as they become fully-fledged readers.
The purpose of education is to reach a state where the learners can be free in their thinking and actions but in an accepted manner in accordance with their worldview. To reach this state the educational system should be evaluated from time to time to think out the box and produce creative techniques that may help give sufficient answers in an age characterized by complicated issues. Among these approached issues is how to motivate students to learn, and can reading activity be one of the useful ways to achieve this goal.
BACKGROUND

The purpose of reading is to gain meaning. Students must not only be able to decode the words on a page, but must be able to synthesize, explain, and analyze what they read (Strickland, Ganske, & Monroe, 2002). Reading comprehension is most often discussed in relation to the educational context. However, reading comprehension is essential not only for academic learning, but for lifelong learning as well (Strickland et.al., 2002). Good readers are very active when they read. They interact mentally with a text in order to make sense of what they read (Strickland et.al., 2002). Good readers accomplish this task by using a number of strategies as they proceed through a text (Pressley, 2002). Some of these strategies include: making connections to prior knowledge, using mental imagery, questioning, and summarizing (Block & Pressley, 2002). Using these and other comprehension strategies is not always a natural process. Rather, students must be explicitly taught comprehension strategies and how to use them. In Block and Pressley’s (2002) review of reading comprehension research, they found that researchers, regardless of the program used, agreed that comprehension instruction should include modeling, scaffolding, and guided practice of strategies. Students should then practice using these strategies independently so they may develop a self-regulation of comprehension processes.

READING SKILLS

DEFINITION

Reading is a receptive language process. It is the process recognition, interpretation, and perception of written or printed materials. Reading proficiency plays a great role in understanding a written statement accurately and efficiently. Reading serves as an important tool in every field of professional service. Abdul Halim, (2009). In "English foreign language teaching, reading is one of the most important factors in assessing a learners linguistic competence. However, it is a
common problem for some students to complain about having trouble with how to read efficiently. Students always feel confused about the main idea of the passage even if they can get a full mark to the questions following the passage. In addition, some teachers also find difficulties in increasing efficiency in reading classes. So, therefore some of approaches for teaching reading that teacher has to follow them and some of reading techniques. However, due to many such reasons the students fail to comprehend text books properly. This is largely reflected in the poor performance of the students both in their classes, as well as in their everyday life. So, it is important now to point out the problems existing in the present reading learning and provide some proposals for how to teach reading efficiently.

A reading skill is a cognitive ability which a person is able to use when interacting with the written text (Urquhart & Weir, 1998). In the taxonomies given in the following paragraph some skills seem more inclusive than others. According to the reference, reading skills involve: identifying word meaning, drawing inferences, identifying writer’s technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, communicative value of sentences, relations within the sentences and between parts of text through lexical cohesion devices; recognizing indicators and main point of information in discourse; distinguishing main idea from supporting detail; selective extraction of relevant points from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts. According to, reading skills are as follows: word meaning in context, literal comprehension, drawing inferences, interpretation of metaphor, finding main ideas, forming judgments. Reading skills, as in, also involve: automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis and evaluation skills/strategies, metacognitive knowledge and skills monitoring.

Grabe’s taxonomy uses very general categories, equivalent to knowledge areas. If reading itself is a skill, it must be possible to break this down into different levels of component skills categories. Reference suggests a distinction between
“language related” and “reason related” skills. Some attempts have been made to arrange skills into hierarchies. (Grabe, 1998)

Munby’s taxonomy was not intended to be hierarchically arranged, but it seems that some skills presuppose the learning of other skills. Skills are interdependent, and they are acquired at different rates and for different purposes. Decoding words, for example, is a necessary but not sufficient skill for comprehending written texts. This component skill approach is practical as it leads to important insights into the reading process and classroom practices and it can be useful for teaching of reading. Possible criteria for ranking skills are as follows: logical implication, one system component can be considered to presuppose all components below it; pragmatic implication, a reader displaying one skill in the system can be assumed to possess all the “lower” skills; difficulty, the components are arranged in order of increasing difficulty; developmental, some skills are acquired earlier than others (it is unwise to suppose that readers pass through a period of comprehending “explicitly stated” information before they arrive at the stage of inferencing).

DEVELOPING READING SKILLS

Before analyzing what strategies are applied in teaching reading skills to students, teachers have to identify the main skills that need to be developed in reading acquisition. Ehri (2005) offers a four-phase model of reading development, in which a major stepping stone towards the acquisition of reading is decoding written words along with mastering of the alphabetic principle. Decoding refers to the ‘ability to use speech codes to represent information in the form of words and word parts’ Vellutino et al., (2004), whereas the alphabetic principle corresponds to ‘how letters in printed words map onto the phonemes in spoken words they represent’ Snowling, Hulme, (2011).

From relying only on visual clues for relating a written word to its sound or semantic representation at the pre-alphabetic stage Beech, (2005), beginner readers start learning the names and sounds of the letters in the alphabetic system, initially managing to link only some of the letters to sounds, usually the first and
the last ones at the partial alphabetic stage Ehri, (2005). Next, they start forming full connections between graphemes and phonemes, and process the constituent letters of words at the full alphabetic phase Beech, (2005). They can decode unfamiliar words and retain spellings of words they have already seen several times in their memory Ehri, (2005). At the fourth, consolidated alphabetic phase, an increasing number of sight words are retained in their memory, which in turn makes the acquisition of new words easier Beech, (2005). This development of ‘sight words’ vocabulary is considered essential by Ehri (2005).

A similar progression of the reading skills acquisition is outlined in Frith’s (1985) model of reading development, involving a logographic, alphabetic and orthographic stages. Sight word reading is less highlighted but still present in it as at the last, orthographic, stage learners make an instant, systematic and non-visual analysis of words. Unquestionably, however, decoding appears to be a major component of reading development in both developmental models of reading. Stuart et al. (2008) remark that its significance pertains to all recent theories of reading development in languages with an alphabetic orthography.

**READING STRATEGIES**

Teachers are the those directly responsible for creating and applying various techniques and strategies that lead to reading comprehension. they should, therefore, be aware of the factors and stages of development that affect students ability to read. Teachers must also be aware of the reading process in order to teach certain concepts appropriate to the learners maturity and ability.

**Predicting**

In order to be a good reader, learners should set a goal for their reading; therefore good readers have a purpose for reading. One strategy for improving comprehension is predicting, which helps the reader set a purpose for their reading. Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text (Oczkus, 2003).
It is important to compare the outcome in the actual text with the prediction process as it will lead the learners to improve their understanding. comprehension (Duke & Pearson, 2005). Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy. Another key prediction strategy is to have students predict at specific points through the text, evaluate the prediction, and revise predictions if necessary Teele, (2004).

**Visualizing**

Another strategy that the good readers employ when comprehending a text is visualization Adler, (2001). Visualization requires the reader to construct an image of what is read. This image is stored in the Reading Panel, (2000). Teachers can motivate students to visualize settings, characters, and actions in a story and ask them to make drawings or write about the image that come to their minds after visualizing the text.

**Making Connections**

Making connections is another strategy that can be used in the reading process. By making connections, the learners can activate their prior knowledge and connect the ideas in the text to their own experiences. Reading becomes meaningful when the reader connects the ideas in the text to their experiences and beliefs, and the things happening in the outer world. Students can make self connections through drawing, making a chart, or writing. Teachers might ask students if they have ever experienced anything like the events in the text. Students can make text to text connections through drawing, making a chart, writing, and graphic organizers. These text-to-text connections could be based upon how characters in the story relate to each other, or how story elements relate between stories. Students can make text-to-world connections through drawing, making a chart, writing, or graphic organizers. Text-to-world connections could be done by comparing characters in a story to characters today or comparing the content of the text to the world today (Teele, 2004).G by asking them to find connections would help them comprehend the ideas better in the text.
Summarizing

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

The process of summarization requires the reader to determine what is important when reading and to condense the information in the readers own words (Adler, 2001). During the summarizing process, the students will be able to distinguish the main ideas from the supporting ideas. Distinguishing the related knowledge from the unrelated ones is another point in the summarizing process which will Summarizing is a strategy which helps the students to organize the ideas even in the long reading passages which are usually perceived as threat for the students.

Questioning

Readers can use the questioning before, during, and after reading. The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information (Harvey &Goudvis, 2000). In this strategy, the students return to the text throughout the reading process to find the answers to the questions asked by the teacher before, during and after the reading. By this strategy, students practice to distinguish between questions that are factual prior knowledge. By using the student generated questioning strategy; text segments are integrated and thereby improve reading comprehension (NRP, 2000).
Inferring

Inferring refers to reading between the lines. Students need to use their own knowledge along with information from the text to draw their own conclusions (Serafini, 2004). Through inferring students will be able to draw conclusions, make predictions, identify underlying themes, use information to create meaning from text, and use pictures to create meaning (Harvey & Goudvis, 2000). Students can be given techniques to use illustrations, graphs, pictures, dates, related vocabulary and titles from the text to make inferences.

Stages of reading development

There are generally stages of reading development and teachers should be aware of what is required at each stage. This awareness helps the teachers to understand when, and how, to introduce various techniques into the programme at the various levels of growth and development of pupils. It should be noted that students tend to master the various stages at different ages. To a large extent, the ability of learners to read depend on the quality of the learning environment provided by the teacher and whether or not the language spoken in the high schools is the language spoken by them at home.

The pre-reading stage

The first stage of development is the pre-reading stage, the responsibility of the teacher is to encourage reading interest with enjoyable experiences and activities, with an emphasis on oral expression. The principal goal at this stage is to ensure that the learner is socially, mentally, emotionally and physically ready to learn to read. Spatial development is important at this stage. A pupil is taught to recognize spaces between words and the descending order of the lines in a text. Teachers learn to read from left to right usually, or from right to left for instance in Arabic (Carter, 2000). Oral expression is the focus of instruction, and the development of sight vocabulary which is taught using sentences, signs, labels, etc. Simple ideas are expressed and organized in order to create sentences. The formation of words, starting with consonants, and the recognition of rhymes by word endings, are all taught.

Beginning reading
At this stage of development, the learner must acquire an ability to recognize the letters of the alphabet, but not to memorize them. It is accomplished by varying the types of techniques used to teach the alphabet. The modern approach is that students learn the alphabet in a literature context. A card with a picture of an apple on it and the letter a helps to give meaning to the sound ‘a’. Although traditional methods of teaching the alphabet do not involve teaching the alphabet in a literary context, they do involve the participation of learners in creating ways to help them learn the alphabet. Methods such as students creating their own jingles, or the teacher creating a jingle are ways of teaching the alphabet, and may be helpful in introducing and practicing the alphabet. They generally enjoy creating various rhythms and melodies to help them memorize the alphabet. However, to ensure that they have not just memorized but have actually learned the alphabet, the teacher will want to also teach the alphabet in a literary context. A child must have a natural ease with the alphabet in order to learn letter sounds and word spellings comfortably, and exercises that are fun as well as instructive can facilitate learning it.

At this stage, teachers should promote pupil motivation constantly from the start of a reading programme. Pupils react willingly to the text when they are motivated. Texts that reflect the interests and environment of the pupils increase motivation, especially if students are having difficulties beginning to read. It may be beneficial to select photographs of people they know in the community or their family members, people who are a rejection of who they are, so that they feel connected to the reading process. Finally, teachers are encouraged to provide models for the children. This means that the teacher (or possibly a pupil) performs an action, or expresses a thought, that the class imitates (Irwin, 1967; Schunk, 1990). Modelling is one person setting an example and the others following it. An example of modelling (the teacher in this case is the model) is a child reading a poem, imitating the pronunciation and expression a teacher used while reading the poem. Or, a pupil can be a model and teach the class a small lesson or activity that he or she has learned. When pupils are the models, it encourages self-empowerment. Children feel good about themselves because they are able to share something they have learned with the class.
Developing reading fluency

The third stage of reading development is reading fluency. At this stage of development, students are prepared to identify words that they cannot pronounce and find the pronunciation independently, read simple stories and feel comfortable learning new concepts. They begin to use context clues, using information in the story to guess the meaning of certain unknown words or ideas. Materials need to be very diverse, the students are better able to make use of various texts, such as travel brochures, pictures, stamps from countries around the world and washing directions on clothes labels. It is very important, therefore, to make sure that the materials challenge them and are relevant to the lessons, and that they continue to reflect the images and the interest of them.

First Language Reading and Second or Foreign Language Reading

Questions comparing first and second/foreign language reading generally revolve around two interrelated but separate issues: the reading process and reading skills. Some researchers investigate whether first and second language reading processes are similar or whether there is a universal reading process. Others wonder whether individuals' reading skills transfer from their first language to a second.

Researchers also ask whether good first language readers are also good second language readers. Although little consensus has been reached among researchers attempting to analyze and compare first and second language reading processes, their individual and sometimes specialized conclusions provoke examination. Devine (1981, cited in Barnet, 1989) concludes that first and second/foreign language reading processes resemble each other. Kern (1988, cited in Barnet, 1989) finds that some difficulties in reading are common to both types of reading.

Researchers, who argue that first and second/foreign language reading processes differ, commonly declare subjects' language proficiency level to be a determining factor. In general, the reading process of the advanced second/foreign language learner proves analogous with first language reading process,
whereas that of the beginning second/foreign language learner contrasts with both. Mcleod and McLaughlin (1986, cited in Barnet, 1989) argue that advanced second/foreign language readers differ not only from beginning second/foreign language readers but also from native readers. But in general, experienced second/foreign language readers read more like proficient first language readers than do beginning second/foreign language readers.

Singhal (1998) elaborates the similarities and differences in L1 and L2 reading processes. Reading in both contexts is a meaning making process involving an interaction between the reader and the text. Readers use mental activities in order to construct meaning from text. These activities are generally referred to as reading strategies or reading skills. Successful L1 and L2 readers will consciously or unconsciously engage in specific behaviors to enhance their comprehension of texts. Both top-down and bottom-up strategies are used by effective readers as they read. As they read, they sample from the text, predict what will come next, test and confirm predictions, and so on. They use their background knowledge and various strategies to facilitate comprehension. To this extent one can say reading in L1 and L2 are similar.

However, L2 reading also differs greatly from L1 reading, Singhal examines factors of cultural differences: content (background knowledge) schema, formal (textual) schema, and linguistic (language) schema. It is evident that schema plays an important role in text comprehension. An L2 reader who is not familiar with culturally based knowledge or content schema, or a reader who does not possess the same linguistic base as the L1 reader, will encounter difficulties in reading, such difficulties may be greater when there is a greater difference between L1 and L2.

There are two widely known hypotheses concerning the relationship between first language and second languages abilities: the linguistic interdependence hypothesis and the linguistic threshold hypothesis. The linguistic interdependence hypothesis, in its simple form proposes that L1 reading ability transfers to L2. It assumes that there is a common underlying cognitive ability between L1 and L2, and it implies that we do not need to learn reading in L2 if we have a certain level of L1 reading ability. According to this hypothesis, transfer
happens automatically. The linguistic threshold hypothesis proposes, on the other hand, that a threshold level of L2 language ability is necessary before L1 reading ability transfers to L2. This implies that L2 learners need to acquire some basic linguistic knowledge before they are able to read in L2.

Alderson (1984) integrates the two hypotheses mentioned above into a question: “Reading in a foreign language: A reading problem or a language problem?”. Here “language problem” refers to a weakness in the knowledge and skills required for processing L2 linguistic properties, i.e. orthographic, phonological, lexical, syntactic, and discourse knowledge specific to L2, while “reading problem” refers to a weakness in what is called higher level mental operations such as predicting, analyzing, synthesizing, inferencing and retrieving relevant background knowledge, which are assumed to operate universally across languages.

In this classic article, Alderson broadly reviews research which contains implication for this question and proposes a tentative conclusion: The difficulties in L2 reading derive both from a language problem and a reading problem; L2 reading is more like a language problem at the lower levels of L2 proficiency and is more a reading problem at the higher levels of L2 proficiency. He concludes that there is likely to be a language threshold beyond which second language readers have to progress before their first language reading abilities can transfer to the second language situation.

After the publication of Alderson (1984), much research has been carried out to examine this topic. Though most of the research supports the linguistic threshold hypothesis, the concept of the linguistic threshold has not been elaborated enough.

After reviewing several studies, Yamashita (1999) proposes a model of the linguistic threshold. He hypothesizes three levels of the linguistic threshold to explain the contribution of both L1 reading ability and L2 language ability: the fundamental level, the minimum level, and the maximum level. Before readers reach the fundamental level, L2 language ability is very low and can not contribute to explaining the variation of L2 reading, there is no systematic relationship
between their L2 language ability and their L2 reading comprehension. When the
readers’ L2 language ability has reached the fundamental level, L2 language ability
starts to make a contribution to L2 reading, but L1 reading ability can not be
transferred yet. The variation in L2 reading ability of the readers between the
fundamental and the minimum levels is explained by L2 language ability only.
When readers have reached the minimum level, L1 reading ability starts to transfer.
When the readers’ L2 proficiency develops towards the maximum level, the
contribution of L1 reading ability increases and L2 language ability loses its power
in explaining the variation of L2 reading ability. And last, when readers have
reached the maximum level, the L2 ability has developed so fully that it does not
cause problems for L2 reading, therefore, variation of L2 reading comprehension
is explained solely by L1 reading ability. In other words, L2 readers read in L2 as
well as in L1, so this maximum threshold level must be very high.

But just as Yamashita himself notes, some researchers have pointed out
that the level of the linguistic threshold is not absolute, depending on the reading
tasks and readers’ L1 reading ability. Future research is needed to further the
understanding of the linguistic threshold.

CONVERSATION

Definition

Conversation is understood as an exchange between at least two
interlocutors who share some degree of mutual knowledge (I would prefer the term
experience) determined by their socio-cultural background and whose
communicative intention triggers their interaction. As to the function(s), it is
generally agreed that in conversation functions fostering interaction and social
contact prevail. Thus the functions of the language used are primarily phatic,
conative and expressive rather than referential.

Conversations are social creations. They are produced one step at a time
as people carry out certain joint activities. A joint activity is one in which two or
more people have to coordinate with each other to succeed (Clark 1996). These
include not only waltzing, playing a piano duet, playing tennis, but gossiping,
planning a party, and negotiating a contract. In waltzing, duets, and tennis, people coordinate moment by moment by means of gesture, touch, and other actions; but in gossip, planning, and negotiation, they use speech as well—they converse. What people do and say is not determined beforehand. It emerges as they negotiate their way through these activities. Conversations reflect the joint activities they coordinate. Every joint activity has participants—the people actually taking part, who are distinct from nonparticipants (bystanders, onlookers, overhearers)—and so do the conversations that emerge from them. The participants take particular roles, such as doctor and patient, teacher and student, or friend calling and friend called, and the roles constrain what the participants do and say.

CONVERSATION AS CONTEXT EMBEDDED INTERACTION

Mey (1993.184) defines the context as "the entirety of circumstances (not only linguistic) that surround the production of language", whereas the co-text is interpreted as "that portion of text which (more or less immediately) surrounds it". Lyons (1995.241) refers to his previous work (1960.3) in which he draws a distinction between environment and context, consequently "drawing a distinction between what was in effect the Firthian notion of having meaning (or being meaningful) and the notion of having (such-and-such) a meaning".

Contexts of situation are understood as "typical, recurrent, and repeatedly observable" and each context is placed "within the wider context of culture" (Firth 1964). The context as a category does not exist a priori; it is created in the process of communication and influences the processing of the message. Sadock (1988.192) maintains that "...most sentences can accomplish quite different things, when uttered in different contexts, and can do so in virtue of the addressee's recognition of the speakers intention to accomplish those effects".

Travis (1997) speaks about "context-fixing properties" that words have and concludes that "words admit of interpretations, then conceivably they may bear different understandings on different occasions for understanding them" (1997.103). In another remark, Travis stresses the role of context: "...the semantics
of words—how they are rightly understood—may be an occasion-sensitive affair" (1997.103-104). Some linguists claim the context should not be equated with mutual knowledge.

Sperber and Wilson (1982.70-71) claim that "...although mutual knowledge would be necessary for an absolute identification, a reasonable identification can be achieved without it". Mey (1993.206) defends the idea that shared or mutual knowledge "which conversation presupposes is not always given; indeed, only through conversation are we able to build up this knowledge, to supplement it, to refine it". My delimitation of the context comprises the social, political, cultural and other norms and expectations and their effect on the understanding of the message.

Van Dijk (1997.17) assumes that "...in addition to individual cognition, discourse especially involves sociocultural cognition". He views the process of understanding as a "tentative" one "which allows for continuous reinterpretation" (1997.18).

CONVERSATIONS IN AN ENGLISH CLASS

Conversation classes, oral classes, presentation and debate classes are very common in both schools and higher education but time and time again students hear 1 of these 2 complaints from the teachers:

1. My students won’t talk
2. My students won’t stop talking

Let’s look at the first type. Here it is needed to reflect and work on WHY they do not speak. Is it because they don’t have the language? They are shy? Or maybe they are just not used to speaking about topics they are unfamiliar in a strange setting with people they don’t know very well.

The secrets to a good speaking class are making sure you teach students to converse via a range of questions, responses, agreeing, disagreeing, building confidence from the first response to offering questions and then building small turns into longer pair work, group work and finally whole class unprepared conversations. Everything must be meaningful for students. They need to pick your
battles, so initially choose easy ‘light’ familiar topics to allow less cognitive load
and students to focus on the art of speaking in English.

There are some students who are very fluent and will talk forever about almost
anything but often off topic. They feel comfortable in their group which is often due
to developed friendships and this can lead some teachers to feel that they are
doing crowd control as they try to teach their planned lesson. In this situation, it is
important to channel this eagerness and fluency into carefully chosen topics and
to balance fluency work with language focus and to experiment with different
speaking scenarios, pairs and groups as well as topics. Students might be great at
small talk but getting them onto more challenging topics will probably highlight
serious gaps which they will realise and welcome your input. While a speaking
class should have a high percentage of actual speaking, a student who is already
quite fluent needs to see the value of your lesson and so your focus can shift to
activating, pushing and perfecting language.

Another situation is where you have both types in the same lesson. A mixed
class of extremely talkative and very shy students certainly sounds tough for a new
teacher and mixed pairs might be the first solution for many. Using the more fluent
students as models is another idea. The worry here though is that shy students
could become intimidated unless both you and those talkative students are
honestly interested in helping the less talkative. Building this kind of class culture
can help encourage students to contribute and is even better when you set up
activities in and out of class to create friendships. After all, would you like to talk to
stranger about your family, hobbies or plans for the weekend?
STRATEGIES FOR TEACHING ENGLISH CONVERSATION

- The student’s character.
- Other students may dominate and/or intimidate.
- Students are not used to talking freely for reasons of culture and background.
- Students are afraid of making mistakes and therefore losing face in front of the class.
- Students have been taught from an early age to always listen to the teacher rather than interact with the teacher.

A problem that sometimes happens when teaching company classes is the boss/employee problem. If the employee has a better level of English than the boss does, the employee may not want to speak much out of fear of embarrassing the boss. Never try to bully or blackmail quiet students into talking. If you do, you'll just make things worse. The student will not respond positively and the rest of the class may react negatively towards you as well.

The following strategies for teaching English conversation do work. Their use depends on the general character and disposition of your class. Feel free to experiment with these strategies for teaching English conversation until you find the ones that work best.

All of these strategies for teaching English conversation are about neutralizing fear. They are designed to provide a level of comfort that encourages students to start talking or talk more freely. These strategies for teaching English conversation are also designed to give everyone a fair chance at speaking in a controlled manner. This effectively removes the domination and/or intimidation problem mentioned in the second bullet point.

When you use any of these strategies for teaching English conversation always make sure that: you have properly prepared all the material you will use, it is appropriate for the class skill level and that you introduce, present and explain what is going to be done and what is expected.
Use pair-work

- Pair work helps to get quiet students talking.
- Reluctant students are under less pressure as they are not in the spotlight.
- Guide them so that they can speak in a controlled way at first. For example: give them a short, simple sentence and then ask them to read it back.
- Let students write down what they are going to say before they say it. This removes the risk element that a spontaneous response requires.
- Once these basic skills are acquired you can start asking them simple questions about what they have read. Psychologically they are more likely to respond.

Acting things out and reading aloud

- Acting out scripted dialogues encourages quiet students.
- You must work with the students like a drama teacher or acting coach.
- Explain pronunciation, intonation, emphasis and emotion before you start.
- If you give effective guidance and get student co-operation, the result will sound good. This means that your students will get a great deal of satisfaction and increase their confidence.

Role-play

- Quiet students, in general, speak more freely when they are playing a role.
- They do not have to be themselves.
- Role-play allows the students to take on a new identity and behave in uncharacteristic ways.
- Role-play enables the students to connect to a different personality and therefore reduce personal risk.
Use recordings

- if it’s possible, ask your students to record what they would like to say at home. This gives them the privacy they may need to record and re-record with fear until they are happy with the result.
- listen to the recordings they bring to class and tactfully point out any inaccuracies you hear.
- each student is given the chance to listen, get feedback from you and repeat.
- this is a positive, iterative process that encourages self-assessment and motivation.
- important: some students may feel inhibited about this. you'll have to persuade your students to accept the task prior to asking them to do it.

**Strategies for teaching English conversation**

All of these strategies for teaching English conversation are about confidence building. Never forget that speaking has two basic formats:

- Reading aloud
- Spontaneous conversation

**Reading aloud is a mechanical process.** Someone takes information in through their eyes, their brain interprets what they see and their speaking mechanism (tongue, lips, larynx, etc.) creates the sounds to say the words. There is no thinking required regarding what to say because it is written down. Reading aloud is excellent practice because it trains the speaking mechanism to say things in English. It gives you the opportunity to help them with their pronunciation as well.
Spontaneous conversation is a complex process. It is not complex because of the thinking process as, regardless of what the students' native language is, they can think. The problem is getting them to think, interpret and spontaneously create spoken responses in English. An additional problem is the conversation itself. By definition a conversation is an event held with 2 or more people so listening comes into play as well. Conversing in English is much more complex than reading aloud.

Use the above strategies wisely when teaching English conversation. Start reluctant speakers off with simple reading exercises in a controlled and non-intimidating environment. If you do, you’ll soon have helped build their confidence and they’ll start speaking more freely.

EPISTEMOLOGICAL FOUNDATION

According to Vygotsky, Bakhtin and others (2014), it has been a privilege to have been asked to edit this series of papers on education and epistemology. While philosophy of education is often considered an applied discipline, it has made contributions across the philosophical spectrum. For example, there has been a significant body of work on aesthetics and education. There have been occasional incursions into debates about ontology and even, albeit rarely, metaphysics. However, the majority of work has always been concerned with epistemology (questions of knowing) and ethics (questions of right action). Traditionally, much of this work, particularly in epistemology, has had a highly individualistic tendency.

The assumption of the knowing mind as key characteristic of the rational autonomous agent is at the heart of the liberal educational tradition and takes root in Descartes’ cogito: even if I doubt who I am, there is an ‘I’ that doubts, and this ‘I’ is the fundamental characteristic of the autonomous rational agent, the fully human being. Of course, heirs to this Cartesian legacy need not be solipsists: it is easy to argue that the individual has duties towards, and needs relating to others, and it is in consideration of such issues that ethic stakes its place in the modern philosophical canon. In terms of social policy, the liberal tradition tends to think in terms of various of the social contract, whereby, at least in its early forms, the
individual trades in certain aspects of his or her freedom in return for the benefits and security afforded by an ordered society.

For many educationalists, at least, the key thinkers at the start of this tradition are those who conceived of the human as potentially dwelling in one of two states, that of nature or that of society. To Hobbes, the state of nature was competitive and dangerous, so only rule by a benevolent sovereign could stop people effectively tearing each other apart; to Locke, the state of nature was more benevolent, but social training, in tune with natural inclinations, would produce the best outcomes in terms of human flourishing; to Rousseau, nature was essentially good and society (in all its existing forms) was not to be trusted, even though ultimately human growth depends on social action. The Lockean view provides the perfect justification for educational intervention, insofar as the child benefits from training that builds on her natural inclinations; the Rousseauian view provides the perfect justification for delaying formal schooling and allowing children to learn through play so that they can develop healthy self-confidence before entering the bitter and competitive social world. Both these views are more empirical than idealist, in the sense that mind and knowledge are construed as developing through direct sensory experience rather than the exercise of pure reason.

PEDAGOGICAL FOUNDATION

Pedagogy is an encompassing term concerned with what a teacher does to influence learning in others. As the importance of high quality early childhood education and care services for children has become more clearly understood, so has the teacher/educator’s role in the provision of these services. This demands a clear understanding of the meaning of ‘pedagogy’ and how it plays out in individual educators and services. The definitions below show a range of thinking around the term pedagogy, all of which have what a teacher does and how they do it at their core. The term ‘educator’ means to encompass all with direct contact and responsibility for student’s learning and development in early education. For the purpose of this document the terms ‘teacher’ and ‘educator’ are used interchangeably. Definitions of pedagogy include: The function or work of teaching: the art or science of teaching, education instructional methods. (Department of Education, Employment and Workplace Relations (DEEWR), 2009a, p.42)
instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community) (Siraj-Blatchford, Sylva, Muttock, Gilden & Bell, 2002, p.10) Pedagogy is about learning, teaching and development influenced by the cultural, social and political values we have for children…in Scotland, and underpinned by a strong theoretical and practical base. (Education Scotland, 2005, p.9) Quality teaching is defined as pedagogical practices that facilitate for diverse students their access to knowledge, activities and opportunities to advance their skills in ways that build on previous learning, assist in learning how to learn and provide a strong foundation for further learning in relation to the goals of the early childhood curriculum.

Pedagogy develops from a range of factors including theories and research evidence, political drivers, evidence from practice, individual and group reflection, educators’ experiences and expertise, and community expectations and requirements. It informs both curriculum (all the interactions, experiences, activities, routines and events planned and unplanned) and teaching in a service. It reflects and supports the principles of and outcomes sought by a service. Early years’ pedagogy is an extremely complex phenomenon comprising a wide variety of practices underpinned by principles acquired through training and as a result of professional experiences and personal understandings. Because of its complexity ‘effectiveness’ has to be viewed as a whole rather than as particular aspects taken in isolation.

**Constructivist Theory**

English as a Second Language uses Constructivist theory approach and teaches five constructions teaching model. The constructivist approach to teaching and learning is based on a combination of a subset of research within cognitive psychology and a subset of research within social psychology (Huit, 2003). The basic premise is that an individual learner must actively “build” knowledge and skills (Bruner, 1990 as cited in Huitt 2003) and that information exists within these built constructs rather than in the external environment (Huitt, 2003). However, all advocates of constructivism agree that
it is the individual’s processing of stimuli from the environment and the resulting cognitive structures, that produce adaptive behaviour, rather that the stimuli themselves (Harnard, 1982 as cited in Huitt 2003). Bruner (1990) is considered the chief theorists among the cognitive constructionists, while Vygotsky (1978) is the major theorist among the social constructionists. Vygotsky’s and Bruner’s theory

The methodology applied within the genre approach is based on the work of the Russian psychologist Vygotsky (1934/1978) and the American educational psychologist Bruner (1986). The aspect of Vygotsky’s theory is the idea that potential for cognitive development is limited to a certain time span which he calls the “zone of proximal development”. ZPD refers to the gap between what a given learner can achieve alone, their ‘potential development as determined by independent problem solving’, and what they can achieve ‘through problem solving under adult guidance or in collaboration with more capable peers’ (Wood, D., & Wood, H., 1996 as cited in Kristinsdottir, 2001). The full development during the ZPD depends upon full social interaction and the more the learner takes advantages of a teacher’s assistance, the broader is its “Zone of Proximal Development”. (Kritinsdottir, 2001).

For Vygotsky, language has a particular role in learning and development by acquiring a language, a learner is provided the means to think in new ways and gains a new cognitive tool for making sense of the world. A learning model based on Vygotsky’s concepts of development Vygotsky suggests two things about language learning: “If a teacher is only concerned with what students can already do with language ie with their existing level of independent performance, then the students will never progress”. “If a teacher supports students so that they move through the zone of proximal development to their potential level of performance, real learning and progress is possible” (Feez & Joice, 1998). The model also suggests that input alone is not enough for students to reach their potential. Vygotsky proposes that learning is collaboration between teacher and student with the teacher taking on an authoritative role similar to that of an expert supporting an apprentice. He points out that this collaboration
always involves language in the form of a dialogue between teacher and student (Kristinsdottir, 2001).

**SOCIOLOGICAL FOUNDATION**

Sociology and education is aimed primarily at general sociology students interested in sociology of education or contemplating to exploring the field. In this case it can be used as a textbook for undergraduate as well as graduate students. However it is also a useful introduction to sociology of education for researchers and decision-makers working in sciences of education, educational policy, social mobility, etc. Lastly, it is appropriate for a general reading audience interested in understanding the issues raised by present-day education (teachers, parents). Sociology and education helps understand the respective logics behind the various sociological approaches to education, their assumptions and their limits. It clarifies the links between psychology, microsociology and macrosociology, and the role ascribed to human reason in social action. Throughout the work, the author is concerned to develop ideas and concepts in sociology of education that explain the theoretical grounding of contemporary approaches. The work enables the reader to grasp the viewpoint and assumptions of the different approaches and thus to envisage new perspectives and to prepare further research. For the non-sociologist, the presentation is clear and stimulating, and will serve as a reader’s guide to more specialized works in sociology of education. Sociology and education is rooted in both American and European sociology. The author carried out her own research on the contemporary history of educational systems and sociology of education in the United States and in Europe. The references and the examples contained in the book have been chosen for their role in the culture of the field and for their intellectual and instructive value.

**PSYCHOLOGICAL FOUNDATION**

Psychology is the study and human’s recognition from different dimensions of behavior and learning. In this paper, we consider educational psychology and method teaching from the perspective of psychology. Educational psychology is trying to use the principles of psychology and its various branches in the field of education. In educational psychology, topics such as; different learning methods
and its rules, the process of thinking, memorizing, remembering, memory, intelligence, motivation, measurement, the role of teachers and learners in the transfer of learning, the condition and situation of learning, discipline and academic achievement are considered and studied. On the other hand, the pedagogical significance is the consideration of the impact of education, academic achievement, adaptability, mental development, and balanced human development.

The teachers should be aware of the application of educational psychology in a pedagogical system and can easily implement the principles and rules in the classroom. The students enter the class with difference significance, it is the teacher’s duty to identify these differences and them according to their skills and abilities. Personal differences between the learners are one of the most important issues in the classroom that the teacher has to pay particular attention to them and the learning-teaching process is arranged that all learners can use it according to their mental fitness. The teachers must be a good psychologist before they play the role of teacher. Attention to the teacher’s role in the teaching process and its strengthening can be effective in learning the language. Teacher’s awareness of the student’s motivation and its relationship with the teaching process provides a framework by which the teacher can choose effective teaching methods to teach the English language to them. Logical education and principles are one of the effective factors in the teaching process. The characteristics that the teacher distinguishes from other educators is knowing the science of psychology and using it during the teaching.

The Importance of Psychology in Teaching and Learning English is a fulfill knowledge for the teachers to help the students improve their learning in the English classes. It doesn’t matter a teacher teaches the English language at a school or at a university. In fact, teaching the English language as a second/foreign language is a difficult task. When a teacher manages the class who knew the educational psychology very well, he/she can be more successful in teaching than other instructors.

The first, the teacher attempts to create motivation in the class and attract the learner’s attention to the subject. Lack of motivation is a major obstacle to the
student’s academic achievement, so all teacher’s efforts to eliminate these obstacles and to provide an incentive for the class to learn more. Using visual aids in teaching the English language as a second/foreign language creates strong motivation between the learners and context which make it easier for them to learn new words in a target language and remember them forever. Motivation can be defined as a need or desire that energizes and directs behavior (Myers, 2001, as cited in Shirkey, 2003).

As Wilkins (1972) points out that "motivation is a term which occurs in a discussion of the second rather than the first language learning". There are two types of motivation: intrinsic motivation and extrinsic motivation (Deci & Ryan, 1985). In a socio-educational aspect, motivation also can be defined as integrative motivation and instrumental motivation (Gardner, 1972). An instrumental motivation means the desire to acquire a foreign language to find out employment or improve their self-cultivation or improve the social status (Dörnyei, 2001; Gardner & Lambert, 1972).

According to Tomlinson (2003), materials can include anything which can be used to facilitate learning of a language. Today, most learners are advocates of working with the internet, which, if the teacher uses of PowerPoint, some soft ware’s in teaching the English language, the motivation of the learners to learn more. The second, a skillful teacher reduces the student’s stress and anxiety, and strengthen their self-esteem. Occasionally, the learners face fear and stress in learning challenges, which reduces their self-esteem. Insufficient self-esteem takes their positive thoughts as a result, their performance will not be appropriate. So the teacher must recognize the root of these fears and stress and help the students to overcome them through appropriate strategies. Most students are afraid to speak in an English language class, they think that mocked by their classmates if they replace the words incorrectly in the sentence or express a word with a false pronunciation. The teacher should allow the learners to speak without tension even if they make a mistake in their words and created an intimate environment in the class which the learners can participate in the group discussions. The psychologists believe that the teacher should play the role of
teacher-centered on the class and prevent any anxiety and also patiently correct their mistakes.

LEGAL FOUNDATION

Constitution of Ecuador 2008

Art. 26.- Education is a right of the people throughout their lives and unavoidable and inexcusable duty of the state. It is a priority area of public policy and government investment, ensuring equality and social inclusion and it is essential to good living conditions.

Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27.- Education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth will promote gender equality, justice, solidarity and peace, stimulate critical sense, art and physical education, individual and community initiative and the development of skill and abilities to create and work. Education is essential for understanding the exercise of the rights and building a sovereign country, and is a priority for national development.

Regulation to develop the design and execution of the educative project was approved in session of the Honorable council on January 19th 1999 and ratified on 15th of February.

Directive Council arranged that the educative projects must be performed until by two undergraduates. Among the objectives of the regulation we have:

- To design and execute the educative projects, by applying the scientific method to contribute the improvement of the education quality.
- To contribute the integral, harmonic and permanent development of the future professionals.
- To guarantee the research through technical resources to make an efficient investigation.

**COMMON EUROPEAN FRAMEWORK OF REFERENCE**

According to the Common European Framework (2001) students need to have a large vocabulary including single word forms in order accomplish lexical competence required:

A particular single word form may have several distinct meanings (polysemy), e.g. tank, a liquid container or an armored armed vehicle. Single word forms include members of the open word classes: noun, verb, adjective, adverb, though these may include closed lexical sets (e.g. days of the week, months of the year, weights and measures, etc.). Other lexical sets may also be established for grammatical and semantic purposes (p. 111).

El Marco común europeo de referencia establece una escala de seis niveles comunes de referencia para la organización del aprendizaje de lenguas y homologación de los distintos títulos emitidos por las entidades certificadas. La división se agrupa en tres bloques que responden a una división más clásica de nivel básico, intermedio y avanzado, aunque no se corresponden exactamente con los niveles clásicos por estar situados por encima o por debajo de ellos.
Nivel Subnivel

(Usuario básico) A1

Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.
CHAPTER III
METHODOLOGY

DESIGN OF THE INVESTIGATION

This project is being developed in the scientific and exploratory fields. It is the form that will guide us to achieve our objective, since it is a practical-theoretical way.

TYPES OF INVESTIGATION

This work is going to be considered in three levels exploratory, descriptive and explanatory.

Exploratory investigation

According to Hernandez, exploratory research is usually carried out when the goal to examine a topic or little studied research problem which has many doubts or has not been addressed before. Hernandez H., (2013).

It is a investigation that goes into a problem or situation which provides insights to the researcher. The research is meant to provide details where a small amount of information exists. It may use a variety of methods such as trial studies, interviews, group discussions, experiments, or other tactics for the purpose of gaining information.

In the first level this investigation is exploratory because it has as goal to make concepts clear, gathers data, discovering new ideas to develop the methods to be employed in the formulation of the problem.
**Descriptive Investigation**

Muñoz Jaime said: that this type of research studies, analyzes, describes and specifies situations and properties of individuals, groups, communities or any other phenomenon or object that is subjected to analysis. Muñoz, (2010).

Descriptive research is used to obtain information concerning the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. The methods involved range from the survey. The correlation study to developmental studies which seek to determine changes over time.

In the second level the investigation is descriptive because it provides us an accurate portrayal of characteristics of our particular group of study. These studies let describe what exists, determining the frequency with which something occurs, and categorizing information to identify some characteristics and elements of the problems in this case the low performance in reading skills in students of eighth year of General Education at Unidad Educativa Cesar Alonso Villacis Madril.

**Explanatory Investigation**

This research is intended to explain, rather than simply to describe, the phenomena studied. Mittapalli, (2008). It is the kind of research that explains the why of things, causes of events, physical, social, events, phenomena or objects. Rivasplata-Sabino, (2010).

The purpose of explanatory research is to explain or answer the question of why something occurs. Explanatory research goes further than exploratory research in that its goal is to find the reasons behind a theory or phenomenon.

In the third level this investigation is explanatory or explicative because it is intended to explain, to look for causes and, reasons, to answer the question why rather than simply to describe. This is done by using the scientific method to test the evidence to extend an idea to use it to improve the quality of the investigation analyzing the causes and consequences of a problem.
POPULATION AND SAMPLE

Population

A sample is a part of a population. A population is a whole, it’s every member of a group. A population is the opposite to a sample, which is a fraction or percentage of a group. Sometimes it’s possible to survey every member of a group. The population in this research was taken from students, teachers, and authority at Unidad Educativa Cesar Alonso Villacis Madril.

Sampling

A sample, in the context of scientific research and statistics, is a representative subset of a population. It is often impractical to access an entire population for research or data collection. The sampling in this research was taken from students of eighth year of Basic Education at Unidad Educativa Cesar Alonso Villacis Madril.

<table>
<thead>
<tr>
<th>STRATUM</th>
<th>POPULATION</th>
<th>SAMPLE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTHORITY 1</td>
<td>1</td>
<td>1</td>
<td>2 %</td>
</tr>
<tr>
<td>TEACHERS 5</td>
<td>1</td>
<td>2 %</td>
<td></td>
</tr>
<tr>
<td>STUDENTS 419</td>
<td>35</td>
<td>96 %</td>
<td></td>
</tr>
<tr>
<td>TOTAL 425</td>
<td>37</td>
<td>100 %</td>
<td></td>
</tr>
</tbody>
</table>
### OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSIONS</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td></td>
</tr>
<tr>
<td>CONVERSATIONS</td>
<td>IMPORTANCE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td></td>
</tr>
<tr>
<td>DEPENDENT VARIABLE</td>
<td>DEFINITION</td>
<td></td>
</tr>
<tr>
<td>READING SKILLS</td>
<td>TYPES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPORTANCE</td>
<td></td>
</tr>
</tbody>
</table>
METHODS

A particular procedure for accomplishing or approaching something, especially a systematic or established one. Through the employment of different methods and procedures that the researchers can obtain the enough information to reach the goals. For the elaboration of this research was taken into account the next methods:

Observation

Through this method the author of this investigation noticed the low performance in the development of reading skills and the disinterest related to this skill.

Inductive

It is a process of logical reasoning about the observation of the particular case, making comparisons of the characteristics in order to generalize it. It is applied to this project because dialogues were applied at beginning in order to catch the interest in the learning of the English language, specifically the reading skills.

Deductive

In this process its main goal is to present concepts, principles, rules, since it analyzes, compares, synthesizes and shows elements. This method goes from the general to the particular because, in this case, the problem was detected when students were working in the classroom and they did not know understand and comprehend the reading.

Scientific

It is used to investigate parts of elements of the problem to be analyzed through their nature and behavior with the purpose to identify the characteristic of the observed phenomenon following a similar method to analysis. For that reason, it is important that the author bear in mind the
hypothesis, obtaining data directly, conclusions and proposals that will help to the correct performance of the reading skills practices through useful and practical conversations.

TECHNIQUES OF INVESTIGATION

Tools that help to develop different procedures aimed to get true results with the purpose of give possible solutions to any problem. The techniques that the author of this project has considered to use for contributing to this research are the interview and the survey.

Interview

An interview is a conversation between two or more people (the interviewer and the interviewed) where questions are asked by the interviewer to obtain information from the interviewee.

Survey

It is defined as the systematic collection of responses to a standardized questionnaire from a sample of individual respondents usually this technique permits the use of questionnaires.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUAS Y LINGÜÍSTICA
SURVEY TO THE STUDENTS

Write an (X) according to your criteria.

<table>
<thead>
<tr>
<th>#</th>
<th>Statements</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher practices reading skills every day.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Reading skill is important for you.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>You want to understand what you read in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>You think that reading helps to develop other skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>You want to communicate with others through conversations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You have English conversations with peers in real life.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Improving conversations you will speak fluently.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Teacher helps students to create conversations by themselves.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The English book needs to be reinforced with more academic content.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You think it is necessary to introduce another didactic material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Results of Survey

<table>
<thead>
<tr>
<th>Statements</th>
<th>Totally disagree</th>
<th>Disagree</th>
<th>Indifferent</th>
<th>Agree</th>
<th>Totally agree</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher practices reading skills every day.</td>
<td>12</td>
<td>15</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Reading skill is important for you.</td>
<td>14</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>You want to understand what you read in English.</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>8</td>
<td>16</td>
<td>35</td>
</tr>
<tr>
<td>You think that reading helps to develop other skills.</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>16</td>
<td>9</td>
<td>35</td>
</tr>
<tr>
<td>You want to communicate with others through conversations.</td>
<td>26</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>You have English conversations with peers in real life.</td>
<td>18</td>
<td>12</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>Improving conversations you will speak fluently.</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>Teacher helps students to create conversations by themselves.</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>14</td>
<td>14</td>
<td>35</td>
</tr>
<tr>
<td>The English book needs to be reinforced with more academic content.</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>16</td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td>You think it is necessary to introduce another didactic material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>15</td>
<td>14</td>
<td>35</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS

Statement 1: Teacher practices reading skill every day.

Sample: 35 students

CHART OF FREQUENCY # 1

<table>
<thead>
<tr>
<th></th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

According to the results of the 35 students surveyed, in spite of they practice reading skills every day, they are not learning this skill correctly, for that reason has been taken into account to give possible solutions to this problem.
ANALYSIS OF RESULTS

Statement 2: Reading skill is important for you. Sample: 35 Students

CHART OF FREQUENCY # 2

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>15</td>
<td>41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>38%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

In the statement number two, most of the students answered that reading skills is important for them, it is an important point for the author since they have the willingness to improve this skill.
ANALYSIS OF RESULTS

Statement 3: You want to understand what you read in English.

Sample: 35 Students

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>6</td>
<td>18%</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>15%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>16</td>
<td>43%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril"
Researcher: Valeria Jimenez Banchón

ANALYSIS

In the results obtained in the statement number three, a big amount of students want to understand what they read in English, it happens because they are interested in the book and its topics.
ANALYSIS OF RESULTS

**Statement 4:** You think that reading helps to develop other skills.

**Sample:** 35 Students

**CHART OF FREQUENCY # 4**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>16</td>
<td>43%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>27%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>35</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa “Cesar Alonso Villacís Madril”  
**Researcher:** Valeria Jimenez Banchón

**ANALYSIS**

In this statement students have answered they are sure that learning reading skills they can develop the other ones, since they consider it is the base for improve their English.
ANALYSIS OF RESULTS

Statement 5: You want to communicate with others through conversations.

Sample: 35 students

CHART OF FREQUENCY # 5

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>24%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>26</td>
<td>73%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

GRAPHIC 5

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

In this statement the majority of students answered they want to communicate with others through conversations, it is a good point because they are interested in learn different ways for having a dialogue with friends.
ANALYSIS OF RESULTS

Statement 6: You have English conversations with peers in real life.

Sample: 35 Students

CHART OF FREQUENCY # 6

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>18</td>
<td>54%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>36%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

According to the results obtained in this statement most of the students agree that they want to have conversations in real life, at this point they demonstrate interest for the English language.
ANALYSIS OF RESULTS

Statement 7: Improving conversations you will speak fluently.

Sample: 35 Students

CHART OF FREQUENCY # 7

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

As we can observe the results obtained in this statement show that almost the whole of the students agree that they think that improving conversations they will gain confident at the moment of speaking in English.
ANALYSIS OF RESULTS

Statement 8: Teacher helps students to create conversations by themselves.

Sample: 35 Students

CHART OF FREQUENCY # 8

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

According to the results obtained in this statement the most of the students answered that the English teacher does not help them to create their own dialogues or conversations leaving aside the creativity of them.
ANALYSIS OF RESULTS

Statement 9: The English book needs to be reinforced with more academic content.

Sample: 35 Students

CHART OF FREQUENCY # 9

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Indifferent</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Totally agree</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

In this statement most of the students agree that the English book needs to reinforce, it does not contain enough reading skill practice.
ANALYSIS OF RESULTS

Statement 10: You think it is necessary to introduce another didactic material.

SAMPLE: 35 STUDENTS

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totally disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Indifferent</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Agree</td>
<td>15</td>
<td>45%</td>
</tr>
<tr>
<td>Totally agree</td>
<td>14</td>
<td>37%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Cesar Alonso Villacís Madril”
Researcher: Valeria Jimenez Banchón

ANALYSIS

In this statement, the students answered that they are going to support the implementation of a new didactic material, since they think it is important for developing the reading skill.
INTERVIEW TO THE ENGLISH TEACHER

1. - What is your opinion about the teaching and learning of the English language in this institution?

Think that students 'performance is low because teachers do not have sufficient resources.

2.- What are the obstacles that you have when teaching English?

The lack of interest on the part of students as they consider that English is boring.

3.- Do you feel comfortable when teaching English?

If because i like this profession, but the discomfort feels when the students 'predisposition is not accepted in my class hours

4.- Do you attend to seminars or English courses periodically?

When the ministry of education requires it, since we need to update every year.
INTERVIEW TO THE AUTHORITY OF THE INSTITUTION

1.- What is your opinion about the teaching learning process in this Institution?

I respect the professionalism of each teacher, but i do not actually agree with the methodology used by the english teacher.

2.- Do you support the work of your English teachers?

When they require it and it is within my reach since we do not have enough teaching resources.

3.- Does the institution give facilities for extra curricular activities of the English language as a subject?

Not really, since the teachers fulfill their work schedule according to the work distributive.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

After obtaining and analyzing the results of the surveys the author of this project can conclude the following:

- Students do not like to read in English.
- Students think reading skills is not important for them.
- Teacher does not practice enough reading skills.
- Teacher does not awake the interest for reading skills.
- Teacher does not apply the correct methodology for imparting English language.
- The English book does not cover the students’ necessities.

Recommendations

It is recommended that students and teachers follow these instructions:

- Teachers must use more time for practicing reading skills.
- English teachers have to upgrade their knowledge for imparting reading skills.
- Teachers must incentivize their students that English language will help them not only for academic life but also for personal life.
- It is very important that teachers use different didactic material for English classes.
CHAPTER IV

THE PROPOSAL

DESIGN OF A BOOKLET WITH PRACTICAL CONVERSATIONS IN ORDER TO IMPROVE THE READING SKILLS

JUSTIFICATION

During the application and execution of this booklet, students were enthusiastic and collaborative with the author of this research, since the beginning they showed interest for the new didactic material and it was a good point because the researcher catch their attention easily. Besides, they noticed the lack of knowledge regarding to the English language specifically in reading skills which they think it is boring and they feel disinterested in improving it.

On the other hand, the booklet that is being presented in this proposal contains useful and entertained academic content that will engage students at the first moment of its application since it will awake the interest and at the same time they will feel motivated with an additional resource that will reinforce their background knowledge and new information that they are going to acquire. In the same way, the application of this didactic material is an innovative way to give a new opportunity to students that learn the English language using different methods, strategies, and techniques. It offers new alternatives of learning, allowing students gain confidence, to be more participative in class, and increasing their academic level.

Through this booklet, students can develop the reading skills through easy conversations or dialogues which will give the opportunity to develop other skills such as, speaking skill, because at the same time there are reading, they are speaking or learning new vocabulary. For that reason, this new resource will help to the whole teaching learning process.
Finally, conversation is the exchange of spoken words between two or more people, characters in a book, play, or other written work. Besides, conversation is often a crucial expository tool for readers which are just another way of saying that this can help convey important information to the reader about different topics that is the reason why the researcher of this project selected one important issue.

OBJECTIVES OF THE PROPOSAL

General

- To examine the new booklet with conversations and dialogues activities in order to reinforce the reading skills.

Specifics

- To involve the students participation in the class.
- To develop the booklet demonstrating to the students what important is the English language.
- To evaluate the new activities developed in class.

FEASIBILITY OF THE PROPOSAL

FINANCIAL

The expenses for the elaboration of this project such as copies, papers, brochures, markers, folders, cardboards, printings, snacks, etc. were covered by the author of this research through their own economic resource.

HUMAN

It is feasible according to the researcher because the whole educational community contributed with the elaboration and execution of this project. It means the students, teachers, parents, and staff who always demonstrated their unconditional support.
DESCRIPTION OF THE PROPOSAL

The booklet is a practical guide that contains activities and exercises based on conversations for A1 level students with the main purpose of reinforcing the reading skills which is one they showed difficulties in developing. Besides, each conversation has activities with exercises vocabulary according to students’ level and introducing new words for benefit of them. It also has reading comprehension since it is important that students start to awake their critical thinking. The presentation pages stimulate student’s interest by familiarizing them with some of the text types, pictures and activities found in the coming conversation.

Throughout each activity there is a wide variety of reading and conversations texts such as e-mails, text messages, letters, articles, etc. which allow skills such as reading for gist and reading for specific information to be systematically practiced. Furthermore, each conversation has situational dialogues set in a variety of everyday context in order to familiarize students with natural language. There are also dialogues presenting useful expressions so that students can practice every day English. Finally, it contains grammar items that are going to be reviewed at the same time while students are reading the conversations. It means that this booklet it is not only for improving the reading skills but also is going to contribute with develop the other ones.

In this way students will learn in a fun way, interacting with their English teacher and at the same time with their classmates who will help in the development of this skill such as reading comprehension.


Montpelier, VT: NE Conference in the Teaching of Foreign Languages.


Teele, S. (2004). Overcoming barricades to reading a multiple intelligences


BOOKLET WITH PRACTICAL CONVERSATIONS FOR READING SKILLS

READING IS A CONVERSATION. ALL BOOKS TALK, BUT A GOOD BOOK LISTENS AS WELL.

AUTHOR: ANGELICA VALERIA JIMENEZ BANCHON
Useful expressions to use when we go to a doctor. I divided this workshop into 5 parts: Different stages of a doctor visit (the expressions we use at each stage) and a useful vocabulary part which includes some related words and phrases. I will prepare and upload an exercise worksheet related to this topic soon.
AT the Doctor's

1) At the reception:
Patient: I want to see a doctor.
Medical receptionist: Do you have an appointment?
Patient: Yes, I have an appointment at 3 o'clock.
Patient: No, I would like to make an appointment to see Dr. Brown.
Medical receptionist: Do you have private medical insurance?
Medical receptionist: Is it urgent?
Medical receptionist: Please take a seat.
Medical receptionist: The doctor is ready to see you now.

2) Seeing the doctor:
Doctor: How can I help you? / What is the problem?
Patient: I have a temperature/sore throat/headache etc.
Patient: I have got a pain in my back/shoulder/leg etc.
Patient: I am asthmatic/diabetic/epileptic etc.
Patient: I am in a lot of pain/I have been feeling sick.
Patient: I have got diarrhoea.
Patient: I have got a lump/swollen ankle/leg etc.
Patient: I need another inhaler/some more insulin/another painkiller etc.
Doctor: How long have you been feeling like this?
Doctor: Are you on any sort of medication?
Doctor: Do you have any allergies?
Patient: I am allergic to antibiotics.
Patient: I need a sick note.

3) Being examined:
Doctor: Can I have a look?
Doctor: Where does it hurt?
Doctor: Does it hurt when I press here?
Doctor: I am going to take your blood pressure/temperature/pulse.
Doctor: Could you roll up your sleeve?
Doctor: Your blood pressure is quite low/norma/high very high.
Doctor: Your temperature is normal/a little high/very high.
Doctor: Open your mouth, please.
Doctor: Cough, please.

4) Treatment and advice:
Doctor: You need a few stitches.
Doctor: I am going to give you an injection.
Doctor: Your leg/arm etc. is broken. We need to put it in a plaster.
Doctor: We need to take an urine sample/a blood sample.
Doctor: You need to have a blood test.
Doctor: I am going to prescribe you some antibiotics/a syrup for your cough/a cream for your rash etc.
Doctor: Take two of these pills three times a day.
Doctor: Take this prescription to the chemist.
Doctor: You should stop smoking/cut down on your drinking/take a rest/lose some weight etc.
Doctor: I want to send you for an X-ray.
Doctor: I want you to see a specialist.

Useful Vocabulary:
make an appointment—have an insurance—temperature—pain-ache—have an allergy—hurt—blood pressure—stitch injection—sample—plaster—sample—chemist—prescription
Mum:  Hello!
Amy:  Hi, Mum. It’s Amy. Dad and I are here at the supermarket. We’ve got your list, and we’re doing the shopping, but we’ve got some questions.
Mum:  No problem, Amy. What do you want to know?
Amy:  We’ve got the crisps and biscuits for my school snacks, but Dad and I don’t know what type of oil to buy.
Mum:  Get olive oil. I always cook with olive oil because it’s the healthiest type of oil.
Amy:  Right, olive oil. Now, should we get orange juice or fizzy drinks?
Mum:  Get both. We’ll have orange juice for breakfast and fizzy drinks with dinner tonight.
Amy:  Speaking of dinner … you’re making beef with baked beans, right?
Mum:  Yes, that’s right. Beef with baked beans is your dad’s favourite meal. It will be ready in half an hour, so please hurry. And don’t forget the carrots. I want carrots for the salad. In fact, get about half a kilo of carrots.
Amy:  Right. Carrots and peppers are on the list and Dad’s getting them right now. What about dessert? What’s for dessert?
Mum:  Would you like fruit salad or watermelon?
Amy:  Watermelon is a great idea! Oh, Mum, I love watermelon but I don’t know how to choose a good one.
Mum:  Ask your dad to show you. He knows how to choose a perfect watermelon.
Amy:  Dad, can you help me choose a watermelon?
Mum:  We’re getting the watermelon. We’ll just pay and come right home.
Mum:  Get some popcorn, too, so we can have popcorn and watch a film on TV after dinner.
Amy:  OK. See you soon.
Mum:  Bye!

**SHOPPING LIST**

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

**NOW ANSWER THE FOLLOWING QUESTIONS. WRITE COMPLETE SENTENCES.**

1. What is Mum cooking for dinner?
2. When will dinner be ready?
3. What vegetable does Mum need for the salad?
4. What desserts does Mum mention?
5. What is the family going to do after dinner?
The Shopping List

Listen to Amy talking to her mum. Write the list of food she and her father are going to buy in the supermarket on the paper bag.

Shopping List

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

Now answer the following questions. Write complete sentences.

1. What is Mum cooking for dinner?

2. When will dinner be ready?

3. What vegetable does mum need for the salad?

4. What desserts does Mum mention?

5. What is the family going to do after dinner?

You are a new student at an English course in Washington, the USA. Your teacher is talking to you.

Teacher: Hello.

You: ____________

T: How are you?

Y: I’m ________, thanks. And ________?

T: I’m very well, thank you. I’m Monica Gibson. What’s your name?

Y: My ____________

T: Pleased to meet you, __ (name) __.

Y: Nice ____________, too.

T: How do you spell your last name?

Y: It’s ____________

T: Are you Russian?

Y: No, _________. I’m __ (nationality) __

T: Where do you live?

Y: I live in __ (country) __

T: I see. Which city?

Y: In ____________

T: What’s your address? I need it to fill in the form.

Y: It’s __ (house number) __ __ (street) __ __ (post code) __ __ (city) __.

T: Thank you very much. Do you work for a car company?

Y: No, _________. I work in/for/at ________

T: What’s your job?

Y: I’m a/an ________

T: And what do you do there?

Y: ____________

T: Are you married?
T: Oh, have you got any children?
Y: Yes, _________. I’ve got _________. / No, _________.
T: How old are you?
Y: I’m _________.
T: Really? And what month do you have your birthday?
Y: In _________.
T: Do you have any hobbies?
Y: Yes, _________. I like/love _________. (verb + ing)
T: That’s great! Do you do any sports?
Y: Yes, _________. I _________. / No, _________.
T: What time do you usually start work?
Y: At _________.
T: And when do you finish?
Y: At _________.
T: What days can you come for our English lessons?
Y: I can come on _________. and _________. How much is one lesson?
T: It’s $13.89 if you come twice a week.
Y: That’s _________.
T: Can you give me your phone number, please?
Y: Of course. It’s _________.
T: And what’s your e-mail address?
Y: It’s _________.
T: Thank you. Would you like something to drink?
Y: Yes, _________.
T: Now let’s meet other students.
Y: _________
1. Ashley __________(be) from New York.
2. She ____________ (relax) by playing her guitar every evening or going swimming.
3. At the moment she ____________ (study) for her Geometry test.
4. She ____________ (want) to phone her friend Josh after she ____________ (finish) her homework.
5. Ashley's friends ____________ (be) very important for her, especially Josh.
6. Josh ____________ (live) in San Francisco. He ____________ (play) football or soccer, as he says, every day. Josh and Ashley sometimes ____________ (chat) online.
7. Ashley always ____________ (send) Josh emails and sometimes she ____________ (text) him.
8. Her sister, Kate, ____________ (do) yoga in this photo.
9. Ashley ____________ (be) a very busy girl. She ____________ (take) music and French lessons on Fridays this semester.
10. She also ____________ (teach) the young kids to swim at the club.
11. Look at Ashley's friends in this photo! ____________ (they dance) on a bridge in San Francisco?
12. One of Ashley's friends (phone) ____________ her now.
13. What do you think they ____________ (talk) about?
14. Ashley ____________ (take) pictures every time she (go) sightseeing.
15. She ____________ (skate) in the Central Park in this photo.
16. The boy who ____________ (wear) an orange T-shirt and jeans is Jamie. He ____________ (not sing) so well but he ____________ (play) the guitar as a professional.
17. Jamie ____________ (not like) Mathematics classes. Look! He ____________ (sleep) in the classroom!
18. What about you? ____________ (you like) all your school subjects?
19. Students usually ____________ (love) P.E. but some of them ____________ (not enjoy) foreign languages.
20. How many subjects ____________ (you have) at school?
II - Tick the correct sentence and match it to its picture:

1a. Look! Jim's wearing a red shirt and black shorts.
1b. Look! Jim wears a white shirt and a tie.

2a. She's often watching TV on Friday nights.
2b. She often watches TV on Friday nights.

3a. I'm always getting up at 7 on Saturdays.
3b. I always get up at 7 on Saturdays.

4a. Jay is chatting with a lot of people at the moment.
4b. Jay chats with a lot of people at the moment.

5a. My friends Helen and Susan do yoga.
   They like it a lot.
5b. My friends Helen and Susan are doing yoga.
   They're liking it a lot.

6a. The girl sits at her desk.
6b. The girl is sitting at her desk.

7a. I think he's taking the old man's wallet now.
7b. I think he takes the old man's wallet now.

8a. What are you meaning? The tall man wearing a cap is a thief!?
8b. What do you mean? The tall man wearing a cap is a thief?

9a. Mr Smith is the man who sits next to Sue.
9b. Mr. Smith is the man who's sitting next to Sue.

10a. The girl isn't waiting for a taxi.
10b. The girl doesn't wait for a taxi.

11a. Do you want something to eat?
11b. Are you wanting something to eat?

12a. Is that girl eating sushi or sashimi?
12b. Does that girl eat sushi or sashimi?
Bob & Annie – Dialogue

Setting: Two friends meet at the community college.

Annie: Hello, Bob! How are you?
Bob: I’m great! How are you doing?
Annie: Good. Do you study here?
Bob: Yes, I am learning Spanish and taking an art class. What about you?
Annie: I am taking an English class. How many times a week do you go to school?
Bob: I usually go to school twice a week, on Mondays and Wednesdays. How often do you go to school?
Annie: I always go three times a week. I sometimes study at the library on the weekend.
Bob: Where do you work?
Annie: I work at the grocery store on the weekends. What are you doing?
Bob: I work at the library every morning.
Annie: How is your job?
Bob: I like working at the library. It’s very quiet.
Annie: Oh! I have a new car!
Bob: Wow! Really? What is it?
Annie: It’s a Ford convertible!
Bob: What does it look like?
Annie: It’s red and little.
Bob: Is it fast?
Annie: Yes! Do you want a ride home?
Bob: Yes, I do!
The present teaching material is a useful material for teaching Adjectives in English, and is useful for working on your pupils' Listening, Speaking and Reading skills. It features the topic and words of Describing people.
Going to the Airport

A: Hi Janet! Are you busy today?
B: No, I’m not. What are you doing?
A: I have to work, but my sister is coming into town. I need somebody to pick her up at the airport.
B: I can pick her up, no problem! What does she look like?
A: She has long, blonde, curly hair. She is medium height, has a round face and blue eyes. She is going to have a pink suitcase and her name is Sally.
B: Sounds good!
A: Thank you so much Janet, you’re the best.
B: Your welcome! See you later.

Going to the Airport

A: Hi Janet! Are you busy today?
B: No, I’m not. What are you doing?
A: I have to work, but my sister is coming into town. I need somebody to pick her up at the airport.
B: I can pick her up, no problem! What does she look like?
A: She has long, blonde, curly hair. She is medium height, has a round face and blue eyes. She is going to have a pink suitcase and her name is Sally.
B: Sounds good!
A: Thank you so much Janet, you’re the best.
B: Your welcome! See you later.

Going to the Airport

A: Hi Janet! Are you busy today?
B: No, I’m not. What are you doing?
A: I have to work, but my sister is coming into town. I need somebody to pick her up at the airport.
B: I can pick her up, no problem! What does she look like?
A: She has long, blonde, curly hair. She is medium height, has a round face and blue eyes. She is going to have a pink suitcase and her name is Sally.
B: Sounds good!
A: Thank you so much Janet, you’re the best.
B: Your welcome! See you later.
It consists of a list of expressions and vocabulary so that students can invent and practice their own phone conversation.

**PHONE CONVERSATION**

1. Match the words with the definitions:

   a. to say "hello" into the phone when it rings.
   b. something that you can record a message on if the person you are calling isn't home.
   c. a telephone conversation; to telephone.
   d. to call someone who called you first.
   e. to press the buttons on the phone.
   f. to put the receiver down and end a call.
   g. to answer the phone.

   1. call
   2. hang up
   3. pick up
   4. call back / phone back
   5. dial
   6. answer
   7. answering machine

2. Invent your own phone conversation. You can include the following expressions:

   **Introducing yourself:**
   - Hello / Hi
   - It's X speaking / calling
   - This is X.

   **Asking to speak with someone**
   - I need to speak to...
   - I'm phoning to...
   - Is X in?
   - Can I talk to...?

   **How to reply when someone is not available:**
   - I'm afraid X is not available at the moment.
   - Sorry, but X is not in right now.
   - (s)he's busy right now. Can you call again later?

   **Asking who is on the telephone:**
   - Who is this?
   - Can I ask who is calling, please?

   **Connecting someone:**
   - Could you hold for a second?
   - Hang on a second.
   - One moment, please.

   **Taking a message for someone:**
   - I'm afraid (s)he's out. Would you like to leave a message?
   - I'll tell him/her to call back
   - I'll let him/her know that you called
   - Can I take a message?

   **Ending the call:**
   - Give me a call
   - Call me back
   - I'll give you a call
   - I have to let you go now.
   - I'd better leave
Easy and useful dialogue giving students a hint on buying clothes. Can be used for first lesson or as a practice. It can be altered into a gap fill exercise or used as a sample for other data as well.

Shopping for clothes

SA: Good afternoon. Can I help you?
C: Good afternoon. Yes, please. I'm looking for an elegant dress for a party.
SA: What colour would you like?
C: I don't know. What colours have you got?
SA: We have got all colours. What do you think of blue? I think it matches your eyes and your blonde hair!
C: OK. Have you got it medium size?
SA: Yes, here you are.
C: Can I try it on?
SA: Of course. The changing room is there.

C: Does it fit?
C: Well, it is a little small. Have you got a bigger one?
SA: Only in red. Would you like to try it on?
C: Yes, thank you. ... It fits perfectly.
SA: Yes, and it suits you well.
C: How much is it?
SA: It's 55 Euros.
C: I take it. Can I pay by card or in cash only?
SA: You can pay in cash and by card, too.
C: Here is my card.
SA: Thanks you, Please sign here. Good bye. Thanks for shopping here.
C: Thank you, good bye.
Put them into situations using this menu and dialogue at the restaurant.
Students can practice vocabulary used when shopping for clothes. The conversation encourages questions such as: Do you have this size, where are the changing rooms.
Shopping Dialogue:

**Shop Assistant:** May I help you?

**Customer:** Yes, I'm looking for a pair of trousers.

**Shop Assistant:** What colour would you like?

**Customer:** Black, white, yellow, brown

**Shop Assistant:** What style of trousers, bell bottoms, straight legs, flares, high waisted, hipsters, cropped, drain pipes, boot legs. Jeggings, leggings.

**Customer:** any of the above

**Shop Assistant:** What size do you need?

**Customer:** I'm not sure can you measure me.

**Shop Assistant:** Yes of course, measure customer you are a 34" waist. How about these?

**Customer:** what material are they

**Shop Assistant:** nylon

**Customer:** have you got anything in cotton?

**Shop Assistant:** Yes these

**Customer:** Can I try them on?

**Shop Assistant:** of course. The fitting room is over there.

**Customer:** These fit very well, I will take them.
Quantifiers conversation and simple grammatical usage explanation for beginners/lower intermediate.

**At the delicatessen**

Sandwich chef: Hello.
Customer: Hello.
Sandwich chef: Which bread would you like?
Customer: Grain please.
Sandwich chef: How many slices?
Customer: 4 please, I’d like 2 sandwiches.
Sandwich chef: What type of sandwich would you like?
Customer: My personal favourite with pickles, lettuce, olives, chicken, peppers and cheese.
Sandwich chef: How many pickles would you like?
Customer: 4 please.
Sandwich chef: How much lettuce?
Customer: Not much.
Sandwich chef: How many olives?
Customer: A lot please.
Sandwich chef: How many slices of chicken?
Customer: 4 slices please.
Sandwich chef: How much pepper?
Customer: A lot please.
Sandwich chef: Red, green or orange?
Customer: Red and orange in one sandwich and green in the other.
Sandwich chef: How much cheese would you like?
Customer: 4 slices please.
Sandwich chef: Would you like anything else?
Customer: Yes, some salt and pepper please.
Sandwich chef: How much?
Customer: Not much.
A sheet for students to read, and then put into practice. Great warm up reading activity. Teaching students to say how they feel with the rule that they cannot use the word ‘fine’.

**How Are You Feeling Today?**

PAIR WORK – CONVERSATION SKILLS

Rule here: Do not say FINE!

We need to expand our vocabulary when answering this question.

How are you?

- Great  Wonderful  Happy
- Good  Alright  Awesome  Well
- Really  Good  Not bad

- Not so good  Sad  Tired
- Hungry  Angry  Fed up  Sick
- Sleepy  Exhausted  Lazy

Can you think of any other ways to say how you feel?

Remember, don’t use the word ‘FINE’. This is a generic answer and we want to practise saying in other ways how you feel. It’s good practise!

Practise in pairs.

Ask each other how you are.
Try not to use the same answer twice!
This is a dialogue written for receptionists in southeast Asia. The receptionist and a guest discuss the room, price, aircon, wifi etc.

CHECK IN AT A HOTEL ROOM

Receptionist: Good morning, how can I help you?
Guest: Do you have a room available?

R: Yes, we do. We have rooms with double or twin beds.
   And the rooms have a fan or air conditioning.
G: How much is a room with a fan or aircon?

R: A fan room costs $7 and the rooms with aircon are $15.
G: I will take a room with aircon and a double bed.
   Is there a fridge in the room?

R: Yes, there is.
G: Do you have free Wifi?

R: Yes, we do.
G: Is breakfast included in the price?

R: No, it is not. You can have breakfast in the restaurant across the street.
G: OK, thank you.

R: Can I have your passport please?
G: Here you are.

R: How would you like to pay, cash or credit card?
G: Cash please. By the way, where is the nearest ATM?

R: It's in the shopping center.
G: Thank you.

R: That will be $15 please.
G: Here it is.

R: Thank you. Here is your receipt and the room key.
G: On what floor is the room?

R: It is on the 3rd floor.
G: Do you have an elevator?

R: Yes, it is right there.
G: What is the check out time?

R: It is at 12 o'clock. Enjoy your stay.
G: Thank you.
Students must complete the conversation by inserting the restaurant vocabulary into the correct spaces. Best to have students work together in groups. For an extra challenge, have students use the vocabulary to create their own restaurant conversation.
Complete the sentences in the dialogue. Use the words from below.

A: Hello, I’d like to make a ____________ for three people for tonight at eight o’clock.

W: Hello! I’ll be your ____________ tonight.
B: Wonderful. I’m quite thirsty. Do you have a list of ____________?
W: Yes, it’s on the last page of the ____________.

W: Are you ready to ____________ or would you like another minute?
A: I think we’ll start with an ____________ or two, before we order our ____________.

A: I don’t like the ____________ of this restaurant. The lights are too bright and the music is too loud.
B: I agree, but it does have a wonderful ____________, right next to the lake!

A: I think I’ll just get a salad for my main course, because everything on the menu is so ____________!
B: Yes, that’s true, but you pay a lot of money for ____________ service and ____________ food!

W: Are you interested in anything for ____________? We have cheesecake, apple pie, and ice cream.
A: No, I think we’ll just have the ____________, thank you.

W: Was everything ____________?
B: Yes, the food was wonderful. Give my compliments to the ____________!

This is a conversation between two people at the zoo, followed by some comprehension questions. Students have to list the present continuous verbs they hear.
At the Zoo

John: Here we are at the zoo. Listen to that elephant!

Susan: Isn’t it loud?

John: Yes. It’s very loud. Let’s go and see the kangaroos.

Susan: Can we see the monkeys first? They are my favourite animals at the zoo.

John: Alright. The monkeys are this way.

Here they are.

Susan: Oh look! That monkey is climbing up high.

John: And that monkey is swinging by its tail.

Susan: Aww! Look at the little baby with its mother.

John: That big monkey is eating a banana.

Susan: I like watching the monkeys. They are so funny.

John: Yes. The monkeys are funny.

Shall we go and see the kangaroos now?

Susan: OK. Where are the kangaroos?

John: The kangaroos are this way.

There they are. Look at that big kangaroo hopping along.

Susan: Look at that kangaroo. I think it has a baby. Yes. The baby is looking out of its mother’s pouch.

Oh! The baby is coming out. It’s hopping around on the grass.

John: A baby kangaroo is called a ‘joey’. It’s climbing back into the pouch now.

Susan: I’m so happy that I saw the baby joey.

Thank you for inviting me to the zoo today, John.

John: That’s OK Susan. I’m glad you could come with me.

These are dialogues to go parties
Going to a Party

Practice the Conversations of This Topic with Mike

1
A: Are you going to the party on Saturday?
B: I was thinking about it. Are you?
A: Yeah, I heard it's going to be a lot of fun.
B: Really? Well, what time does it start?
A: It starts at 8:00 pm, and I really think you should go.
B: Well, who all is going to be there?
A: Everybody from school.
B: How do you know it's going to be so fun?
A: This party is going to have a DJ, food, and drinks.
B: Wow, that does sound like it's going to be fun.
A: So am I going to see you at the party?
B: Yeah, I will be there.

2
A: Are you going to be at the party this Saturday?
B: I'm not sure yet. Are you going?
A: Of course I am, because it's going to be great.
B: Is it really? When does it start?
A: The party starts at 8 o'clock, and you should really try to go.
B: I'm thinking about it. Who is going to the party?
A: Pretty much everybody from school.
B: What makes you think it's going to be so much fun?
A: The party is going to have food, drinks, and live music.
B: That does sound like it will be fun.
A: Are you going to go?
B: Certainly. I'm definitely going to go.

3
A: Do you plan on attending the party on Saturday?
B: I haven't decided yet. Are you going to go?
A: Yes, I'm going, because it's going to be so much fun.
B: For real? What time is the party?
A: The party is at 8, and I hope to see you there.
B: Maybe I will go. Who's going to be there?
A: Did you know Alice moved?
B: No.
A: She now lives in Indianapolis, Indiana and likes to learn French at a private school.
B: Does she wear a uniform to school?
A: No, she wears whatever she likes to school.
B: Like regular clothes, right?
A: Yes, and I think she studies the piano after school.
B: Really? Her sister plays the piano too, right?
A: Yep. I heard the family pays a maid to clean the house.
B: So the maid washes the clothes, makes the beds, does the dishes, and sweeps the floor? ... must be nice!
A: I think they will eventually hire a handyman who fixes things.
B: Does Alice also get to watch TV.?
A: Yes, Alice watches her favorite TV programs after she finishes her homework.
B: Do they still have a dog?
A: No, they couldn't afford a pet with all those other expenses!
Documents
Annexes
MSc.
Larry Torres Vivar
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación y en alcance a la nómina de estudiantes entregada a usted el 14 de Noviembre del 2018, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En esta designación consta el nombre de la estudiante de la Escuela de Lenguas y Lingüística: JIMÉNEZ BANCHON ANGÉLICA VALERIA

**TOPIC:** IMPROVEMENT THE READING SKILLS THROUGH PRACTICAL CONVERSATIONS.

**PROPOSAL:** DESIGN OF A BOOKLET WITH PRACTICAL CONVERSATIONS IN ORDER TO IMPROVE THE READING SKILLS.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (e) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
<th>CARGO</th>
<th>FIRMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaborado por:</td>
<td>Ing. Alexandra Delgado López</td>
<td>SECRETARIA I</td>
</tr>
<tr>
<td>Aprobado por:</td>
<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
</tbody>
</table>
Guayaquil, 30 de enero del 2019

Lcda. Gisella Crespín Gonzabay
Diectora

De mis consideraciones:

Angélica Valeria Jiménez Banchón con C.I. 0922179262 egresada de la Escuela de Lenguas y Lingüística, sistema semipresencial.

Solicito a usted muy respetuosamente se me conceda la autorización para desarrollar el proyecto educativo dirigido a los alumnos de octavo, en esta institución con el siguiente tema.

Topic: Improvement the reading skills through practical conversations.

Proposal: Desing of a booklete with practical conversations in order to improve the Reading skill.

Esperando una respuesta favorable a esta solicitud, me despi do de usted muy agradecida.

Angélica Valeria Jiménez Banchón
C.I. 0922179262
Valeriajb1982@yahoo.es
Acuerdo del Plan de Tutoría

Nosotros, LARRY TORRES VIVAR, docente tutor del trabajo de titulación y ANGELICA VALERIA JIMENEZ BANCHON estudiante de la Carrera/Escuela LENGUAS Y LINGUISTICA, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario L-M-V : 6:00 - 8pm el día

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

* Realizar un mínimo de 4 tutorías mensuales.
* Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
* Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

ANGELICA JIMENEZ BANCHON

Estudiante (s)

MSC. LARRY TORRES VIVAR

Docente Tutor

CC: Unidad de Titulación
Informe de Avance de la Gestión Tutorial

Tutor: Angélica Jiménez Banchon

Tipo de trabajo de titulación: Improvement the Reading skills through practical conversations

Título del trabajo: Improvement the Reading skills through practical conversations

Carrera: Lenguas y Lingüística

<table>
<thead>
<tr>
<th>No. DE SESIÓN</th>
<th>FECHA TUTORÍA</th>
<th>ACTIVIDADES DE TUTORÍA</th>
<th>DURACIÓN:</th>
<th>OBSERVACIONES Y TAREAS ASIGNADAS</th>
<th>FIRMA TUTOR</th>
<th>FIRMA ESTUDIANTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>05/10/18</td>
<td>CHAPTER I</td>
<td>INICIO</td>
<td>Realizó capítulo uno</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FIN</td>
<td>y correcciones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Destructive and</td>
<td></td>
<td>Justificando y corrección</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>destruction.</td>
<td></td>
<td>fundamentales.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>19/10/18</td>
<td>CHAPTER II</td>
<td>INICIO</td>
<td>Capítulo II y Conclusión</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roundup: e. 1725</td>
<td>FIN</td>
<td>Metodología.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Operacionalización</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>de las variables.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>26/10/18</td>
<td>CHAPTER III</td>
<td>INICIO</td>
<td>Objetivos del propuesto.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Healthy synthetic</td>
<td>FIN</td>
<td>Propuesta.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>equation of</td>
<td></td>
<td>Ejercicios y actividades.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15/11/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>19/11/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>21/12/18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>08/02/19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado, TORRES VIVAR LARRY tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por JIMENEZ BANCHON ANGELICA VALERIA, C.C.: 0922179262, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACION LENGUAS Y LINGUISTICA.

Se informa que el trabajo de titulación: “JIMENEZ BANCHON ANGELICA VALERIA”, ha sido orientado durante todo el periodo de ejecución en el programa URKUND quedando el 4 % de coincidencia.

https://secure.urkund.com/view/16964445-251036-988649#DccxDgixDADBv6

LARRY TORRES VIVAR
Guayaquil, __________________________

Sr./Sra.
Msc. CARLOS VALLE
DIRECTOR (A) DE LA CARRERA/ESCUELA
FACULTAD FILOSOFÍA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación Improvement the Reading skills through practical conversations de la estudiante Angélica Jiménez Banchón, indicando ha cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,

Msc. Larry Torres Vivar
TUTOR DE TRABAJO DE TITULACIÓN
C.I. 09130943Y
<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALIF.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Faculty/ Carrera</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>RIGOR CIENTÍFICO</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.</td>
<td>0.8</td>
<td>0.8</td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.7</td>
<td>0.7</td>
</tr>
<tr>
<td><strong>PERTINENCIA E IMPACTO SOCIAL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinencia de la investigación</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td><strong>CALIFICACIÓN TOTAL</strong></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

Msc. Larry Torres Vivar

FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN

No. C.I. 09730224357

FECHA: 22/2/19
Universidad de Guayaquil

Facultad de Filosofía, Letras, y Ciencias de la Educación
Carrera de Lenguas y Lingüística
Unidad de Titulación

Guayaquil, Marzo 18, 2019

Magister
Carlos Valle Navarro
Director (E) de la Carrera de Lenguas y Lingüística
Facultad de Filosofía, Letras, y Ciencias de la Educación
Universidad de Guayaquil
Ciudad.-

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la Revisión Final del Trabajo de Titulación Título: Improvement the Reading Skills through Practical Conversations. Propuesta: Design of a Booklet with Practical Conversations in Order to Improve the Reading Skills, de la estudiante Jiménez Banchon Angelica Valeria

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:
- El título tiene un máximo de siete palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo ______ años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:
- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica el que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante Jiménez Banchon Angelica Valeria está apta para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

Rodrigo Guerrero Segura
Docente Revisor
ANEXO 8

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS, Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAZ Y LINGÜÍSTICA
Unidad de Titulación

RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN

<table>
<thead>
<tr>
<th>ASPECTOS EVALUADOS</th>
<th>PUNTAJE MÁXIMO</th>
<th>CALF.</th>
<th>COMENTARIOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formato de presentación acorde a lo solicitado</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Tabla de contenidos, índice de tablas y figuras</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Redacción y ortografía</td>
<td>0.6</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Correspondencia con la normativa del trabajo de titulación</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>Adecuada presentación de tablas y figuras</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>RIGOR CIENTÍFICO</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>El título identifica de forma correcta los objetivos de la investigación</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece</td>
<td>0.6</td>
<td>0.6</td>
<td></td>
</tr>
<tr>
<td>El objetivo general está expresado en términos del trabajo a investigar</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los objetivos específicos contribuyen al cumplimiento del objetivo general</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>Los métodos y herramientas se corresponden con los objetivos de la investigación</td>
<td>0.7</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>El análisis de la información se relaciona con datos obtenidos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Factibilidad de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las conclusiones expresan el cumplimiento de los objetivos específicos</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Las recomendaciones son pertinentes, factibles y válidas</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Actualización y correspondencia con el tema, de las citas y referencia bibliográfica</td>
<td>0.5</td>
<td>0.2</td>
<td></td>
</tr>
<tr>
<td>PERTINENCIA E IMPACTO SOCIAL</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pertinencia de la investigación/ Innovación de la propuesta</td>
<td>0.4</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>La investigación propone una solución a un problema relacionado con el perfil de egreso profesional</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela</td>
<td>0.3</td>
<td>0.3</td>
<td></td>
</tr>
<tr>
<td>CALIFICACIÓN TOTAL*</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

Guayaquil, Marzo 18, 2019

Atentamente,

Rodrigo Guerrero Segura
DOCENTE REVISOR
Photos with de Project’s Advisor Msc. Larry Torres Vivar
Photos with the eighth grade students of the school