



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.

EDUCATIVE PROJECT

TOPIC:

THE ICTs IN THE INTERACTIVE READINGS

PROPOSAL:

**ELABORATION OF A GUIDE WITH INTERACTIVE READINGS THROUGH THE APPLICATION
OF THE ICTs TO INCREASE THE ENGLISH LEARNING**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF LICENCIADA
EN CIENCIAS DE LA EDUCACIÓN,
MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA**

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FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

The I C Ts in the Interactive Reading and the elaboration of a guide with interactive reading through the application of the I C T to increase the English learning.

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MSc. Eduardo Torres

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Inglés

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PALABRAS CLAVE:

LEARNING, STRATEGIES, INFORMATION, COMMUNICATION, TECHNOLOGY

RESUMEN: Today's education needs to be compatible with the corporate world that we live in. Information-Communication-Technology involved in the Reading subject gives students such advantage for the educational and the business world, providing a sophisticated education that is adaptable to the needs students face these days and the goals that they must accomplish. With the use of I C T activities, we will be able to reach students needs and synthesize them into a Reading environment using techniques and technology that is updated, and involving them in the styles that the world works with. Technology and Education are made for each other and we are the ones that benefit from it. The more education, the more knowledge to create newer gadgets and facilitate our lives in all aspects with education being one of them. It's a cycle that springs itself off to higher stages of education with technology lagged along. This project has that objective in mind. Providing the source and knowledge for students to acquire the English language through Reading is the main purpose that this project has. It is adaptable for students needs in the Reading aspect due to the activities that it comes with where vocabulary is one of the essential skills that students will be able to develop, giving them the fundamental meaning of words so Reading comprehension could set in. It will also help them in any other of the three skills that are involved in the English language, Listening, Writing and Speaking. The activities also rely on the full participation of students and the teacher in order for the to be effective. A vast amount of knowledge is shared in this project that will spark up motivation and initiative in students and make them learn more and more importantly, make them do it on their own.

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REPOSITORIO NACIONAL EN LENGUAS Y LINGÜÍSTICAS		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO:		
Las <u>ICTs</u> en las lecturas interactivas y la creación de una guía con lecturas interactivas a través de la aplicación de las <u>ICTs</u> para aumentar el aprendizaje del idioma <u>Inglés</u> .		
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PALABRAS CLAVE: APRENDIZAJE, ESTRATEGIAS, INFORMACIÓN, COMUNICACIÓN, TECHNOLOGÍA.		
RESUMEN: La educación de hoy debe ser compatible con el mundo corporativo en el que vivimos. La tecnología de información y comunicación involucrada en la asignatura de lectura brinda a los estudiantes una ventaja para el mundo educativo y de negocios, proporcionando una educación sofisticada que se adapta a las necesidades que los estudiantes enfrentan todos los días y las metas que deben cumplir. Con el uso de las actividades de I C T, podremos satisfacer las necesidades de los estudiantes y sintetizarlas en un entorno de lectura utilizando técnicas y tecnología actualizadas e involucrándolos en los estilos con los que trabaja el mundo. La tecnología y la educación están hechas el uno para el otro y nosotros somos los que nos beneficiamos. Cuanta más educación, más conocimiento para crear dispositivos más nuevos y facilitar nuestras vidas en todos los aspectos, siendo la educación uno de ellos. Es un ciclo que se origina en las etapas superiores de la educación con tecnología etiquetada. Este proyecto tiene ese objetivo en mente. El objetivo principal de este proyecto es proporcionar la fuente y el conocimiento para que los estudiantes adquieran el idioma inglés a través de la lectura. Es adaptable a las necesidades de los estudiantes en el aspecto de lectura debido a las actividades que conlleva, donde el vocabulario es una de las habilidades esenciales que los estudiantes podrán desarrollar, dándoles el significado fundamental de las palabras para que la comprensión de lectura pueda establecerse. También les ayuda en cualquiera de las tres habilidades que están involucradas en el idioma inglés, escuchar, escribir y hablar. Las actividades también se basan en la participación plena de los estudiantes y el maestro para que sean efectivas. En este proyecto se comparte una gran cantidad de conocimiento que generará motivación e iniciativa en los estudiantes y los hará aprender cada vez más importante, haciéndolos hacerlo por su cuenta.		
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Guayaquil, 20 de mayo 2015

MSc. Silvia Moy-Sang Castro

Decana de la Facultad de Filosofía, Letras y Ciencias de la Educación
Ciudad.-

De mis consideraciones:

En virtud de la resolución del Honorable Consejo Directivo de la Facultad de su acertada dirección, con fecha 23 de diciembre des 2014 en el cual se me asignó Asesor del Proyecto Educativo de la Licenciatura en Ciencias de la Educación, especialización Inglés, informo lo siguiente:

Que el grupo integrado por Sandra Marlene Borja Lopez y Angélica Yomayra Flores Farinango diseñó y ejecutó el Proyecto Educativo con el Tema: **English Language learning through the ICTS cuya propuesta : Elaboration of a guide with interactive readings through the applicaton of the ICTs to increase the English learning.**

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

Las participantes han ejecutado las diferentes etapas constitutivas del proyecto, por lo que se procede a la APROBACIÓN y lo pongo a vuestra consideración para los fines legales correspondientes.

Atentamente



Dr. Eduardo Torres Vivar
PROFESOR –ASESOR

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DEDICATION

To my beloved children, who have been all my inspiration and my support to finish my career. To my beautiful family who has always been with me all the time giving me support to reach my goals.

Sandra Borja

THANKFULNESS

I want to say thank you to my almighty God for his blessings. To my loving dad who has always supported me.

To my husband for his help and support.

To MSc. Eduardo Torres, our Tutor, who knew to guide us wisely during the execution of our project.

Sandra Borja

DEDICATION

I dedicate this project God for being my guidance and my strength, to my cousin Luis Palomeque for being the beginning and the end of this long journey. To my son Marvin for being my inspiration and the urge to keep at it to this struggle, to my father and brother for always being there and not abandon me in my worst moments. I love you all.

Angélica Flores

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First of all, I would like to thank my teachers Dr. Miguel Bustamante and Glenda Morales for teaching me now to have perseverance and not let go of my dream. Also, my tutor, Vicente Torres for guiding and trusting me. To my friend and partner, Sandra Borja, for her unconditional support always.

Angélica Flores

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ENGLISH LANGUAGE LEARNING THROUGH I C T FOR STUDENTS

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ENGLISH LANGUAGE LEARNING THROUGH I C T FOR STUDENTS

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ABSTRACT

The present project is based on the study of I C T activities in the **7th grade students at EDUCACION BASICA ESTELA LANGE DE BERNAL.**

The general objective of this project is to analyse the impact on the process of learning English vocabulary by identifying how the use of I C T activities in the "ESTELA LANGE DE BERNAL" school generates meaningful learning, also helping to diagnose if the activities are used by teachers, and if the characteristics and styles of such activities and types of learning are established correctly.

This project is based on co-relational, bibliographic, documental and field research.

For this reason, a Booklet of I C T Activities is proposed as a first alternative.

KEY WORDS: I C T ACTIVITIES – MOTIVATION

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APRENDIZAJE DE LA LENGUA INGLESA A TRAVES DE LAS ICTs PARA ESTUDIANTES

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APRENDIZAJE DE LA LENGUA INGLESA A TRAVES DE LAS ICTs PARA ESTUDIANTES

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RESUMEN

El presente proyecto se basa en el estudio de las actividades de I C T en los estudiantes de **7º grado de EDUCACION BASICA ESTELA LANGE DE BERNAL**.

El objetivo general de este proyecto es analizar el impacto en el proceso de aprendizaje del vocabulario de inglés mediante la identificación de cómo el uso de las actividades de las TIC en la escuela "ESTELA LANGE DE BERNAL" genera un aprendizaje significativo, y también ayuda a diagnosticar si las actividades son utilizadas por los maestros, y si las características y estilos de tales actividades y tipos de aprendizaje se establecen correctamente.

Este proyecto se basa en la investigación correlacional, bibliográfica, documental y de campo.

Por esta razón, se propone un folleto de actividades I C T como primera alternativa.

PALABRAS CLAVE: ACTIVIDADES I CT – MOTIVACIÓN

INTRODUCTION

Due to the great importance that English has all over the world, the necessity to learn English from an early childhood arises to learn English, which we all know is one of the most spoken languages in the world. English is a requirement and a necessity, and it is necessary to know English to apply for a scholarship, find a good job, make better our speaking skill, get a promotion at your current place of work, etc.

At present, the English learning through technology is an important step in the development and learning of a foreign language. English is being used more and, so there are many different ways to learn it with a motivating atmosphere through computer games, like that, we can attract the students' interest and motivate them.

This project has been developed with the seventh grade students at "Estela Lange" Public School, where we could notice big and serious efficiencies of the skills, in the sense that they were not able to pronounce basic words. Also, they had lack of knowledge when it comes to vocabulary and they did not have any interest to improve their communication.

The purpose of this project is to use technology activities in order to improve the English learning process, in this sense; they could write and pronounce words correctly.

This project is divided in four chapters, and they are explained as follows:

CHAPTER I: THE PROBLEM

Location of the problem in context, Conflict-situation, Causes and consequences of the problem, Formulation of the problem, Delimitation of

the problem, Objectives of the investigation, Questions of the investigation, Justification

CHAPTER II: THEORETICAL FRAME

Antecedents, Theoretical foundation, Legal foundation and Operationalization of the variables.

CHAPTER III: METHODOLOGY

Design of the investigation, Types of investigation, Methods and techniques of investigation, Instruments of investigation, Population and sample, Results, Analysis of results, and Answers to the questions of the investigation, Conclusions and recommendations.

CHAPTER IV: THE PROPOSAL

Title, Justification, Objectives, Feasibility of its application, Description, Implementation, Validation, Conclusion, Recommendation.

CHAPTER I

THE PROBLEM

LOCATION OF THE PROBLEM IN CONTEXT

During the observation made in the seventh grade of basic education at "ESTELA LANGE" Public School, located in CALLE PENDOLA II CALLEJON S.E. 2 CALLEJON, we could realize that most of the students had no interest to learn English and had problems with English period. The students have low interaction with each other; they were ashamed of speaking in English in front of the class, because they had a very poor vocabulary.

Also, they had lack of didactic materials to use in the class. That's why the long hours of classes tended to be monotonous and repetitive some times.

There was the necessity for the teaching of English to be based on the completion of I C T activities with the objective that the hours of teaching classes could be changed and be active and participatory instead, and the learning of this language could be very significant.

To achieve this, this project proposes to establish I C Ts activities where there can be found several types of exercises that can be used by English teachers in their classes in order to improve their English skills in a motivating atmosphere.

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PROBLEM SITUATION

English learning is an important step. English is being used more, so there are many different ways to learn it with a nice atmosphere through the I C T activities. This way, we can spark the students' interest and motivate them.

We have to know that English is a necessity. In addition, English is a very important skill and everyone who studies it should improve it in order to have a better communication with everybody.

The teacher for this grade did not use innovating activities in the classroom, perhaps she did not know what kind of activities could be used according to the age and the objectives that they were studying or perhaps for the simple fact of trying not to have disorder and indiscipline in the classroom by the euphoria of students to play.

On the other hand, we could realize that teaching was solely based 75% in the Spanish language.

Students of 7th grade at ""ESTELA LANGE"" Public School, located in CALLE PENDOLA II CALLEJON S.E. 2 CALLEJON"" had a lack of vocabulary, low speaking production and very weak knowledge about the language; also, it comes from the poor motivation from the teacher.

Students must receive a new way of learning with motivating activities during their English classes.

CAUSES AND CONSEQUENCES OF THE PROBLEM

CAUSES	CONSEQUENCES
1.- Use of old traditional pedagogy	1.- Students will not be interested in learning a new language
2.- Lack of the English Language production	2.- No developing of language skills
3.- Lack of Didactic Materials	3.- Students will get bored and

	disinterested
4.- Teaching is based in the Spanish Language	4. - Students will be confused at the moment to do the activities.

DELIMITATION OF THE PROBLEM

FIELD: Educative Public School
AREA: Foreign Language, English
ASPECT: Primary Public Institution

TOPIC: ENGLISH LANGUAGE LEARNING THROUGH ICTs FOR STUDENTS.

PROPOSAL: ELABORATION OF A GUIDE WITH INTERACTIVE READING THROUGH THE APPLICATION OF THE ICTs TO INCREASE THE ENGLISH LEARNING

FORMULATION OF THE PROBLEM

What is the incidence when using a booklet with interactive readings through the ICTs to increase the English learning in the Seventh grade students at “ESTELA LANGE DE BERNAL” Public School?

INDEPENDENT VARIABLE.

- Interactive reading
- I C Ts

DEPENDENT VARIABLE

- English learning

EVALUATION OF THE PROBLEM

ORIGINAL

This project has been applied for the first time at “ESTELA LANGE DE BERNAL” Public School and was developed by us.

CLEAR:

The problem is clear and evident because students do not demonstrate the proper production of the English language when it comes to Speaking, Writing, Reading and Listening. This project will improve all those deficiencies

FEASIBLE:

The realization of this project has total feasibility because it demands for an affordable budget. This project was totally supported by the authorities, teachers, students and families, receiving from them the total support that I required.

RELEVANT:

This project is relevant because it has a big impact, importance and influence in the students, teachers helping them and preparing them in order to improve using this project.

EVIDENT:

It is totally evident because we could easily observe problems in the third grade class at “ESTELA LANGE DE BERNAL” Public School.

OBJETIVES

GENERAL OBJECTIVE

To analyze the impact of the use of language learning activities in Reading in the process of teaching vocabulary in order to improve the learning of English in the third grade students at “ESTELA LANGE DE BERNAL” Public School.

SPECIFIC OBJETIVES

- To design a booklet of English learning activities aimed at English teachers.
- To identify different approaches in which English activities take an important role.
- To identify the interest of the students in English activities during the process of learning English.
- To analyze the role of English learning activities in English teaching.
- To demonstrate the advantages of English teaching.

QUESTIONS OF THE INVESTIGATION

- 1) What is the importance of English activities with students using ICT?
- 2) Do the teachers apply ICT activities in their classes?
- 3) What kind of techniques will be used in this project?
- 4) What impact will the project produce in the learning of English?
- 5) Will the students be able to improve their language skills?
- 6) Will the students improve their vocabulary writing and vocabulary pronunciation when applying this ICT project in the classroom?
- 7) Will students be motivated to learn English with the application of this project?
- 8) What changes will the project produce in the 3rd grade students?

JUSTIFICATION

Games of this type of activities and learning are necessarily related. The activities are considered as activities of great potential for the development of learning. Therefore, separate ICT activities and their education would be effective for the use of these instruments; then, through action and

experimentation, children learn and express their interests and motivations.

This research will identify the importance of using ICT activities in the teaching-learning process, to get the objective that 3rd grade students achieve efficient learning. Students are able to comprehend and communicate in this language, so they can confront a world that is constantly in competition.

This project seeks to benefit all the English teachers with the creation of a booklet with ICT activities, its management and its implementation inside or outside the classroom. The use of ICT activities will encourage English learning and students will develop most of the four basic skills of the language (listening, speaking, writing and reading).

METHODOLOGICAL DESIGN:

In this part of the investigation, we must mention that this is useful enough for teachers. It's also substantial for any other type of investigation such as using with kids that have special needs, or any other type of learning deficiency.

This type of research can also help in doing other type of investigations that can be related to the way we learn, like the way memory works and how important memory is when it comes to learning languages.

Throughout surveys and interviews, we were able to get concrete evidence that such activities are needed in order to improve language learning and by using ICT activities in the classroom. The activities were the ones that played a major role in students' performance because they render results in which progress was demonstrated, students' class performance, and evident knowledge that students delivered the language learned and learning was processed.

Theoretically, we can conclude that such project shows that students will be able to take advantage of such progress in the classroom while learning English. Communication can reach the fullest and evidently surface when production is necessary and when the suitable situation is at hand in the student's everyday life.

In the professional method, there is no doubt that this is scientifically proven. We could also reach functional points of observation that this investigation will be effective. Educators have to go beyond just a plain book, beyond that boring lesson plan, beyond a simple English class. We have to find other ways and effective methods in how we can help our students to get not just English learning, but also how to stay afloat out there productively in every aspects of their lives. This project can help educators do such functions and reach such aims.

CHAPTER II

THE THEORETICAL FRAME

“It is rhetorically unavoidable, discussing epistemological questions in social science, to compare “qualitative” and “ethnographic” methods with those which are “quantitative” and “survey”.” (HOWARD S. BECKER, Becker, Howard S. “Whose Side Are We On?” *Social Problems* 14 (Winter 1967): 239-47) and (R. Jessor, A. Colby, and R. Shweder (1996), *Ethnography and Human Development*)

It is obvious that there are many ways to go about which method works best the qualitative, which is a base on the essence of the object (society) being researched or the quantitative, which is based on the surveys interviews or questions. It all depends on the object being investigated because the results can be different and mooted about them. They will always be different, according to Becker.

ANTECEDENTS

Before getting to this part of the project, we must be emphatic that in order to create a confidence environment of originality, we have made an outstanding and rigorous research in the library at the school of languages of the Faculty of Philosophy, that even though we found some works about this topic, we could also notice that they have been focused with other points of view.

The lack of technology and scarcity of didactic material was observed at the above mentioned school where teachers do not improve or innovate the teaching English process.

With respect of the topic of our project, we have chosen some foundations to support this investigation as follows: Theoretical, Epistemological, Pedagogical and Sociological.

READING

“Nonetheless, many schools and students around the world still struggle with literacy development in the first three years of schooling. This suggests that there are fundamental barriers to literacy that continue to exist and that are exceedingly difficult to overcome by traditional means. With new and evolving I C Ts, there are now new opportunities and supports for reading and writing, and new research has expanded our understanding about literacy development and educational reform.” (Campuzano, L, Dynarski, M, Agdini, R., & Rall, K. (2009) Effective of reading and mathematics software products.

“There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don’t make the sense then the overall story will not either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words.” Joelle Brummitt-Yale (2014)

According to Brummitt-Yale, reading comprehension consists of a unique combination of sound and vocabulary, words and such, and the relationship among them in order to reach utter understanding because it cannot be independently. It’s a passive activity, but it sure is active when we process it in our minds. And the way Campuzano, Dynarski and Rall

put it, ICT's are the new opportunities and support for reading and writing thanks to ICT's activities.

“Five hours on the Internet and the naive subjects had already rewired their brains,” Gary Small (2007)

According to that phrase that Gary Small wrote, Reading wakes up minds from the unknown, from the old belief, from the naive. Reading is knowledge on paper, noted information that can be entertaining too.

With third grade students from the Stella Lange School, we have the same goals, to give students the opportunities and support for Reading comprehension to set in their brains, helping them with vocabulary and other technological activities.

INTERACTIVE READING DEFINITION

What is reading comprehension?

To determine what reading comprehension is, we can cite the definitions below:

“Reading comprehension is one of the pillars of the act of reading.” (WP Smith 2008-20015)

It can also be cited that **“Comprehension strategies are specific, learned procedures that foster active, competent, self-regulated and intentional reading.” (Trabassco and Bouchard, 2002, page 177)** And **“Comprehension is the ultimate goal of reading” (Hock and Mellard, 2005)**

According to the definitions that these authors state, we can conclude that reading comprehension is the goal that we must encounter when reading

and be able to have utter understanding. Thus, knowing how to read was and still is a need in today's classrooms. This project is targeted to students that are subjected to learn how to read English in an easier way. Using I C T activities, our target to make students reach reading comprehension will be reached.

“The Interactive Reading Model, as developed by David E. Rumelhart in 1977, describes a model of the reading process and the way linguistic elements are processed and interpreted by the brain. The model combines both surface structure systems -- the sensory, bottom-up portion of reading -- with deep structure systems -- the thinking, or top-down, aspects of reading -- to build meaning and memory for all learners.” (1980)

According to David E. Rumelhart, Reading is a combination of interpretation and information processing done by the brain. It analyzes the wording that is Reading by first sensing the information from specifics to global and then giving it meaning from the analytical point of view to the specifics.

“This method of understanding uses knowledge of letter-sound relationships, lexical or word knowledge and syntactic or contextual understanding of the text to make meaning of previously unknown material. This type of processing can be assisted by the teaching of phonemic awareness and sentence structure skills. Students who use only surface structure approaches to understanding often find it difficult to comprehend the text.” (Top-Down Design, Masi.cscs.Osa.umich.edu. September 19, 2011)

The excerpt above tell us that the sensory part of Reading gives us the stimulation of our prior learning through lexical and word knowledge in

order to understand what we are reading; however, this type of process is limited unless learning sentence structure skills and having an understanding of phonemic knowledge can make Reading comprehension complete.

“Deep structure processing, also known as top-down processing, is the thinking aspect of reading. This method employs vocabulary knowledge, background knowledge and social construction to derive meaning from text. This type of processing is often easier for poor readers who might have trouble with word recognition but have knowledge of the text topic. Vocabulary instruction is imperative for these learners to build a larger pool of knowledge on which to draw when faced with unknown.” text.

According to globalpost, it's mentioned again that the top down processing is the aspect that gives Reading thought with the help of vocabulary, background knowledge and a social construction to get meaning as a whole. It is recommendable for students that have weak vocabulary so they could gradually built their vocabulary.

“Interactive read aloud are important learning opportunities for emergent readers because teachers and peers can actively model and scaffold comprehension strategies, engage readers, and cultivate a community of learners. Using data from a 9 month ethnographic study in an urban kindergarten classroom, this article describes how the teacher's approach facilitated rich interaction in the classroom as students read and made sense of stories together. Findings of this study demonstrate how interactive read aloud were important learning opportunities for emergent readers because they provided opportunities for open-ended responses combined with specific reading instruction. The interactive read aloud created a space where meaning was constructed through dialogue and

classroom interaction, providing an opportunity for children to respond to literature in a way that builds on their strengths and extends their knowledge.” Early Childhood Education Journal, v38 n6 p431-438 Mar 2011.

Another important step in Reading is building knowledge and skills. Scaffold comprehension strategies are very important in order to prepare students gradually with such comprehension strategies. Making sense of stories and having students elaborate in class about the readings aloud is a productive way for learning to take place because it builds vocabulary, provides fluency, helps recognize pleasant Reading, and Reading comprehension to be constructed into English learners.

“Interactive Reading will form a better relationship with you and your child, with your child and the teacher, it will provide the child with basic speech skills that they would otherwise be lacking in their home setting.

Logical thinking skills, better communication skills, enhanced concentration skills, interactive reading definitely has many advantages for your child and will prepare them better for the future in the world.”

According to this information, the relationship between child and parent(s) will improve just as much as the rapport between teacher(s) and student(s). The logical thinking, communication, concentration skills in the interactive Reading process will give the child and the student advantages in Reading comprehension and other aspects that will help them in the future as well.

"What happens during the first months and years of life matters, a lot, not because this period of development provides an indelible blueprint for adult well-being, but because it sets either a sturdy or

fragile stage for what follows." (J.S. Shonkoff & D. Phillips, Eds., From Neurons to Neighborhoods: The Science of Early Childhood Development (2000), Washington D.C.; National Research Council & The Institute of Medicine, National Academy Press.)

Once children start school, difficulty with reading contributes to school failure, which can increase the risk of absenteeism, leaving school, juvenile delinquency, substance abuse, and teenage pregnancy - all of which can perpetuate the cycles of poverty and dependency.

Reading aloud in the early years exposes children to story and print knowledge as well as rare words and ideas not often found in day-to-day conversations or screen time.

Reading aloud gives children the opportunity to practice listening, a crucial skill for kindergarten and beyond.

Several characteristics seem to distinguish effective from ineffective teaching programs. Pre-teaching vocabulary in order to increase learning from text will be more successful, if the words to be taught are key words in the target passages, if the words are taught in semantically and topically related sets so that word meanings and background knowledge improve concurrently, if the words are taught and learned thoroughly, if both definitional and contextual information are involved, if students engage in deeper processing of word meanings, if only a few words are taught per lesson and per week." (Hudson 1982).

Vocabulary is one main characteristic for Reading comprehension to be accomplished. If there is no vocabulary knowledge, then there won't be any comprehension in Reading. The whole concept to reach sound and clear understanding is to be able to comprehend thoroughly the information that we are Reading to get to conclusions with the information that we have gotten.

READ ALOUD

“Every teacher should know how to do an interactive read aloud. Here is why it works and how to do it. When you consider a framework for best literacy methods within a classroom, daily read aloud from a variety of genres should be a foundational teaching practice. There are a variety of purposes for reading books out loud. Sometimes it is simply for pleasure, and that is an experience many students never received. Other purposes can include to develop background knowledge necessary for understanding a topic target vocabulary development demonstrate prosody learn how to inference, make judgments and use meta-cognition strategies integrate higher order questioning skills set the stage for a unit or lesson develop connections to a text (text-to-self, world or another text) meet academic content standards at a student’s frustration level”

K5chalkbox gives out the instructions on how to have interactive Reading in the classroom and why it is important to do so. It advises to have different types of genres (kinds) of books to indulge pleasure, develop background knowledge for understanding better a topic, vocabulary development, how to infer, judge or use meta-cognitive strategies or just include sets of question skills to develop connection and utter understanding in the student so frustration won't take place.

.

“Even though reading is a complex process, cognitive psychologists generally agree that reading is an active thinking process. Four aspects of the interactive view of reading can help define this process:

(1) Readers use both what they know and information from the text to construct meaning;

- (2) Readers elaborate what and how they read;**
- (3) Readers continually monitor their understanding to see if it makes sense; and**
- (4) Readers use the situational context to focus their purposes and frame their attitude toward the literacy event.**

The interactive model of reading can form a framework for analyzing reading difficulty.

Reading difficulty occurs when one of the aspects of the reading process is excluded for an extended period of time. When there is a mismatch between the students' reading behaviors and reading instruction, readers use compensatory strategies to construct meaning. With each of the four aspects of the interactive model of reading, reasons for reading difficulty can be explained in terms of an interaction between student behaviors and classroom instruction, thus illustrating the powerful influence teachers and schooling has on remedial reading.” (The Interactive Model of Reading: Deciding How Disability Occurs. By Walker, Barbara J, 1989)

Barbara J. Walker informs that the four concepts in the interactive Reading process must be used in order to have full Reading comprehension. To make sure this always takes place, it is to understand the class management should be in play at all times too. Concentration must be fully present so students won't have a behavior other than the one that should be in place when Reading, discipline and concentration to the full instructions. Otherwise, frustration and no understanding will gradually take place.

IMPORTANCE

“Toddlers are at a stage where they are learning their language communication skills and experimenting with word meanings using visual and auditory senses. Reading to children while they are still in

the 0-4 age range is critical in their overall development. Today there are many tools for toddlers to use such as interactive books or even computer programs with interactive stories. Sitting down and having a toddler watch a parent as he/she reads to them is a classic approach. Bringing a story to life using hand gestures, voice, and facial expressions to spark the imagination, encourages creativity in children. This does not mean one has to completely dismiss the use of the interactive books available today. In fact, these tools with interactive stories can actually be helpful in giving the child a complete visual sense of the characters in them.”

It is clear that Reading is important for a human being since birth. It ignites creativity, imagination, when using the natural approach (Reading to the child and using corporal expressions). The use of interactive books is useful and helpful as well because they can also give children a visual sense of the characters that are included in the stories, making meaning a lot more complete.

READING ADVANTAGES

“There are many benefits to reading aloud:

- Helps children associate reading with warm and pleasant feelings.
- Increases communications with the person reading.
- Introduces new concepts in a fun and engaging way.
- Builds listening skills, vocabulary, memory, and language skills.
- Develops imagination and creativity.
- Helps children gain information about the world and relate characters, setting, and plot to their own lives.
- Helps develop personal interests.
- Teaches positive behavior patterns, social values, and positive attitudes toward self and others.
- Teaches about print concepts.”

(Family Literacy Foundation, 2002 Trelease, 2001; Schickedanz, 1999)
These are some of the unlimited benefits that Reading aloud, in class, during open floor discussion has. Students will benefit from all these skills that they will put into practice in the classroom, giving students confidence, lecture management and self-control when it comes to Reading.

CHARACTERISTICS OF INTERACTIVE READINGS

CHARACTERISTICS OF A READER

"Proficient readers are both efficient and effective. They are Effective in constructing meaning throughout the reading process, and this meaning bears some level of agreement with the original meaning of the author. They are Efficient in using the least amount of effort to achieve effectiveness. To accomplish this they maintain constant focus on constructing the meaning throughout the process:

- They always seek the most direct path to meaning;**
- They always use strategies for reducing uncertainty;**
- They are always selective about the use of the cues available and...**
- They use their own knowledge about language and their experiences to predict and construct meaning as they read;**
- They minimize dependence on visual detail.**

Any reader's proficiency is variable, depending on the semantic background brought by the reader to any given reading task."(Kenneth Goodman, 1988)

According to Goodman, having reading proficiency is an advantage that gradually is acquired. Being a proficient learner and able to get the gist of a Reading excerpt as quick as possible is something that needs rich vocabulary to find meaning, applying comfortable strategies of your own and being selective of the clues that are effective too.

TYPES OF INTERACTIVE READING

“Interactive reading uses a scaffolded method of assessing and supporting children’s vocabulary and language development. As the child becomes increasingly familiar with a book, the adult reads less, listens more, and gradually uses higher level prompts to encourage the child to go beyond naming objects in the pictures to thinking more about what is happening in the pictures and how this relates to the child’s own experiences“.

Scaffolding is a method that makes the students become eventually independent language learners. With this type of interactive Reading, the student will slowly take over as the one doing most of the Reading. The student is like being coached into the Reading activities, seasoned for the student to become completely independent and eventually mastering the Reading skills.

“Multi-Purpose Reading: Help children learn vocabulary, talk about story in own words, recall story plot, and make connections” (dialogic reading: an effective way to read to preschoolers,” which can be accessed at <http://www.readingrockets.org/article/400>

This type of Reading gets more complex due to the fact that it helps students cover more field in the Reading spectrum. Assistant students in the vocabulary, rephrasing, recalling and connecting ideas concepts.

Something that is interactive involves input or actions on the part of the user. Interactive reading this requires some action or involvement on the part of the reader. In short, interactive reading encourages the reader to do more than simply read printed text. Print books with alternative endings, books with hyperlinks, virtual books, websites and even blogs and wikis are examples of things that can be read interactively. In these examples, the action of the reader influences or enhances his or her experience of a text.

Elementary school teachers expose their students to various forms

of interactive reading to teach language art skills and to facilitate reading comprehension. Teachers use a variety of tools, methods and interactive lessons to increase retention of topics and further learning. Interactive learning materials such as companion websites provide additional involvement beyond the text. Examples of such materials include online games, virtual books with interactive skill-building exercises, videos and other multimedia teaching aids.

Scanning type of reading

For example, scanning a telephone book:

- You are looking for it quickly.
- You know what you are searching for (key words and names).
- You 'see' every item on the page, but you don't necessarily read the pages - you ignore anything you are not looking for. Thus, when you discover the key words being searched for, you will be unable to recall the exact content of the page.

Skimming type of reading

When you read quickly to gain a general impression as to whether the text is of use to you. You are not necessarily searching for a specific item and key words. Skimming provides an 'overview' of the text. Skimming is useful to look at chapter/section headings, summaries and opening paragraphs.

The purpose of skimming:

- To check relevance of text.
- Sets the scene for the more concentrated effort that is to follow, if the text is useful.

Light type of reading

Reading for leisure tends to be 'light':

- Read at a pace which feels comfortable.
- Read with understanding.
- Skim the boring, irrelevant passages.

An average light reading speed is 100-200 words per minute. This form of reading does not generally require detailed concentration.

Word by word type reading

This type of reading is time consuming and demands a high level of concentration. Some material is not readily understood and so requires a slow and careful analytical read. People use this type of reading for unfamiliar words and concepts, scientific formulae. It can take up to an hour just to read a few lines of text.

CONCLUSION

Reading is just an art. We must interpret what we see and try to convey concrete understanding when looking at a piece of art and so we must do the same in order to get the gist in textual reading. Academically, research has shown that reading has a lot to do with academic success; the better the reader, the better the scores of any subject that deals with such skill. Possessing the art of reading is to understand individual sentences and the structures which organize an excerpt of writing. Comprehending opinions, ideas, arguments, discussions and implications are part of also knowing the vocabulary involved in the reading and this gives the advantage of determining the meaning of unfamiliar words that may be in the context as well. In other words, a good reader can get the gist of the text and elicit the main ideas of it in a quick way.

As we mentioned earlier, vocabulary knowledge and reading comprehension have a correlation between each other, a marriage. Student that has a vast vocabulary knowledge is because is a good reader and the way to become a good reader is because of the extensive reading, and if a person reads extensively then that person is more likely to be or become a good reader.

To conclude, we believe that reading should be encouraged at all times in

the English classroom. It gives the students the advantage of becoming a good reader if reading is done extensively and meaningfully with the help of dictionaries, reading aloud, reading silently, reading non-fiction and even reading fiction and in the mother tongue too. As long as it's done extensively, the student will develop reading competence that will be essential for his or her academic success.

THE ICTs

DEFINITION

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries. The term is somewhat more common outside of the United States.

This new learning method is part of the technology phase the world is going through. Information and communication technology encompasses the realm of instruments and gadgets that make learning dependable on them but very efficient at the same time, providing visuals, listening and digital listening, recordings of our own voice, video and worldwide connection where learning is no longer limited to certain areas.

ICT IMPORTANCE

Specialized Business and Industry Uses of ICT – As enabling technologies, ICT is used strategically in almost all businesses and industries. Many have developed specialized systems and uses of ICT, and many have specialized legal and regulatory requirements; quality control systems; integrations with production and research equipment and

systems; security requirements; and software applications.

The use of this new science if we can call it that is that it prepares the student from an early age to the goals and achievements that await society at the end, the corporate world. Students are trained with technology at first hand basis, making them aware of how the industrial world moves and the way society is based upon that productive axis of motion and production.

ICTs TYPES

1-core competency-

2- ITSM- ITS Service Management

3-SAS70- Statement on Auditing Standards no. 70

4- Video conferencing tutorial

5-PCS (Personal Communications Service)

6- Unified communications technology basics

- Review: revisit your questions - compare these to your recall and establish how well the text has answered them; fill in any gaps by further reading and note-taking.

CONCLUSION

Technology is a child that will always be in this world. Communication is his brother because they are so alike, and Information is their sister, the one that they protect and take by the hand anywhere she needs to go and be at. In this world, we need such information to be given to us as quick as possible and in the most reliable and suitable way. That information needs to be communicated among us and delivered the best way possible throughout the latest gadgets and instruments available, from a digital organizer to a desk top computer to a palm device, and to be exaggerated, even to a space craft somewhere in the cosmos. Implying this concept in education can only be beneficial for future generations. There are many ways of getting to students but we must try our best to find the most

effective way in doing so. We cannot still be stuck with the way we learned. A teacher's job is to find innovating ways to make learning easier and proficient. ICT is interactive in every aspect for learning. Activating students' mind to the real world level, training them indirectly to the customs of the way the world functions and the way society bases itself on this dependable system. Students with the ICT system in their educational reading methods will get accustomed to the reading routine. Being an intensive reader can only create a better reader and a better reader has a lot more options in success.

ENGLISH LEARNING

"It comes down to where the mind-share is and how various cultures and people respond. Truth is, you don't have to speak English. Many people will live their lives doing exactly that. However, learning to speak English when your life ambitions take you into science, corporations, research and many other technically oriented pursuits will prove to be a significant advantage. Much of this work gets done in English, others seek to build on it, industry adopts it, or new technology and industry forms in English speaking cultures and that sustained activity over time adds a lot of value to English, forming that "center of gravity." Scarcella, R. (2003) Academic English: A conceptual Framework. Linguistic Minority Research Institute Newsletter. University of California, Santa Barbara.

According to Author, he said that English Language is important for several people because they want to have a better employment, a better life; however some people do not like to learn a foreign language; but, for me it is important because nowadays English Language is the universal language in the world.

ENGLISH LEARNING IMPORTANCE

“The latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse.

Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. A famous Indian movie maker ShekharKapoor’s film “Elizabeth” has got several nominations for Oscar Awards. It does not require any further argument to establish the advantage English language has brought to us at the international level.”
(Wong Fillmore, L. & Snow, C. (2000))

ENGLISH LEARNING STYLES

Students will be more successful if you match your teaching style to their learning styles

LEARNING STYLES:

- Kinesthetic- The booklet is designed to engage students into role play, situations, what if situations, and of course vocabulary. Teachers need to be creative and have well planned lessons too.
- Verbal- speaking is promoted with the use of the booklet not just by making students provide meaning, but also by motivating students to produce sound communicative language.
- Visual- the colorful pictures and images also activate the visual intelligence that is in students. Pictionary has been known to activate visual competence.
- Auditory- teachers’ pronunciation is a very required item when using this booklet. Students are also obliged to do research of their own by

- finding pronunciation in songs,
- V shows (if possible), movies, the internet and its virtual dictionaries, etc.

What is a learning style?

“Described a learning style as the more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information. Your students' learning styles will be influenced by their genetic make-up, their previous learning experiences, their culture and the society they live in.” Ellis (1985)

The way we learn depends on our heritage, bloodline, background, surroundings and how we grow up. Those are the main characteristics in which we get our knowledge and the way we get wisdom and full understanding. Thus, teachers must adapt to the way students learn.

” Plan, teach / act, observe and reflect are other ways suggested by Sue Davidoff and Owen Van den Berg (1990). Their suggestions are also supported by the following statements:

- ***Students learn better and more quickly if the teaching methods used match their preferred learning styles
As learning improves, so too does self-esteem. This has a further positive effect on learning.***
- ***Students may prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning.***
- ***Students who have become bored with learning may become interested once again.***

The student-teacher relationship can improve because the student is more successful and is more interested in learning.

- ***The four modalities (originates from the work of Dr's Bandler, R. and Grinder, J. in the Field of Neuro-Linguistic Programming)"***

Students and teachers must coordinate in their class encounters and the way teaching and learning are being conducted. Teachers must know the way their students learn, whether visually, kinesthetic, tactile or aural. And teachers must plan their activity in a combination of such learning styles in order to reach students with the topics, aims and objectives that they must learn.

Sue Davidoff and Owen van den Berg (1990) suggest four steps:

- Plan
- Teach / act
- Observe and
- Reflect.

Here are some guidelines for each step

- Students learn better and more quickly if the teaching methods used match their preferred learning styles
- As learning improves, so too does self-esteem. This has a further positive effect on learning.
- Students who have become bored with learning may become interested once again.
- The student-teacher relationship can improve because the student is more successful and is more interested in learning.

- The four modalities(originates from the work of Dr'sBandler, R. and Grinder, J. in the Field of Neuro-Linguistic Programming)
Students may prefer a visual (seeing), auditory (hearing), kinesthetic (moving) or tactile (touching) way of learning.

ENGLISH LEARNING CHARACTERISTICS

“What do successful learners have in common? Are there different varieties of English? If so, what are the differences between them? Scholars tend to distinguish between academic and conversational English. Academic English refers to the language used by the educated and is needed to function at the university level and beyond. Conversational English is the language used in everyday, ordinary situations. Unfortunately, second language learners often fall into the conversational English usage category. Many of them have been schooled for several years in the United States, yet they still display striking deficiencies in reading and writing in academic contexts. The situation is very frustrating because there is clear evidence that some educators are still unaware of what academic English is and the situational obstacles related to it.”(Wong Fillmore& Snow, 2000; Ferris, 2002; Ferris & Hedgecock, 1998).

Learning English can come in many faces. There is the formal, informal, textual and authentic to mention a few. There are also many ways for this to take place and it all depends where the learning community is for the learner. Language learning comes from the classroom, but only the proper, textual way. However, authentic language learning and informal type comes from the students' surrounding area, neighborhood, and social ambience.

CONCLUSION

In English learning, we can say that it is very important for non- English speakers to have the abilities acquired eventually in order to be involved in the English realm. Student need to get gradually acquainted in order to reach language learning.

Language is the systematic mean of communicating with the use of sounds or symbols, coded with expressions or word of mouth. It's mental power of vocal communication of ideas, feelings or gestures. It is also specific ideas, speech, expressions of ideas using voice and articulated sounds created by the tongue, mouth, throat, palate and lips. It is specific to us, meaning that it distinguishes us from other living things. It's a gift that allows us to send each other messages, expressions and any other way to make ourselves be understood.

Symbols are written communication building words that are in a set known as vocabulary that according to their syntax and grammar the define meaning.

1. EPISTEMOLOGICAL FOUNDATION

It is elementary that we know the Epistemology definition: What is Epistemology?

“It is rhetorically unavoidable, discussing epistemological questions in social science, to compare “qualitative” and “ethnographic” methods with those which are “quantitative” and “survey”.”
(HOWARD S. BECKER, Becker, Howard S. “Whose Side Are We On?” Social Problems 14 (Winter 1967): 239-47) and (R. Jessor, A. Colby, and R. Shweder (1996), Ethnography and Human Development)

It is obvious that there are many ways to go about which method works best the qualitative, which is a base on the essence of the object (society) being researched or the quantitative, which is based on the surveys

interviews or questions. It all depends on the object being investigated because the results can be different and mooted about them. They will always be different, according to Becker.

Epistemology studies the way how we learn something. It answers the question, "How do we know?" It involves the character and structure of concepts, the power of the senses, logical reasoning, opinions, ideas, and reminiscences feelings. It means how our minds are associated to reality and whether these associations are suitable or not.

Why is Epistemology important?

“Epistemology has been a similarly negative discipline, mostly devoted to saying what you shouldn’t do if you want your activity to merit the title of science, and to keeping unworthy pretenders from successfully appropriating it. The sociology of science, the empirical descendant of epistemology, gives up trying to decide what should and shouldn’t count as science, and tells what people who claim to be doing science do, how the term is fought over, and what people who win the right to use it can get away with.” (Latour 1987) Latour, Bruno. Science in Action. Cambridge: Harvard University Press, 1987.

Latour gives us a very different opinion about epistemology, saying that it can be flexible, depending who is right just for the fact that nobody challenged such claims by such people. On the other hand, he let us know also that science is just the big carpet in which every researcher wants to lie their opinion and conclusion scientifically. However, how right is that researcher? How true is his or her investigation? Where is the pattern of cause or behavior of the subject that was researched or how can we render precised measures that such object is not going to change?

If epistemology is the how we perceive learning, and if we learn using all the important senses, we may say that we recollect an event according to

the stimulus that our brain receives and the way we react to it, no matter if our reasoning is right or not, no matter that those reactions are caught by another person. It could still be manifested in many different ways from the way we may think it is. Then, if we understand that we all not think alike, we will have different reasoning among learners. Teachers need to use epistemology the right way in order to help students acquire the knowledge needed in a right way.

Which are the key elements of a proper Epistemology?

A proper epistemology must be balanced in:

- **Senses:** perceive stimulus or information from external world.
- **Reason:** our particular way to gaining knowledge and understanding.
- **Logic:** it is the coherence that exists among all our knowledge.
- **Objectivity:** when we relate our knowledge with reality to determine its validity.
- **Concepts:** judgments about specific facts of reality.

Types of Epistemology:

Most philosophers have different ideas about how many types of knowledge are there, but they agree that we have knowledge of different types:

1. Logical. - This type of knowledge is the result of understanding the relationship among several ideas. Some rules of law of logic permit us to claim our own knowledge. This type of knowledge originates in our senses. Then, if our brain is different from others, logically, our judgments will also be different from others. Everybody assumes any event as false or true according to their knowledge, or logically connected ideas.

2. Semantic. - This knowledge is the result of learning the meaning of words. We know a word, then we know its definition. These definitions are written in dictionaries.

3. - Systemic.- This is the result of learning words and symbols involved in a system, that is Mathematics or Geometry, and the relationship among these words and symbols, inclusive to their operating rules in each system. All these words and symbols connected to their operating rules make part of a systemic knowledge.

4. - Empirical. - There is a knowledge that comes through our senses. This knowledge is known as empirical knowledge. Here, we apply scientific methods more rigorously to reach to an accurate knowledge, through investigations, careful observations, hypothesis, etc.

A recent popular theory of knowledge holds that knowledge implies a belief, and a belief does not imply knowledge. When people claim to believe an event as real, they believe that it is so. This is the common part of these four types of knowledge.

Epistemology of Education:

“I find it difficult, and don't try very hard, to avoid the irony of insisting that qualitative research is typically more precise and rigorous than survey research, ordinarily thought to have the edge with respect to those criteria.”Lieberson, Stanley.

“Einstein, Renoir, and Greeley: Some Thoughts About Evidence in Sociology.” American Sociological Review 57 (February 1992): 1-15.

Lieberson makes it clear that to him it is very difficult to believe in the results of the qualitative research's precision and rigorous results. He believes that quantitative research is a lot more precised than qualitative, again stating that surveys, interviews and questions are necessary because it can give us the results that are out there and we don't simply see.

We know that Epistemology involves a division of Philosophy. This branch studies the character of knowledge; the processes that help us acquire it, and its validity. It is so important that educators teach students those results that experts in several fields have revealed or constructed and transcended to future generations. But, we may assume that it is more important for teachers to be sure that their students learn those processes and detailed skills that investigators applied in their discovery or building of information.

Epistemology applied to project:

If Epistemology means to use our senses to learn something, it will make the application credible of this project using technological audiovisual resources, because these tools allow us to use basically our eyes and our ears. Then, we will major our skills in several fields, that is verbal communication, listening, pronunciation and reading. Obviously, these skills will encourage the English teaching-learning process. Reading offers a lot of information which motivates students to investigate more about the subject. Besides, students enjoy modern Reading stories about topics they can relate to; it will not be hard for them to use this pamphlet to improve their reading English knowledge, and teachers will do their best jobs.

PEDAGOGICAL FOUNDATION.

Pedagogy is the art or science of teaching. This is a word originally Greek: paidagogos, and it is related with children. Actually we use the Latin word pedagogy in our educational concepts; this expression is commonly used when we talk about the teaching-learning process. Teachers are always looking for different ways to help students get knowledge. Technology is updated every day and reading such language can be a difficult task if students are not updated with the language, so it is

always against the teachers and students' favor. Then, modern technology and pedagogy go hand in hand in order to make up new ways to teach any subject. Reading is also one of such subjects. Teachers are obligated to be update with these so important tools in their daily jobs and students must keep up with such readings.

Effects of pedagogical practices on students' attainment

There is extensive evidence of ICT contributing to students' attainment (Cox and Abbott, 2004). However, the evidence shows that these benefits depend on the way in which the teacher selects and organizes ICT resources, and how this use is integrated into other activities in the classroom and beyond.

TYPES OF PEDAGOGY:

We can know five divisions:

1.-Problem-based learning (PBL) is a type of pedagogy that supports students to learn a scientific problem through the investigation. Students learn in small self-directed groups to identify, execute, and reproduce an investigation which can be a 'real-life' problem.

2.-Workplace Learning, or training in the workplace. Therefore, workspace learning offers skills and guides to the faculty to innovate. Learning in the workplace is relevant because a long-lasting learning is needed to rise competition, so that, modern teacher should support and value this practice.

3. - Collaborative Learning.-It is used a lot. When teachers make groups of learners with a specific objective, which is to achieve a learning goal. Students with different routine levels can work together to reach a

common goal, in groups or in pairs. They have a shared responsibility, then, the triumph of a student can facilitate the other students to be successful.

4. - Inquiry.- This type of pedagogy shows us a responsible student who must establish what he needs to learn, identifying resources and the best way to use them. Students choose a topic as a problem and they decide the method to solve it, introducing a report which details a hypothesis and make their own observations and conclusions, and the most important, evidencing what they learned from this experience.

5. - Project-Based Learning. - This type of pedagogy encourages students to do their best, using higher thinking skills. They must demonstrate their top aptitude of learning, and assume conceptions with simple proofs. Students need to know what they must know, comprehend and apply to complete the project. Here, teachers become organizers of their activities.

In this project, learning how to read is so important so taking advantage of this pamphlet will be to the maximum.

PEDAGOGY APPLIED TO ENGLISH LANGUAGE.

The kinds of methods, rules, activities, resources, are all known and also necessary to use several of these when teaching English. Basically, underlining students' needs, background, behavior and other factors, the teacher would be able to come to his own conclusions to what pedagogy must be used in his classes.

English teachers are obliged to have creativity to the maximum due to the fact that another language, culture, customs and way of life are being taught. Students' environment is not English; therefore, it is sometimes

difficult for teachers to “break” their linguistic barrier and pattern and to teach student new concepts, and making them breathe, live and think in English. It is difficult also if there is age difference involved due to the fact that older students have a different way of problem solving techniques. Their problems are a lot more complicated than the ones that younger students have and this can interfere or lower the learning capacity of the new language being learned.

The adequate time for someone to learn a language is at a young age. Not only because the brain is at the sponge stage and all information is absorbed, but it doesn't face the everyday problems like an adult brain would. The young brain can also adapt the authentic pronunciation, diction, word stress and all the other characteristics that are found in a native speaking person of the language being learned. It's of the most accurate language acquisition when a language is learned at such early age, and even the intelligence quotient of the person increases when the brain manages two or more languages properly.

SOCIOLOGICAL FOUNDATION.

Sociology has been studied since the 19th century. Sociology has many concepts involved and we have elaborated one of its definitions that was researched on the internet from the **“British Sociological Association” from The United Kingdom. This was first published in 1967.**

Now we are going to analyze its etymological concept: “Sociology” origins from the stem “socio-”, which is from the Latin word “socius”, that means member, friend, or ally; referring to people in general, and from the Greek suffix “-logy” which means “study of”.

Sociology studies human beings attitude, behavior and how it plays among others, their social rules, processes of organization of their associations, groups and institutions. Sociology analyzes and studies human beings in short term and globally. Many professional create sub-studies out of Sociology

TYPES OF SOCIOLOGY:

We know that education is the standard process which organizes and regulates the way societies hand out knowledge and moral principles to their younger generations so communities, towns, cities, countries and continents could follow their set rules and cohabit. Sociology of education is the common mass built in education. It deals with education's sociological issues, socialization, culture and economic development.

- **Social organization.** - Studies men into various institutions, social groups, ethnic, religion, politics, economy, etc.
- **Social psychology.** - Studies human nature as a result of group life, collective behavior, social attitudes and personality formation.
- **Social change and disorganization.** - Studies changes in culture and social relations and the interruption that may follow in society: young delinquency, family conflict, divorce, etc.
- **Human ecology.** - Studies the environment and conduct of people and its relationship with theirs social institutions. Here, mental illness, criminality, drug addiction are shown in city centers and other highly advanced places.
- **Population or demography.**- Number of people, conformation and quality, and its influence in economic, political and social system.
- **Sociological theory and method.** - It refers to usefulness and applicability of the ideologies and theories of the life of group to regulate men's environment.

- **Applied sociology.** - Takes advantages of results of sociological investigation in several fields, such as criminology, community development, family counseling, ethnic relations and other aspects and issues of daily life.

Source: British Sociological Association from the United Kingdom, 1967.

LEGAL FRAME

Guayaquil, January 15th, 1999, for its university to be able to resolve and regulate a new requirement for getting a degree in English for its students of the Universidad de Guayaquil, Facultad de Filosofia, Letras y Ciencias de la Educacion designed an educative project which intended purpose was also to help solve the specific issues in the educational institution about the English learning process. This resolution was finally ratified on February 9th, 1999. Academic excellence with teachers, professionals and the whole educational system was involved for the sole purpose to reach one of Ecuador's government's goal in the good living act.

To the birth of this project, it was necessary to investigate about the topics as well about the dependent and independent variable.

LEGAL FOUNDATION

According to the LOEI "Incorporar las tecnologias de la educacion y comunicacion en el proceso educativo y propiciar el enlace de la ensenñanza con las actividades productivas o sociales"

According to the law we have to incorporate the ICTs in all the Educative Institutions.

On January 15th. 1999, during a session of the honorable directive council, principals of Facultad de Filosofia, Letras y Ciencias de la Educacion de la Universidad de Guayaquil resolved to regulate a new requirement for getting a degree in English; then, future professionals were to design an

educative project, which helps solve a specific issue in any educational institution about the English learning-process. This resolution was ratified on February 9th, 1999.

To solve common problems in all levels of education is the main purpose of this requirement and which allows Guayaquil's society gain a learning-teaching process with academic excellence involving teachers and the whole educational system becoming a stepping stone to reach one of the Ecuadorian government's goal, the good living act.

OPERATIONALIZATION OF THE VARIABLES.

Variables
<p>Dependent- reading comprehension problems in students of the Seventh Grade.</p> <p>Providing a booklet that can assist in all these problems previously mentioned is the sole intention of this project. Teachers have material, but even so, they need to also have aids that can help perform students to the best of their abilities. The booklet is also intended to spark most of the intelligences humans possess with vivid pictures, examples, word stress, word usage, sound meaning, ludic activities, internet activities and other activities involving technology and comprehensible exercises that can be done after each lesson as a review.</p>
<p>Independent- A booklet that will allow students to visualize, act, role play, memorize, drill, apply and reach reading comprehension.</p> <p>Students with no proper reading material eventually lack motivation in classes. It is even more obvious their lack of interest</p>

when they have no clue in understanding meaning. It produces a classroom with undesirable attitudes, a permanent dislike towards the English subject, weak rapport between students, and with teachers as well. It can create even problematic situations if there is no class management from the teacher or the teacher may be lacking experience.

QUESTIONS OF THE INVESTIGATION

- 1) What is the importance of English activities with students using ICT?

The importance is that the student will learn this foreign language of a way easier and they will have a lot of fun.

- 2) Do the teachers apply ICT activities in their classes?

The teachers apply only their common learning. They do not use ICTs.

- 3) What kind of techniques will be used in this project?

We will use computer, handbook, videos, CDs, Tv.

- 4) What impact will the project produce in the learning of English?

The impact is that the students will learn new words to increase their vocabulary to be able to speak.

- 5) Will the students be able to improve their language skills?

They will be able to make easier their own readings.

6) Will the students improve their vocabulary writing and vocabulary pronunciation when applying this ICT project in the classroom?

Yes, they will because we will do our booklet more interesting than the other classes. It will contain funny activities to develop in the classroom.

7) Will students be motivated to learn English with the application of this project?

Yes, they will. All the students will pay attention because we will teach them a new learning method.

8) What changes will the project produce in the seventh grade students?

Pay more attention and participation in the classroom.

Glossary

Accurate- (of information, measurements, statistics, etc.) correct in all details.

Adequate- satisfactory or acceptable in quality or quantity.

Attainment- the action or fact of achieving a goal toward which one has worked

Barrier- a fence or obstacle that prevents movement or access.

Interactive – designed to respond to the actions, commands, etc, of a user

Pamphlet – a small booklet or leaflet containing information or arguments about a single subject.

Ratify- sign or give formal consent to (a treaty, contract, or agreement), making it officially valid.

Readiness- location and condition in which someone or something is held prepared for prompt action as soon as course of action is known

Realia- objects and material from everyday life, especially when used as teaching aids.

Reminisce- indulge in enjoyable recollection of past events.

CHAPTER III

METHODOLOGY

“If one asks an expert for the rules he or she is using, one will, in effect, force the expert to regress to the level of a beginner and state the rules learned in school. Thus, instead of using rules they no longer remember, as knowledge engineers suppose, the expertise forced to remember rules they no longer use. ... No amount of rules and facts can capture the knowledge and expert has when he or she has stored experience of the actual outcomes of tens of thousands of situations” Dreyfus & Dreyfus (2005) Page 788.

The importance of the search method is because we need to substantiate the reason is why the theory that we chose to use is also important. It describes the way we addressed the problem described in chapter one and it also maps out and demonstrates the specific route(s) we took in order to conduct the proper way of fixing the problems, measuring and calculating the problem from all angles and how to reach the most logical and effective conclusion to the problem at hand.

It is a plan that has been researched to determine an investigation that allows meeting certain standard objectives

The word origin comes from the Greek word “pró” (meaning before) and paideutikós (meaning concerned with education)

It can be developed in many research methodologies:

- Like qualitative and quantitative research.

Qualitative means information that is acquired through the details of the investigation and quantitative means the information that was acquired through the interviews, archived facts and investigations.

This term known as “method” can also be interpreted as “come to conclusions”.

WAYS OF INVESTIGATION

The purpose of this investigation is based on the interest to elevate the reading comprehension level to students of the third grade. This will take place with the use of Information Communication Techniques that have been part of language learning development improving education in the school system.

BACKGROUND

Information and communication technology (ICT) is a system of communication in which all the learning language abilities are involved. Reading, Listening, Speaking and Writing. The methods involved when using this system are the natural approach, constructivism, the communicative approach, total physical response, and many others depending on the subject at hand and the activities being done. Technology being used to learn a language is great, but a lot greater when it's used the authentic way, task based learning is the proper term when students used the language accordingly as if they were doing an activity in their mother tongue language. I C T activities are focused on that type of learning, doing tasks where the situations are just as similar to have them done in the student's native language, in this case Spanish. However, the activities are all in English. They activate student's prior learning, vocabulary, situations that students can relate to, activities that students can socialize with and even personalize. Our project has taken the best way into finding the advantages of using this not so common system. I C T is innovating, but somehow it cannot be enjoyed by everyone due to the fact of the equipment and gadgets and facilities that are needed in order to perform them.

Types of investigation

“If one asks an expert for the rules he or she is using, one will, in effect, force the expert to regress to the level of a beginner and state the rules learned in school. Thus, instead of using rules they no longer remember, as knowledge engineers suppose, the expert is forced to remember rules they no longer use. ... No amount of rules and facts can capture the knowledge an expert has when he or she has stored experience of the actual outcomes of tens of thousands of situations,” Dreyfus & Dreyfus (2005), pg. 788.

What Dreyfus is trying to say in this quote is that no matter how much expertise one considers to have, there will always be other situations or even new events show things in another perspective has acquired because of hands on experience, witness editor has lived it. Experiences will always give us that personal opinion when it comes to new findings, regardless of truth is involved.

“Much of their search regarding expert is involves the studies of how experts and novices differ in” (Chi, M. T. H., Glasser R., & Rees, E., 1982)

Glasser and Rees give us a slight different opinion about research. They take the option of being versatile when it comes to research and before ending up with vague conclusions. There are many ways of reaching to conclusions about a research. However, the ones that are supported by numbers may be the most accurate then until another investigation reaches different perspectives because of the slightest variable and the role it plays in the investigation.

In order to develop this project, several research techniques were done for the task to be achieved:

1. - RESEARCH METHOD

To provide the most accurate background information in order to help explain observed events were one method that we were able to study and accomplish for this project. This method is considered descriptive because its main feature is to provide as much detailed information as possible in a sound, understandable method, and the steps into the research and how to apply each one.

2. - INTERVIEW

“You know one thing is certain that when you go for an interview you will be asked questions, and unless you have a structured approach to answering questions, the chances are that you will not come across that well. There’s a good chance that you will: ‘er’, ‘um’, Hesitate, Waffle, Ramble, Miss out on key or important information.”
JB (2015)

The advantages of interviews are that you can get the closest information possible. One disadvantages could be that most people are not honest because they want to impress or not lie.

Interviews are but so reliable at times due to the fact that people could only give you the type of information that is adequate according to them, or because of being nice and polite or because they think that is what the researcher wants to hear; however, our interview was one of the most sincere as possible because of the questions at hand. We made sure that we asked the most topic related question in many ways giving us the most approximately results.

3 - NATURALISTIC OBSERVATION

"Focus of instruction is on communication rather than its form" don
Dhoroty, 1992 pge 32.

Communicative approach is the way people learn a language without any grammar included or any type of instructions that need to be revised nor rehearsed.

Observation

The Position and Guidelines state that:

“Observation involves teachers in observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students’ demonstrations of learning outcomes’ (p. 16).

Airasian, P. W., 1994, Sizing-up assessment, in Classroom assessment (2nd ed.) (pp. 29-61), McGraw Hill, New York.

It is a fact that a teacher must observe his or her students constantly. Not only in the classroom, but also on break, at the cafeteria, at the bar when they go home, outside the school if they happen to see one another, constant observation because It is also evaluation.

1. - QUESTIONNAIRE SURVEY

“Questionnaire construction regards questionnaires. It is a series of questions asked to individuals to obtain statistically useful information about a given topic”*Merriam-Webster's Online Dictionary*, s.v."questionnaire," (accessed May 21, 2008)

Questionnaires are useful instruments to get vital information about something or someone or whatever is being investigated to have more information.

We visited ESTELA LANGE PUBLIC SCHOOL located in GUASMO SUR COOP. 10 DE AGOSTO CALLE PENDOLA II CALLEJON S.E. 2

CALLEJON B in order to watch students perform in the classroom. Teachers and instructors have problems to face when it comes to language teaching. There was evidence of lack of participation and other deficiencies that need to be addressed by the teacher. We had conversations with students and then with teachers about the present problems in the classroom when English classes were conducted.

It gives the proper information of opinions and attitudes from individuals. It addresses opinions, thoughts, believes and necessities about a present situation or case.

LEVELS OF THE INVESTIGATION

“What counts as quality is contested. The different views of quality generate different methods of assessing quality and in particular alternative sets of performance indicators (PIs). However, PIs are highly limited in their informational content, and have nothing to tell us about the quality of the educational process.” Barnett, R. (1994). “The idea of quality: voicing the educational”, in Doherty, G.D. (Ed.), *Developing Quality Systems in Higher Education*, Routledge, London, p. 68

According to Barnett, there are many ways that we can conclude that the different levels of investigation can only give us different indicators of performance in a particular subject or objective, making the investigation have a frame covered from every angle and perspective.

Stage 1: Focusing and planning.

The school ESTELA LANGE DE BERNAL is where we conducted this going project. We decided to research seventh course for their needs and low language performance and proficiency. We also worked on a plan to get the best solution to solve the problems.

Stage 2: Classifying Information.

After interviewing students, we were able to conclude the right information needed so the right approach could be used to solve the present problems. Teachers and school officials were also interviewed. This way we could face the problems from all angles. Finding the reason why students have such low ratings in their language learning performance is the objective of all these information classifying.

Stage 3: Analysis

We were able to evaluate the situation and find the most adequate way possible to face the problem and place the right project's applications to solve them.

Stage 4: Reporting

All the information was tabulated and filed, that way, we would be able to find any other solution that may arise after the initial one. Having more than one approach for a problem is the best way to go about it because not everyone acts, thinks or learns the same way.

Procedures of the investigation

"Since educational issues are of many different kinds and logical types, it is to be expected that quite different types of research should be brought into play on different occasions. The question therefore is not whether research into teaching should be conducted by means of quantitative measures (on some such grounds as that they are more 'objective') or qualitative measures (on some such grounds as that they are more 'insightful'), but what kind of research can sensibly be utilized to look into this particular aspect of teaching as opposed to that." Woods, Ronald; Barrow, Robin (2006). *An Introduction to Philosophy of Education*. Taylor & Francis. ISBN 978-0-203-96995-3.

It is not the quality or the quantity of the teaching, but what it's being taught that counts, according to Ronald Woods. It is the essence of teaching that makes it quality and how defined it is.

This investigation was made in base of the following elements:

- Problem approach
- Design of the theoretical frame
- Investigation plan
- Applying instruments of investigation
- Organizing, analysis and interpretation of results
- Conclusions and recommendations

INSTRUMENTS OF THE INVESTIGATION

“Research Instruments in Assessments to be administered to determine effectiveness or impact, Developer Created versus Externally Developed, Standardized Tests – Things to look for include: – Validity Define Validity Construct, Content, Item, Concurrent, Sampling Face, Predictive, Construct – Reliability Define Reliability, Inter-rater, Test-Retest, Equivalent Forms, Split Half Observation – Questionnaires – Surveys and Focus Groups”

Olatokunbo S. Fashola, Ph.D. Adjunct Research Scientist, Faculty Associate, Johns Hopkins University

Here are just some of the aspects that are considered investigation instruments and they all have their own weight and their own reasons to go about an investigation in order to be a thorough research.

METHOD

"The more parts of your brain you use, the more likely you are to retain information," says Judy Dodge, author of 25 Quick Formative Assessments for a Differentiated Classroom (Scholastic, 2009)

The method imply when it comes to teaching plays the same role and that's the main reason they all fall into place with what's mentioned above, by Scholastics. There are many ways to stimulate your mind and there are many methods that can have their own results from one another.

The methods used here are adequate for adjusting students in all aspects of the language learning process. TPR is adequate for students that are kinesthetic. The communicative approach can apply to students so their prior knowledge can activate.

TYPES

“There are different Types of Research - Basic Research - Applied Research - Evaluation Research - Action Research; Additional types of research - Historical Research - Descriptive Research - Correlational Research - Causal Comparative Research/ QuasiExperimental Research and, for now, Experimental Research.” [Dreyfus & Dreyfus \(2005\)](#),

Each type of method is for different type of research and to draw its own conclusion about the type of investigation at hand.

Deductive and Inductive Methods

The two methods of logical reasoning are deductive and inductive.

Deductive

In logic, we often refer to the two broad methods of reasoning as the **deductive** and **inductive** approaches. Theory, Hypothesis, Observation, and Confirmation.

Deductive reasoning works from the more general to the more specific. Sometimes this is informally called a "top-down" approach. We might begin with thinking up a theory about our topic of interest. We then narrow that down into more specific hypotheses that we can test. We narrow down even further when we collect observations to address the hypotheses. This ultimately leads us to be able to test the hypotheses with specific data -- a confirmation (or not) of our original theories.

Inductive reasoning works the other way, moving from specific observations to broader generalizations and theories. Informally, we sometimes call this a "bottom up" approach (please note that it's "bottom up" and not "bottoms up" which is the kind of thing the bartender says to customers when he's trying to close for the night!). In inductive reasoning, we begin with specific observations and measures, begin to detect patterns and regularities, formulate some tentative hypotheses that we can explore, and finally end up developing some general conclusions or theories.

These two methods of clear reasoning are completely different inductive goes from the specific to the holistic and deductive goes from the broader end to the most specific one, making notes and observations on every state to keep a leveled observation for either one.

Deductive reasoning works from the more general to the more specific often known as the top down approach which is applied in the classroom depending in the activity being performed. We may start by thinking up of a theory about our topic, and then narrow it down to a more specific hypothesis that we can then examined or even conclude with different evaluations. We then narrow it down even to more specific details where we observe in order to address the hypothesis, and then draw our own final, concrete conclusions.

Inductive

Inductive reasoning works the other way around, moving from a lot more specific observations to broader generalizations and theories and so on. This is often called a bottom up approach. In the inductive reasoning, we begin with specific observations and measures, begin to detect patterns and defined regularities, formulate some hypotheses that we can examine, and finally add up some general results or quite few theories.

Scientific method

“I am not accustomed to saying anything with certainty after only one or two observations.”

— Andreas Vesalius, (1546)

Every researcher wants to base his or her research in the scientific blanket, but how sure are we or themselves that such investigation is concrete and not subjected to sudden changes, or the pattern of behavior is not going to change? This is what regardless how accurate an investigation may be, there is always a slight unexpected change waiting to happen.

Scientific method consists in a systematic observation, measured experiment; and formulation, testing, and modifying of the hypotheses. This method will assist us in recognizing what the issue is or issues may have been or may be present, what the circumstances are that caused it, and do our top best to find the proper solution.

Heuristic Method

“More precisely, heuristics are strategies using readily accessible, though loosely applicable, information to control problem solving in human beings and machines.”

Pearl, Judea (1983). Heuristics: Intelligent Search Strategies for Computer

Problem Solving. New York, Addison-Wesley, p. vii. ISBN 978-0-201-05594-8

Finding the most practical and sufficient way to solve problems is what most people consider heuristic. It can include short but precise means of finding the right solution to a problem as well.

The word "heuristic" comes from the Greek word *Heurisko* meaning "I find out". The "Heuristic Method" is one in which the students are allowed to find out things on their own. In our investigation, students will have updated vocabulary and all needed resources to discover new knowledge on their own. Using the booklet, they will conclude what they need in order to improve their vocabulary.

Direct observation

“Direct observation means looking at it with your own two eyes, feeling it with your fingers (or other body parts), directly hearing it with your ears or directly tasting it with your tongue. Indirect observation means not sensing the object of observation directly but by observing the effects it has on its surroundings. An example of indirect observation might be seeing footprints in the snow and using this as evidence that snow leopards are in the area. Direct observation would be seeing the leopard itself.” Peter Kelly, (2007)

For this type of observation, the investigator must be on the premises, present and be a first witness to the surroundings.

Direct observation methods are one way to actually gather all information at first hand basis. Making the observation a lot of more detailed and precise.

Indirect observation

“Indirect Observation is an observational technique whereby some record of past behavior is used than observing behaviour contemporaneously.” DJS Research Ltd (2000)

This type of observation is more of a consequential type, one that witnesses the facts after they have happened and only finds evidence of what occurred but not seeing what was happening at the moment.

Indirect observation method includes involving other factors that give results with another factor involved in the process.

Techniques

“Observational techniques are an important aspect of many action research studies and of case studies whether undertaken by participants or outsiders.” Professor Andrew Hannan.© A Hannan, Faculty of Education, University of Plymouth, 2006.

One of the many effective techniques is the observation type. It gives us the core results and aspects of what we are investigating and allowing us to come to precise conclusions and opinions.

The purpose of this investigation is based on the interest to elevate the reading comprehension level of students of the seventh grade. This will take place with the use of Information Communication Techniques that have been part of language learning development improving education in the school system. Technology goes hand and hand with education. The more educated humans get the more possibilities to bring out newer technology and the better the technology, the more and higher chances for humans to access and digest information thanks to the help of new technology. I C T is a science that will help students in Ecuador if it's applied properly. It has shown amazing results in other parts of the world and we believe those same results can take place here also. The education system has taken a whole new turn around and it is now in the

research stage just like other countries, developing or industrial. The essence here is to have students involved with updated methods of learning, to be able to master the language and at the same time to place them in the environment just like the one that awaits them once they have reached their productive for society stage, which may be in a whole other level than the one they are in now once they get there. I C T is one of the answers to today's educational challenge. It will provide and facilitate learning to student linguistically and also preparing them to face any new challenge that other advancements may bring.

These are skills that can help develop students abilities by applying them with every activity performed in the class.

Survey

The word “survey” is used to describe a method of gathering information from a sample of individual or individuals. This sample is usually just a part of the population being studied at any given region or for any given situation.

Interviews

An interview is an official meeting in which one or more people question, consult, or evaluate another person to get background information.

Questionnaires

A questionnaire is a research instrument that contains a variety or series of questions that are used for the purpose of collecting information. They may either be closed or open ended. This method is very useful in collection of statistical information.

Population (according to Tamayo and Tamayo, 1997) is a group of individuals in the same category whom are limited by the study. They are defined as a whole phenomenon where the entire population has a common characteristic to be studied in order to have researched

information.

It is the students of Estela Lange de Bernal in Guayaquil which is formed by approximately 36 students

Sample – It is an estimated number or measurement when an accurate measurement is not possible to be taken. They represent the entire concept and reflect the characteristics that define the population which it represents, making the validity of the generalization depend on the validity and size of the sample.

The population at

Stratum

For the present project, the proposed sample has been considered, which represents 36 students, 9 teachers and 1 director.

ITEMS	UNIVERSE	SAMPLE
Directives	1	1
Teachers	9	9
Students	250	36
Parents	36	36
TOTAL	296	39

Source: ESTELA LANGE DE BERNAL
Researchers: Angela Flores - Sandra Borja

INSTRUMENTS OF THE INVESTIGATION

Method: It represents the procedures to get a goal and it is related with the methods that we use in the project.

Observation: This method was used to identify the problem, the topic and the proposal with the objectives and variables.

Deductive: This method goes to the particular to the general cases and the cause which influence in the reading comprehension in the learning of English.

Inductive: This method goes from the general to the particular thing, because we have seen the reading comprehension in the English learning for the lack of techniques development.

Scientific: We get the necessary information based in the following steps: descriptive and exploratory investigation.

Heuristic: It refers to experience-based techniques for problem solving, learning, and discovery.

Logical: Let us look for the topic and design of a proposal.

Itinerant: It is about the design of activities, setting places where we have to investigate the problem.

TECHNIQUES

“It is procedure used to accomplish a specific activity or question. Are methods that encourage creative actions, whether in the arts or science They focus on a variety of aspects of creativity, including techniques for idea generation and divergent thinking.”

Survey

It is a non-experimental, descriptive research method. Survey can be useful. Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects.

Interview

An interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee.

Interview is considered as a method for conducting qualitative research, is a technique used to understand the experiences of others.

APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

Specific instruction:

Write an "X" on the answer you consider the most appropriate on each one of the required questions.

	YES	NO	INDIFERENT
1. How would you like technology to be used in the English classroom in your school?			
2. How convenient would it be if you receive classes in an English laboratory?			
3. How convenient and important do you consider the vocabulary learning and other resources in an English class with new technology?			
4. How satisfactory is it for you to use internet to practice English vocabulary?			
5. How satisfactory could it be if you use internet to study your English lessons, vocabulary and other stuff?			
6. How satisfactory and interesting could it be if you receive classes in an English classroom or laboratory?			
7. How satisfactory is it for you to use modern technology to enhance your vocabulary, listening and other skills?			

8. How satisfactory and interesting is it for you to combine technology with English learning?			
9. How satisfactory is it to receive English READING classes in a laboratory?			
10.How satisfactory is it to have the audiovisual aids to put in to practice vocabulary and speaking in a lab?			
11.How satisfactory is it to develop vocabulary skills using modern technology in the internet?			

INTERVIEW TO THE CHAIRMAN (chairwoman)

Specific instruction:

Write an "X" on the answer you consider the most appropriate on each one of the required questions.

	YES	NO	INDIFERENT
1. How satisfactory is the English learning--teaching process in your school?			
2. How satisfactory would it be if students receive English classes using modern technology and an English pamphlet?			
3. How satisfactory and important do you consider audiovisual resources in an English class?			
4. How satisfactory could it be for students to use internet and audiovisual resources to learn vocabulary in English?			
5. How satisfactory could it be if students receive classes in an English classroom if possible?			
6. How satisfactory and interesting is it for you to take advantage of modern technology for vocabulary practice?			
7. How satisfactory could it be for students to have the audiovisual aids to practice reading, listening and speaking to improve English as a whole?			
8. How satisfactory could it be for students to take advantage of modern technology to do their vocabulary in English homework?			
9. How satisfactory could it be to develop listening skills in students if they use modern technology and internet in English classes?			
10. How satisfactory could it be to develop vocabulary skills in students if they use modern technology and internet in English classes?			

INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:

Write an "X" on the answer you consider the most appropriate on each one of the required questions.

	YES	NO	INDIFERENT
1. How satisfactory is English learning and the teaching process in your class and the whole school?			
2. How satisfactory would it be for you if you had a classroom with modern technological equipment to teach in English?			
3. How satisfactory and important do you consider to have audio visual resources in your English classes?			
4. How satisfactory could it be for you if students increase their English knowledge using modern technology for developing and learning English skills?			
5. How satisfactory could it be for you if students receive reading classes in an English classroom?			
6. How satisfactory could it be for you if students take advantage of modern technology to read any topic in English?			
7. How satisfactory could it be for you if you have a sorted lab to teach English?			
8. How satisfactory could it be for you if students develop their language skills using modern technology and internet in English classes?			
9. How satisfactory could it be for you if students develop their skills if they use modern technology and internet in English classes?			
10. How satisfactory could it be for you if students develop their listening, speaking, reading and writing skills if they use modern technology and internet in English classes as a whole?			

SURVEY TO THE STUDENTS

	YES	NO	INDIFERENT
1. How would you like for technology to be used in the English classroom in your school?			
2. How convenient would it be if you receive classes in an English laboratory?			
3. How convenient and important do you consider learning vocabulary and other resources in an English class with technology?			
4. How satisfactory is it for you to use internet to practice English vocabulary?			
5. How satisfactory could it be if you use internet to study your English lessons, vocabulary and other stuff?			
6. How satisfactory and interesting could it be if you receive classes in an English classroom or laboratory?			
7. How satisfactory is it for you to use modern technology to enhance your vocabulary, listening and other skills?			
8. How satisfactory and interesting is it for you to combine technology with English learning?			
9. How satisfactory is it to receive English READING classes in a laboratory?			
10. How satisfactory is it to have the audiovisual aids to put in to practice vocabulary and speaking in a lab?			
11. How satisfactory is it to develop vocabulary skills using modern technology in the internet?			

ANALYSIS OF RESULTS
SURVEY TO THE STUDENTS

Sample: 36 students

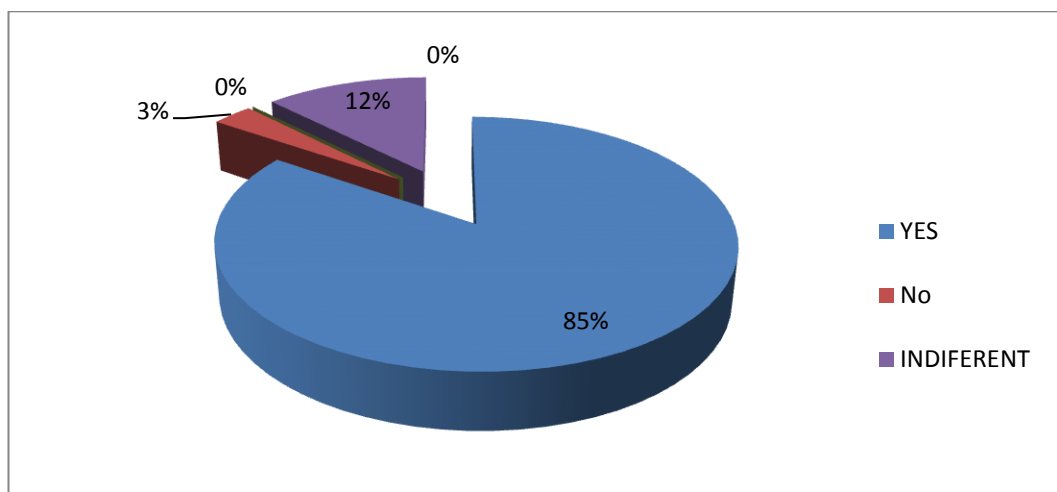
Course: 7th course

Question 1: How would you like to use technologies in the English classroom in your school?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	30	85%
B- NO	1	3%
C- INDIFERENT	5	12%
Total	36	100%

GRAPHIC No. 1



ANALYSIS: 85% of the students consider that their English classroom would be better if it had technologies. Not satisfactory, 3% likes it and 12% shows indifferent results for them.

Sample: 36 students

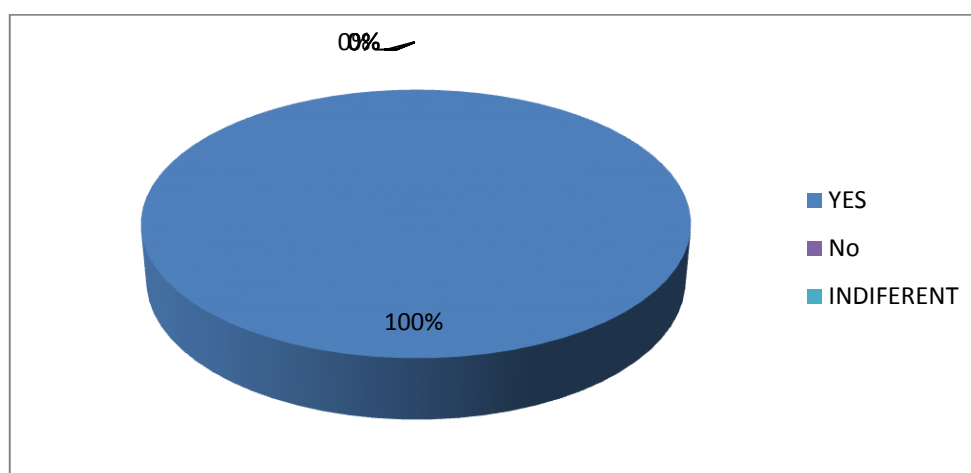
Course: 7th course

Question 2: How convenient would it be if you receive classes in an English laboratory?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	36	100%
B- NO		
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 2



ANALYSIS: The 36 of students surveyed agreed that it would be very satisfactory to receive classes in an English laboratory.

Sample: 36 students

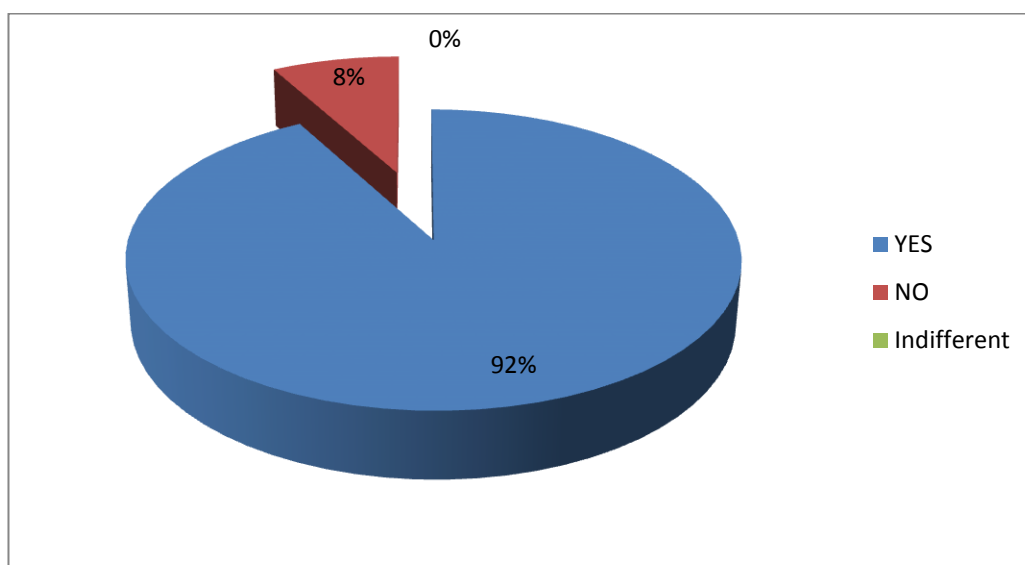
Course: 7th course

Question 3: How convenient and important do you consider learning vocabulary and other resources in an English class with technology?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	33	92%
B- NO	3	8%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 3



ANALYSIS: From 36 students surveyed, 92% consider it very satisfactory and important to have audiovisual resources in their English class.

Sample: 36 students

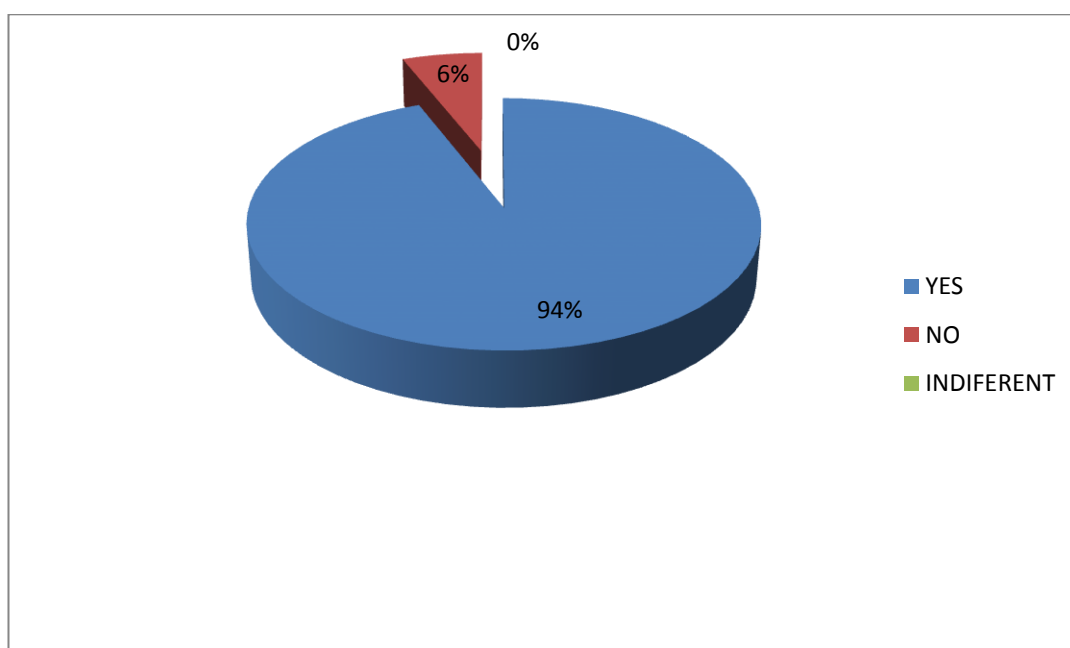
Course: 7^h course

Question 4: How satisfactory is it for you to use internet to practice English vocabulary?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	34	94%
B- NO	2	6%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 4



ANALYSIS: 80% of students surveyed consider very the use of internet to practice English, just 6% consider it satisfactory.

Sample: 36 students

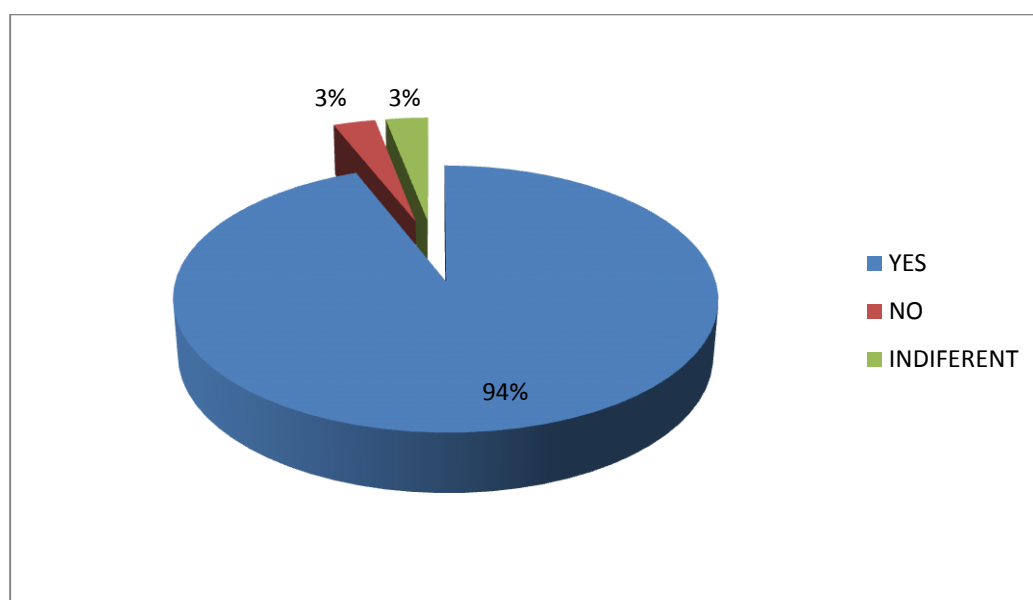
Course: 7th course

Question 5: How satisfactory could it be if you use internet to study your English lessons, vocabulary and other stuff?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	34	94%
B- NO	1	3%
C- INDIFERENT	1	3%
Total	36	100%

GRAPHIC No. 5



ANALYSIS: From 36 students surveyed, 94% consider very satisfactory the use of internet to study English lessons, 3% consider it satisfactory and 3% consider it less satisfactory.

Sample: 36 students

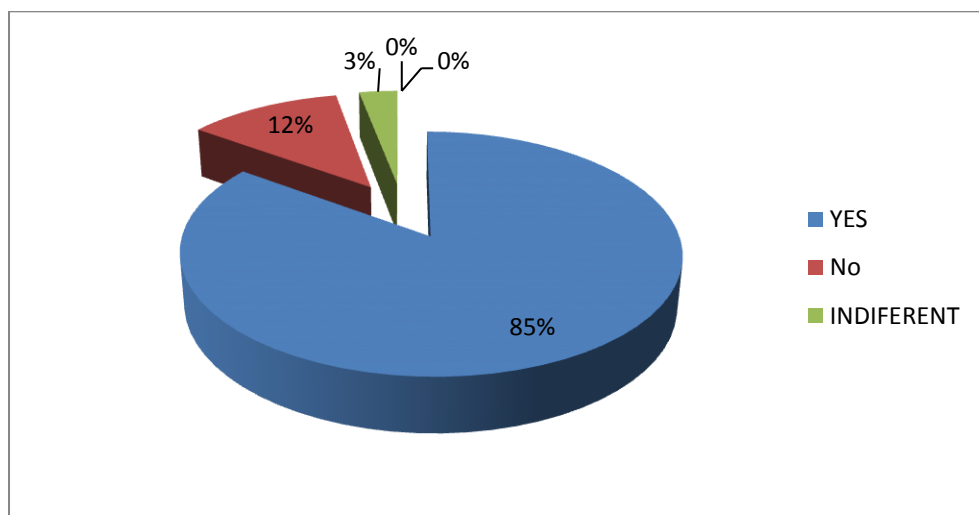
Course: 7th course

Question 6: How satisfactory and interesting could it be if you receive classes in an English classroom or laboratory?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	30	85%
B- NO	5	12%
C- INDIFERENT	1	3%
Total	36	100%

GRAPHIC No. 6



ANALYSIS: 85% of students surveyed consider it very satisfactory and interesting to receive classes in an English classroom, 12% consider it satisfactory and 3%, less satisfactory.

Sample: 36 students

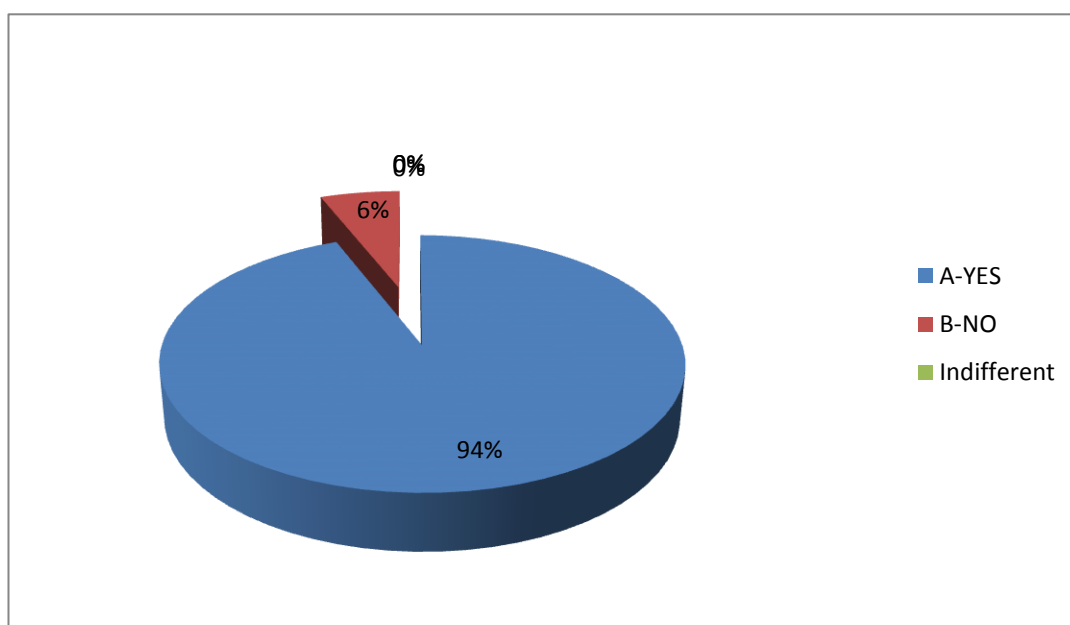
Course: 7th course

Question 7: How satisfactory is it for you to use modern technology to enhance you vocabulary, listening and other skills?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	34	94%
B- NO	2	6%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 7



ANALYSIS: From 94% students surveyed, 6% consider it very satisfactory to use modern technology, 0% consider it satisfactory.

Sample: 36 students

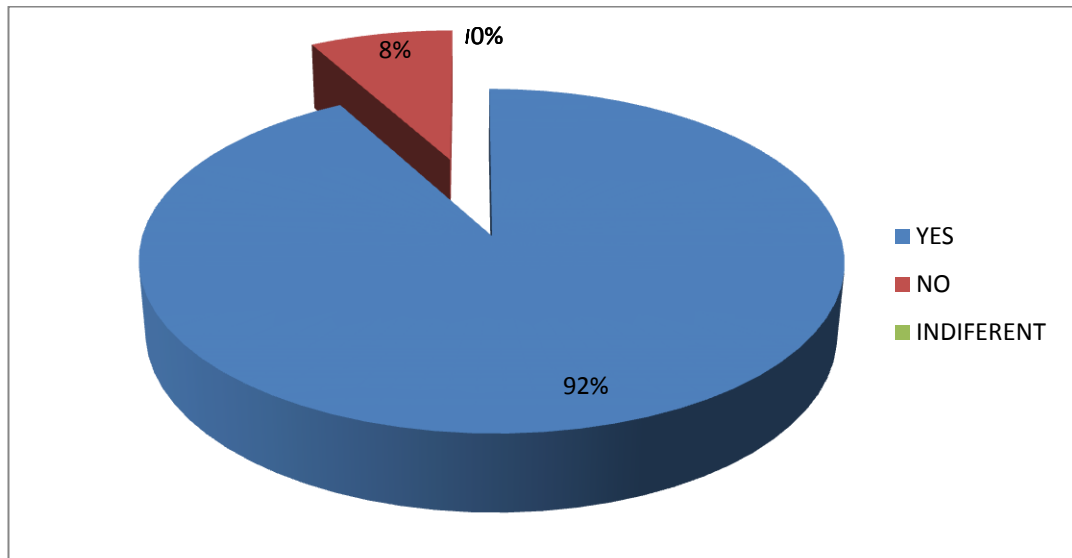
Course: 7th course

Question 8: How satisfactory and interesting is it for you to combine technology with English learning?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	33	92%
B- NO	3	8%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 8



ANALYSIS: 92% of students surveyed consider it very satisfactory and interesting to combine technology with learning.

Sample: 36 students

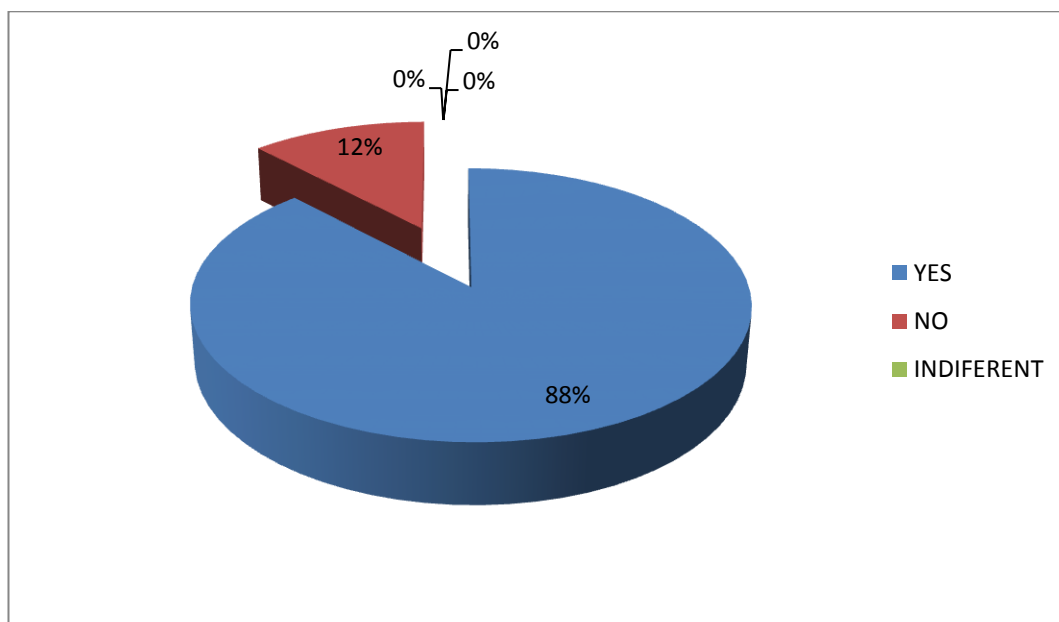
Course: 7th course

Question 9: How satisfactory is it to receive English READING classes in a laboratory?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	32	88%
B- NO	4	12%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 9



ANALYSIS: From 36 students surveyed, 88% consider it very satisfactory to receive English in a laboratory, 12% consider it satisfactory.

Sample: 36 students

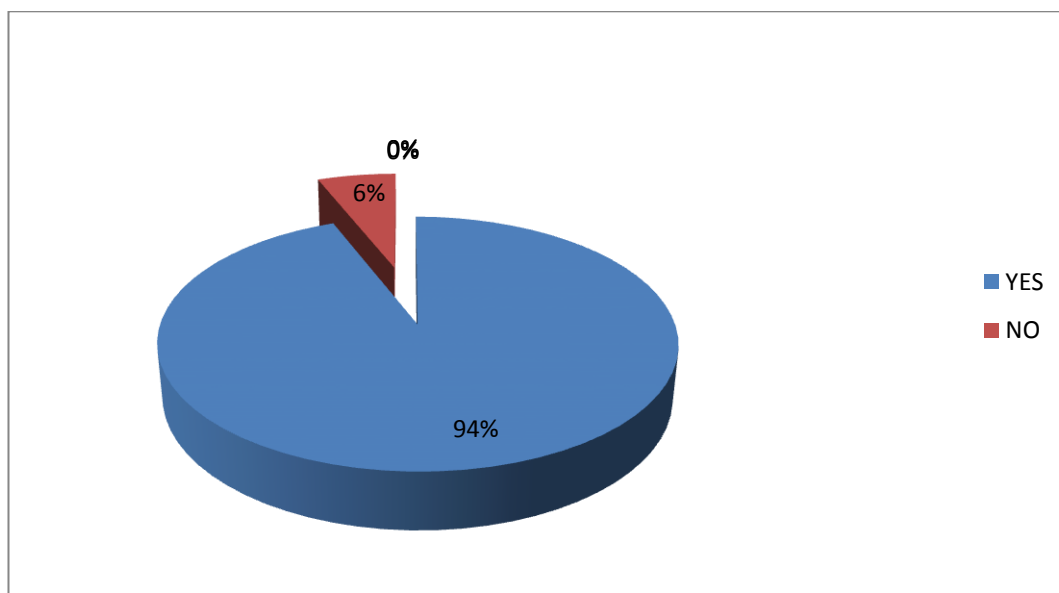
Course: 7th course

Question 10: How satisfactory is it to have audiovisual aids to put in practice vocabulary and speaking in a lab?

CHART OF FREQUENCY

ALTERNATIVES	FREQUENCY	PERCENTAGE
A- YES	34	94%
B- NO	2	6%
C- INDIFERENT		
Total	36	100%

GRAPHIC No. 10



ANALYSIS: 94% of students surveyed consider it very satisfactory to have audiovisual aids to put in practice listening and speaking; just 6% consider it satisfactory.

CONCLUSIONS

- 36 of the students and teachers know that reading is important and they do not have a specific room where English learning could take place.
- 36 of the students want to have English classes to improve their English teaching-learning process.
- Students consider it is very important to have modern resources to develop their reading skills.
- Students are conscious about the necessity to learn English in a better way.
- Students seemed satisfactory about our project.
- English teachers and head officials agree with them.
- Teachers were emphasized to ask for improvement in English classes.
- English teachers considered that vocabulary is a funny tool to improve their best.
- Students considered it is necessary to have a special classroom to learn English, with modern material to improve vocabulary skills.

RECOMMENDATIONS

- Authorities should give more importance to the English subject.
- Students should have the opportunity to handle this project to practice English.
- Vocabulary at the English room must be opened to students with more frequency.
- To take advantage of this project, and adequate other classrooms so they could have a lab if necessary.
- English teachers should be updated about how to handle vocabulary.

- Students should be involved in class participation for learning.
- English teachers should plan their classes using reading passages or the vocabulary activities as a main resource.
- To coordinate the journal schedule for English classes in order for all students may be involved.

CHAPTER IV
PROPOSAL:
ELABORATION OF A GUIDE WITH INTERACTIVE READING
THROUGH THE APPLICATION OF THE ICTs TO INCREASE
THE ENGLISH LEARNING

BACKGROUNDS

There's absolutely no doubt that this proposal has not been offered in the university's project program nor there is anything that can resemble it. This project's sole intention is to increase English learning to students with the use of interactive reading and the application of the I C T (Information Communications Technology) system. A system which is innovating and very reliable in the education field for language learning.

JUSTIFICATION

Making our students adjust to our teaching styles is something that has to be addressed with talent, kindness and tactical approach because students also rely on their learning styles and that's why we must cope with one another so there won't be any conflict when it comes to teaching and learning. Our project is justified because with this innovating system as I C T is, we can reach our objectives and make students acquire, not just learn the language. Technology is a tool that is as useful as a chisel to a sculptor. Thus, helping teachers also create their master piece whom are students.

OUTLINE OF THE DIAGNOSIS

What we were able to get from our results is what backs up our approach and intentions of our project. This is one reason why using the mathematical method has its worth. We now are able to address our objectives clearly and with precision to make our students get a rich increase in order to master their language learning skills. Using the I C T will help students and teachers alike reach their respective objectives in language learning.

THE FUNDAMENTAL PROBLEM

We could identify the reading comprehension problems most of the students at Estela Lange School showed. Addressing this common problem would be a bit challenging due to the fact that most students don't have that hand on experience with some technical gadgets like iPad, keyboards or a simple mouse to move the cursor on a computer screen. However, students are quick to adapt and overcome such deficiencies and learning can take place once they all get the hang of managing technology and practicing reading and other language developing skills inside or outside the classroom.

GENERAL OBJECTIVE

The design of a handbook about I C T activities in order to improve language learning skills through reading comprehension in students from seventh grade at Estela Lange de Bernal.

SPECIFIC OBJECTIVES

- To apply a dynamic processes. (vocabulary in context)
- To improve the reading comprehension in students.
- To develop the student's reading skills
- To help students to enhance their vocabulary in English learning
- To encourage the importance of English.

IMPORTANCE

Our project has importance due to the fact that there's no other one like it, and that our purpose and objective is to improve the whole language learning skills throughout reading comprehension.

If students don't have the practice of enhancing their reading abilities, there won't be much improvement in the other language learning skills. This is something that can also be evaluated the other way around because all the skills are integrate with one another. Building one of them properly will help the other skills enhance too.

FEASIBILITY

This project is possible to be made because it has the support of the head officials at the Universidad De Guayaquil, teachers and students from the School Estela Lange de Bernal and the School director also.

DESCRIPTION OF THE PROPOSAL

The present proposal will be implemented during the present school year 2014-2015 in the public School Estela Lange de Bernal, with the students of seventh grade basic education at Estela Lange de Bernal School.

The handbook contains 10 units and everyone has a copy of it and about

exercises, variety of exercises, and precise and concise explanations about building language learning skills that need to be applied in order to reach total understanding in the language.

The content of our handbook will be designed according to the student's English knowledge evaluated by a diagnostic test, and for the implementation of this proposal we will need eighteen classes.

APPLICATION OF THE PROPOSAL

We used our handbook "Guide with Interactive Readings through the application of the ICTs to increase the English Learning" which contains vocabulary reading, listening and speaking exercises that involve vocabulary for reading improvement in context which backs up the natural and communicative approach that is applied to today's classroom activities.

The application of our proposal consists of 4 phases:

PHASE I: Activate vocabulary comprehension and meaning for reading comprehension.

PHASE II: engaging students with previous word contents with new word contents through meaningful language-learning and constructivism.

PHASE III: Practice of new methods to support student's learning process and means.

PHASE IV: Evaluation of how students acquire reading comprehension in

the class in order to enhance and improve their language learning.

MATERIALS

Our handbook was supported by several English grammar web sites:

- en.m.wikipedia.org
- economist.com
- bbc.co.uk
- <https://www.englishclub.com/vocabulary/regular-verbs-list.htm>
- <http://dl.acm.org/citation.cfm?id=985947>
- <http://www.learnenglish-online.com/vocabulary>
- <http://www.englishexercises.org/ludic>
- http://www.scielo.org.co/scielo.php?pid=S1657-07902005000100011&script=sci_arttext
- <https://rosebardeltdiary.wordpress.com/tag/ludic-activities/>

Also our proposal was supported by several English text books:

- The use of ludic activities to encourage English learning at the school level. Bach. Ma. Del Carmen Diaz M. Magister University.
- Brown, H.D. (2007). Principles of language learning and teaching. Pearson Longman

LOCATION

The present proposal was conducted in Guayaquil in the months of November, December and January with the students of seventh grade basic education at Estela Lange de Bernal School in Guayas province.

The public high school is located in Guasmo Sur Coop. 10 de Agosto Calle Pendola II callejon S.E. 2 Callejon B Street. It has only one Director and the students are from seventh grade basic.

PEDAGOGICAL ASPECT

Constructivism

One of the most important principles in constructivist approach to language teaching is action orientedness. Cooperative learning (such as pair work, group work or any other social forms of learning), creative and active participation in classroom activities, learning by preparing various projects as well as learning by teaching (when the student is asked to take over teacher's role) have been treated as the major tasks referring to the action oriented method.

The second substantial principle in constructivism is individualization of learning which is centered on the learner. Dieter Wolff, a notable German

researcher claims that learning can only be influenced by teaching in a very restricted way. It is the learner who is allowed to decide about the fragments and sections of the materials provided by the teacher during the lesson. This possibility to make choices fosters learner's autonomy, thus it takes into account their preferable style and type of learning. However, the crucial thing is that beforehand the learner should be instructed on how to become aware and take responsibility of his/her own learning, what considers strategies and techniques selected and applied during learning. What is also important is that learning awareness should be complemented by language awareness as well as intercultural awareness.

Another principle of constructivism is holistic language experience which refers to content-oriented and usually takes place in bilingual classes or project instruction. According to this approach, acquiring foreign language will be effective in authentic and complex learning environment or situation.

PSYCHOLOGICAL ASPECT

The psychological dimension of the making and messages of art work can provide opportunities for release of emotions, expression and definition of self. The problem solving inherent in art making can strengthen one's ability to address concrete and ambiguous challenges, engage and sharpen the senses and develop intrapersonal knowledge.

SOCIOLOGICAL ASPECT

Sociology of Education

It looks at education as evolution of the dynamics of social environment and how it influences in the teaching learning process. From a sociological point of view, education is the organized and regulated process by which society

transfers knowledge and estimates to prepare young people for adult social roles. Sociology of education is part of social science largely concerned with the mass educational systems of modern societies.

For Emile Durkheim (1858-1917), educational systems are mirrors of society, which has an in-built tendency to reproduce commonly accepted sets of values, norms and beliefs. A system of education is a product of collective thought and follows the changes of social values. For example, society where social status depends on merit will have an educational system that reflects this value by admitting young people to educational institutions through examination.

Karl Marx (1818-1883) establishes the political, the legal and the educational system are all products of the class nature of society and its economic base. The educational system, therefore, reproduces the economic base. Max Weber (1864-1920) formulated a three-component stratification theory based on class (Economic), status (non-economic characteristics such as honor and religion) and party (based on affiliation with political party). He developed a multi-level approach to social stratification based on the relation between wealth, prestige and power.

The role of education in modern society is developed in two theories: structural functionalism and the conflict theory. Structural functionalists view society as a structure, with each part playing an integral role in the whole system. Functionalists argue the educational system serves the needs of social order characterized by rationality and meritocracy. People with the highest achievements will get the best jobs and highest pay and those with lower scores will take lower positions and lower salaries.

The functionalist theory was challenged in the 1970 by conflict-oriented theories, which highlight the social, political and economic inequality of social groups. The most prominent conflict approach, the neo-Marxist theory, establish that the educational system follows the rules of capitalism, claiming

that educational disparity reflects the inequality of the capitalist society.

Consistent with this approach, the sociologist Pierre Bourdieu (1930-2002) introduced the notion of cultural capital, arguing that the educational system reproduces the distribution of cultural capital among classes. The cultural capital refers to personal, social and cultural values and tastes that make a person fit a socially valued role.

LEGAL ASPECT

In the institutional website of the Minister of Education of Ecuador we have the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show “what students must know and be able to do as they move toward full fluency in English”.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment, (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador’s ELLS are A1, A2, and B1. The progression of the levels is the following:

- Level A1: At the end of 9th year Educación Básica General.
- Level A2: At the end of 1st year Bachillerato.
- Level B1: At the end of 3rd year Bachillerato.

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

In our case, we will develop our project with students of eighth year basic education, so it corresponds us the A1 level.

Listening

A1 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner's personal, educational, and social background. Follow speech which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A1 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A1 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A1 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners' personal, educational, and social background.

Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Writing

A1 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing.

MISSION

Indulge students with reading and language learning skills so their productive and receptive skills in language learning could enhance and be productive on their own.

VISION

To have excellence in language communication in the English learning community. As teachers, we must facilitate such learning so students can benefit from it.

POLICIES

We did our best and were able to reach common grounds with the directors of Estela Lange de Bernal School so they could use the booklet throughout the whole year.

BENEFICIARIES

The beneficiaries of this proposal are teachers and students of the Estela Lange de Bernal School and parents, who are also members of the educational community.

SOCIAL IMPACT

Our proposal is within the social impact range due to the fact that our project develops English knowledge in students and enhance their communicative skills that can serve them in the future. Our proposal contributes to have better quality of education at “Estela Lange de Bernal”

GLOSSARY

SOCIOLINGUISTIC (adj) / language connected with society aspects and related issues

Legal (adj)/ legislative, upheld, dealing with lawful concepts

Understanding (noun) having comprehension, acknowledgement of certain concepts

Pragmatism (noun) / thinking about solving problems in a practical and sensible way rather than by having fixed ideas and theories.

Constructivism (noun) as a perspective in education, explains how knowledge is constructed in the human being when information comes into contact with existing knowledge that had been developed by experiences.

Cognitive (adj.) connected with mental processes of understanding.

Didactic (adj) designed to teach people something, especially a moral lesson

Theory (noun) a formal set of ideas that is intended to explain why something happens or exists.

Integrated (adj) consisting of two or more activities.

A

N

N

E

X

ANNEXE ONE

DOCUMENT

List of sources

Document CHAPTER II.docx angelica y sandra.docx (D14447686)

Submitted 2015-05-20 20:20 (-05:00)

Submitted by angelicafloresf@outlook.com

Receiver: edutorr67.ug@analysis.urkund.com

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TABLE 2

Active ☒

t/ww 100%

It is rhetorically unavoidable, discussing epistemological questions in social science, to compare "qualitative" and "ethnographic" methods with those which are "quantitative" and "survey." (

HOWARD S. BECKER,

Becker, Howard S. "Whose Side Are We On?" *Social Problems* 14 (Winter 1967): 239-47).

and (

R. Jessor, A. Colby, and R. Shweder (1996), *Ethnography and Human*

It is rhetorically unavoidable, discussing epistemological questions in social science, to compare "qualitative" and "ethnographic" methods with those which are "quantitative" and "survey":



FACULTAD DE FILOSOFÍA,
LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA LENGUA Y LINGÜÍSTICA



CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado el Msc. Eduardo Torres Vivar, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por Angélica Yomayra Flores Farinango y Sandra Marlene Borja López .C.C 0920965175 – 0924873169, con mi respectiva supervisión como requerimiento parcial para la obtención del título de Licenciatura en Ciencias de la Educación Mención en Lengua y Lingüística Inglesa.

Se informa que el trabajo de titulación "Elaboration of a guide with interactive readings through the application of the ICT's to increase the English learning" ha sido orientado durante todo el periodo de ejecución en el programa anti plagio (Urkund) quedando el 8% de coincidencia.




Msc. Eduardo Torres Vivar



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN



Guayaquil, 4 de Noviembre del 2014

Msc.

Silvia Moy-Sang Castro

Decana De La Facultad De Filosofia, Letras y Ciencias de la Educacion.
Ciudad.

De mis consideraciones:

La suscrita, **Angélica Yomayra Flores Farinango** con C.I 092096517-5 y **Sandra Marlene Borja López** con C.I 0924873169, egresadas de la especialización Inglés- Alemán de la Escuela de Lengua Inglesa y Lingüística Periodo lectivo 2013-2014. Nos dirigimos a usted para denunciar a usted nuestro tema de proyecto de trabajo de titulación.

Topic: Didactics materials in the English area for children of first grade of basic education.

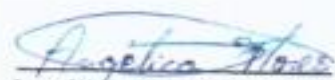
Tema: Materiales didácticos en el área de Inglés para niños de primer año básico.

Proposal: To make a handbook with worksheets to make a little funny the learning for children of basic education.

Propuesta: Crear un libro didáctico de trabajo para que los niños mediante juegos aprendan el idioma Inglés.

Agradezco de antemano por la atención que le da la presente.

Muy atentamente


Angélica Yomayra Flores F.


Sandra Marlene Borja López

Guayaquil, octubre 16 de 2014

Msc

SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA
UNIVERSIDAD DE GUAYAQUIL
Ciudad.

De mis consideraciones:

Yo, Sra. Licenciada Olinda Lucas Mite

Directora de Escuela de Educacion Basica "Estela Lange de Bernal" de la ciudad de Guayaquil, provincia del Guayas. **Acepto la aplicación del Proyecto** con el:

Topic: Didactics materials in the English area for children of first grade of basic education.

Tema: Materiales didácticos en el área de Ingles para niños de primer año básico.

Proposal: To make a handbook with worksheets to make a little funny the learning for children of basic education.

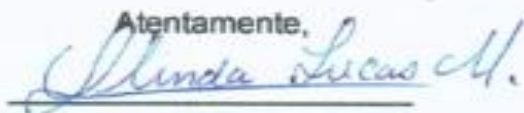
Propuesta: Crear un libro didáctico de trabajo para que los niños mediante juegos aprendan el idioma Ingles.

Para los estudiantes del **primer año de Educación Básica**, el mismo que ha sido elaborado por las estudiantes egresadas, **Angélica Yomayra Flores Farinango** con C.I 092096517-5 y **Sandra Marlene Borja López** con C.I.0924873169; el cual será de gran beneficio para el aprendizaje del idioma inglés en los niños y niñas que se forman en nuestra institución.

Por lo tanto doy apertura y el apoyo que necesite para la elaboración de dicho proyecto, conociendo la responsabilidad y el interés por parte de las alumnas antes mencionadas.

Es todo lo que puedo decir en honor a la verdad.

Atentamente,



Olinda Lucas Mite



2. DATOS GENERALES DEL PROYECTO

1.- TEMA DEL PROYECTO EDUCATIVO CON PROPUESTA.

TOPIC: THE ICTS IN THE INTERACTIVE READINGS.

El uso de tics en las lecturas interactivas.

PROPOSAL: ELABORATION OF A GUIDE WITH INTERACTIVE READING THROUGH THE APPLICATION OF THE ICTS TO INCREASE THE ENGLISH LEARNING.

Elaboración de una guía con lecturas interactivas mediante la aplicación de las tics para incrementar el aprendizaje de inglés.

2. FORMULACION DEL PROYECTO

The students of 3^h basic grade of "Estela Lange de Bernal" public school do not have enough knowledge of Basic English, for this reason the students show a low level. The main cause of this problem is the little predisposition of the students to the acquisition of English language; teachers do not have enough motivation to perform interactive classes. Los estudiantes de Tercer grado básico de la Escuela Pública "Estela Lange de Bernal" no tienen suficiente conocimiento de inglés básico, por esta razón los estudiantes muestran un nivel bajo. La causa principal del problema es la poca predisposición de los estudiantes en la adquisición del idioma inglés, los profesores no tienen suficiente motivación para ejecutar clases demostrativas.

3.- ANTECEDENTES

3.1. ACTUALIDAD

Our project is going to be carried out at "Estela Lange de Bernal public school", and It is supported by the directives of the institution

Our project consists in to provide the school with a guide with activities that helps the students to increase the skills in English Reading and Writing.

Nuestro proyecto será ejecutado en la escuela pública "Estela Lange de Bernal" y es aprobado por los directivos de la institución.

Nuestro proyecto consiste en proveer a la escuela una guía con actividades que ayuda a los estudiantes a incrementar las habilidades de leer y escribir.

3.3. IMPORTANCIA

It can facilitate the understanding to the students which will make more easy the comprehension of the skills.

3.3. JUSTIFICACION

The first beneficiaries of this project will be the students, because they will count on with new resource to learn English and this will give them the opportunity to compete in their

future professional lives. The teachers, are going to be benefit too because they will be helped for the guide in classes.

Students' parents and community will be benefit too, because the performing of this project will contribute the desire to study English and increase the scholastic yield in English subject.

El primer beneficiario de este proyecto serán los estudiantes, porque contarán con un nuevo recurso para aprender inglés y esto les darán la oportunidad de competir en su futura vida profesional. Los profesores se beneficiarán también porque tendrán una ayuda para guiar sus clases. Los padres de familia y la comunidad se beneficiarán también, porque la ejecución del proyecto contribuirá el deseo, la necesidad de estudiar inglés e incrementar el campo escolar en la materia de inglés.

4.- OBJETIVOS

4.1. GENERAL

To enhance the reading and writing skills through the application of a guide with its respective activities in order to improve the knowledge of Basic English.

Incentivar la habilidad de leer mediante la aplicación de la guía con sus respectivas actividades de manera que se improvise el conocimiento de ingles básico.

4.2. ESPECIFICOS

- To increase motivation.
- To evaluate the result of this strategies.
- To increase reading and writing skills
- Incrementar motivación
- Evaluar el resultado de las estrategias
- Incrementar las habilidades de lectura y escritura.

5- BIBLIOGRAFIA

<http://www.dltk-teach.com/rhymes/index.htm#Fairy Tales/Classic Stories> – DLTK's Educational Activities

Children's Songs, Fairy Tales & Nursery Rhymes.

LEARN ENGLISH KIDS © British Council :

<http://learnenglishkids.britishcouncil.org/en/little-kids-stories>


FIRMA SOLICITANTE


FIRMA SOLICITANTE

GANTT DIAGRAM **CHRONOGRAM OF ACTIVITIES**

ACTIVITIES	SEPTEMBER 2014	OCTOBER2014	NOVEMBER2 014	DECEMBER 2014	JANUARY 2015	FEBRUARY 2015	MARCH 2015	APRIL 2015	MAY 2015
APROVAL OF THE TOPIC	X								
TUTORING	X	X	X	X	X	X	X	X	X
FORMULATION OF THE PROBLEM	X	X							
THEORETICAL FUOUNDATION		X	X	X	X	X	X		
SURVEYS AND INTERVIEWS			X	X					
ANALYSIS OF RESULTS					X	X	X		
DEVELOPMENT OF THE PROPOSAL						X	X	X	
PRESENTATION									X
GRADUATION									X

THE ADMINISTRATIVE FRAME

HUMAN TALENTS

DIRECTOR OF THE HIGH SCHOOL

TEACHERS

STUDENTS

FAMILY PARENTS

TUTOR

LIBRARIAN

CYBER OPERATOR

MATERIALS

TEXT-BOOKS

SCHOOL CLASSROOM

TELEVISION

CDS

COMPUTER

DICTIONARIES

THESAURUS

OFFICE SUPPLIES

CHARTS

PHOTOCOPIES

WORKSHEETS

DIDACTIC MATERIALS

TEACHING CARDS

CAMERA

PRINTS

CD'S.

ELECTRONICS AND MULTIMEDIA

COMPUTER

PROJECTOR

PEN DRIVE

PRINTER

SCANNER

INTERNET

DIGITAL CAMERA

EXPENSES

DIDACTIC	80.00
TEXT AND BOOK	30.00
DICTIONARIES	20.00
OFFICE SUPPLIES	40.00
PHOTOCOPIES	40.00

INTERNET	35.00
PRINTS	40.00
TRANSPORTATION	90.00
PHOTOS	45.00
	<hr/>
Total	\$ 420.00

ANNEXE TWO

INTERVIEWS AND SURVEY

ENCUESTA A LOS ESTUDIANTES

QUESTIONS	YES	NO	INDIFFERENT
1 ¿Le gusta a usted el Idioma Inglés?			
2 ¿Es la clase de Inglés interactiva?			
3 ¿Habla su profesora solamente en Inglés?			
4 ¿Disfruta usted de sus clases de Inglés?			
5 Do you think that learning English is important?			
6 ¿Le gustaría hablar en Inglés con su profesora?			
7 ¿Le gustaría aprender Inglés de manera bien colorida e ilustrada?			
8 ¿Le gustaría aprender más vocabulario?			
9 ¿Le gustaría hablar Inglés sin temor?			
10 ¿Le gustaría aprender Inglés de manera más motivada?			

ENTREVISTA A LA DIRECTORA DEL PLANTEL.

¿Cree usted que se debe mejorar la enseñanza del idioma Ingles?

Claro que sí, esto es bueno para que los estudiantes aumenten su nivel en esta clase y así ellos puedan desenvolverse en esta materia ya que para ellos es un poco difícil aprender esta materia sin sus bases en la lengua inglesa.

¿Como apoyaría usted al desarrollo de este proyecto?

Primero, facilitando el uso de libros y recursos de la escuela como el laboratorio de computación, las películas, videos y así en ayuda de los profesores y de los alumnos realizar algunas actividades más interesantes para practicar los conocimientos.

ENTREVISTA A LA PROFESORA.

¿Usa usted en sus clases de Ingles juegos didácticos?

Sí, claro que sí, pero solo los uso en los momentos de recreo. Si modo de recreación, claro, en los recreos no puede debido al tiempo no me alcanza para hacerlos en las clases, pero me gustaría que como parte de las actividades con los alumnos que hacemos.

¿Le gustaría aplicar una nueva guía con juegos didácticos en Ingles?

Por supuesto, especialmente con los más grandes para que puedan aprender mejor y más rápido y así la clase sea más interactiva y agradable y ellos puedan participar de que a los niños les gusta mucho los juegos.

ENTREVISTA A LOS PADRES DE FAMILIA.

¿Está usted de acuerdo que se debe mejorar la enseñanza del idioma inglés y por qué?

Yo sí porque los niños necesitan aprender inglés para poder comunicarse con los extranjeros, también para poder entender mejor en lo que respecta a la tecnología, porque en la era que vivimos es necesario que los niños aprendan inglés.

¿Usted nos ayudaría con recursos para el desarrollo de este proyecto?

Yo sí, que sea el único punto de estos en donde se ayude a los niños a aprender inglés en la escuela, lo que sea necesario que sea el único punto de apoyo para los niños.

¿Que actividades realizaría para obtener recursos?

ANNEXE THREE

PHOTOS





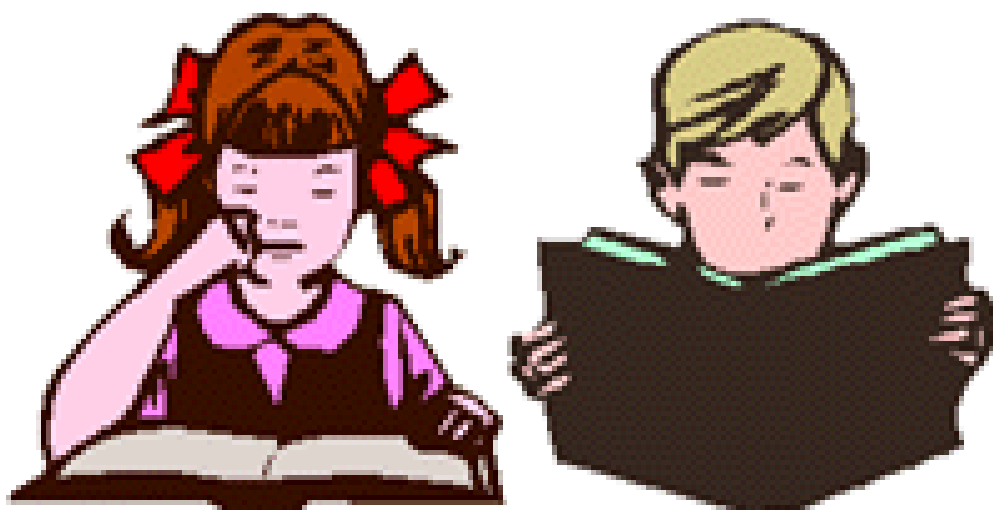




ANNEXE FOUR

**PROPOSAL: ELABORATION
OF A GUIDE WITH
INTERACTIVE READING
THROUGH THE APPLICATION
OF THE ITCS TO INCREASE
THE ENGLISH LEARNING**

Guide of Interactive Reading



READING IS COOL AND FUN!

TABLE OF CONTENTS

Dear Julio – (writing letters, feelings, relationships).....	4
Best Choice Towing – (jobs, business, transportation).....	5
Beautiful Sunrise – (nature, hobbies, education).....	6
Swing Sets – (exercise, relationships, parenting).....	7
Cafeteria Worker – (employment, business, food)	8
Rainy Days – (weather, families, marriage)	9
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Monkey in a Pet Shop – (animals, shopping)	11
Moving Day – (family, community, employment).....	12
School Field Trip – (education, community).....	13

DEAR JULIO



A. Reading

Julio and Juanita dated for six months. But now, Juanita wants to break up with him. She doesn't love Julio anymore, and she wants to date other guys. She tried to break up with him in person, but it was difficult. She feels guilty, and she doesn't know

what to say. She doesn't want to hurt Julio's feelings.

Juanita thought about her problem. She decided to write Julio a letter and tell him how she feels. Juanita's mother and friends think Juanita should talk to Julio in person or

call him on the phone. They think it's wrong to break up with someone in a letter. What

do you think? Is it okay to break up with someone in a letter?

B. True or False

1. _____ Juanita feels guilty.
2. _____ Juanita and Julio are in love.
3. _____ Juanita wants to hurt Julio's feelings.
4. _____ In this story *break up* means that someone broke a bone.
5. _____ Juanita and Julio dated for half a year.

C. Yes or No – Share Your Opinion

1. _____ It's okay to break up with someone in a letter.
2. _____ Juanita should tell Julio that she wants to see him and other guys.

D. Writing – Write the first two sentences of Juanita's letter.

BEST CHOICE TOWING



A. Reading

Rasmi and his brother Aamir moved to the United States in 1997. Soon after they arrived, Rasmi got a job driving a cab and Aamir got a job driving a catering truck. The brothers worked long hours and saved their money. After five years, they had \$85,000, and they were ready to buy a business. They decided to buy two used tow trucks and start a towing company. They painted the trucks blue and had gold lettering painted on the doors. They called the company Best Choice Towing. For the first several years, they drove the tow trucks themselves. Eventually, they bought more trucks and started leasing them to drivers. Soon the brothers were each earning over \$100,000 a year.

B. True or False

1. _____ Rasmi and Aamir are brothers.
2. _____ They moved to the United States in 1987.
3. _____ Rasmi drove a cab and a tow truck.
4. _____ They painted the tow trucks gold with blue lettering on the doors.
5. _____ Now, Rasmi and Aamir each earn more than \$100,000 a year.

C. Yes or No – Share Your Opinion

1. _____ Small business owners are often immigrants.
2. _____ It is difficult for relatives to work together.

D. Writing – What kind of business would you like to own? Why?

BEAUTIFUL SUNRISE



A. Reading

Christina drove to Lake Tahoe to take pictures of the lake, trees, and mountains for her photography class. She woke up early and left the house at 4:00 while it was still dark outside. She stopped at a small restaurant to eat breakfast and then continued driving. When she arrived at Lake Tahoe, the sky was pink and the sun was rising over the water. She sat on a rock next to the lake and watched the fish swim in the water and listened to the birds chirp. She thought about how lucky she was to be in such a beautiful, peaceful place. Then she hurried to her car to get her camera so she could take pictures for her class project.

B. True or False

1. _____ Christina ate breakfast before she left her house.
2. _____ She took a train to Lake Tahoe.
3. _____ She left her house at 4:00 PM.
4. _____ Christina watched the birds swim and listened to the fish chirp.
5. _____ She left her camera in her car and had to go back to get it.

C. Yes or No – Share Your Opinion

1. _____ It is good to wake up early while it is still dark outside.
2. _____ The sound of chirping birds is relaxing.

D. Writing – Imagine a place that is relaxing. What does it look like?

SWING SETS



A. Reading

It is Saturday morning and Miguel and his friends are playing on the swing set in Miguel's backyard. Tomas is climbing up a rope, Anthony is swinging on a swing, Mario is standing on a swing, and Miguel is hanging upside down from the top bar of the swing set. The boys are talking, laughing, and having fun. Mario is a year older than the other boys, and he is the leader of the group. He likes to make most of the decisions. Miguel is the funniest one. He likes to make the other kids laugh. Tomas is the most athletic. He likes to run, climb, and sweat. Anthony is the quiet one. He seldom speaks.

B. True or False

1. _____ Mario is hanging upside down.
2. _____ Tomas is climbing up a rope.
3. _____ Miguel, Tomas, and Anthony are younger than Mario.
4. _____ Miguel likes to make the other kids laugh.
5. _____ Anthony doesn't talk very often. He is quiet.

C. Yes or No – Share Your Opinion

1. _____ I am athletic. I like to run, climb, and exercise.
2. _____ When I am in a group, I like to be the leader.

D. Writing – Describe your personality. Writethreesentences.

CAFETERIA WORKER



A. Reading

Paula works in a school cafeteria. She starts work at 6:30 and finishes at 2:30. She prepares food, serves meals, and cleans up at the end of her shift. She likes her job and she makes good money, but the students are difficult to handle. Some of them try to cut ahead of the other kids when they are standing in line. Some of them spill things on the floor, and Paula has to mop up the mess. Others are slow and hold up the line. On the weekend, Paula likes to cater parties. Last Sunday, she catered a wedding for thirty-five people. She charged \$18 per person, and had about \$245 left after she paid all the bills. She is happy she made a profit.

B. True or False

1. _____ Paula works at a school.
2. _____ When students spill food on the floor, Paula cleans it up.
3. _____ Her shift at the school is from 6:30 until 2:30.
4. _____ Paula charged \$630 to cater a wedding last Sunday.
5. _____ She had money left after she paid the bills from the party.

C. Yes or No – Share Your Opinion

1. _____ School lunches are nutritious.
2. _____ Eighteen dollars per person is a good price for food for a wedding.

D. Writing – What is your favorite meat? Favorite fruit? Favorite vegetable?

RAINY DAYS



A. Reading

Franco is from Brazil, and he loves rain. Madge is from Canada, and she hates rain. Sometimes when it rains, Franco asks Madge to walk around the block with him.

Madge tries to be agreeable when Franco wants to go for a walk in the rain, but she really doesn't like it. Franco thinks it's romantic, but Madge thinks it's stupid! She would rather stay inside and read magazines, complete crossword puzzles, and drink hot tea. But she loves Franco, so when it rains she puts on her jacket and walks around the block with him. Franco smiles and carries the umbrella.

B. True or False

1. _____ Franco and Madge are from the same country.
2. _____ Madge likes rainy weather.
3. _____ Franco thinks it is romantic to walk in the rain.
4. _____ Madge carries the umbrella when they walk in the rain.
5. _____ Madge loves Franco.

C. Yes or No – Share Your Opinion

1. _____ Walking in the rain with someone you love is romantic.
2. _____ Marriage is difficult, and partners have to make compromises.

D. Writing – What do you do to relax?

FARMERS WORK HARD



A. Reading

Barry is a farmer, and he owns twenty acres of land. On the land, he grows lettuce, tomatoes, radishes, and corn. He also raises chickens and rabbits. Barry's wife, Susan, helps with the farm chores. Seven days a week, they wake up early, eat breakfast, and then start to work. First they feed the chickens and rabbits, and then they clean the barn. Next, they gather the eggs the hens have laid. By ten o'clock, they start working in the fields. They continue working until noon when they eat lunch. After lunch, they go to an outdoor market and sell their vegetables and eggs to the vendors. The price they get for their vegetables and eggs changes each day.

B. True or False

1. _____ Barry owns two acres of land.
2. _____ Barry and Susan grow crops on their farm.
3. _____ They don't work on Sundays.
4. _____ After they eat breakfast, they feed the chickens and rabbits.
5. _____ The price they get for their vegetables and eggs varies each day.

C. Yes or No – Share Your Opinion

1. _____ It is difficult to be a farmer because food prices vary.
2. _____ I want to work seven days a week so I can make lots of money!

D. Writing – Would you like to live on a farm? Why or why not?

MONKEY IN A PET SHOP



A. Reading

Blackjack is a lucky little monkey. He lives in a pet shop and has plenty of food to eat and animals to tease. The owner of the pet shop lets Blackjack roam freely in the

store. He doesn't have live in a cage like the snakes, birds, and hamsters. He isn't for sale like the other animals either. And no matter what Blackjack does, his owner thinks

it's cute and funny. When he pulls things off the shelves, his owner smiles. When he swings from the birdcage, his owner laughs. Some people come into the store just to meet Blackjack. Others watch him from the store's front window. Blackjack loves putting on a show for his audience!

B. True or False

1. _____ Monkeys, snakes, birds, and hamsters are animals.
2. _____ Blackjack teases the other animals.
3. _____ None of the animals in the pet shop are for sale.
4. _____ All the animals except Blackjack are kept in cages.
5. _____ Blackjack's owner gets angry when he misbehaves.

C. Yes or No – Share Your Opinion

1. _____ Blackjack should stay in a cage because he is scaring the customers.
2. _____ Owning a pet is expensive!

D. Writing – Do you have pets? How many? What kind?

MOVING DAY



A. Reading

Robby and Crystal Von Kern are crying because they are moving. They don't want to move because they like their school and their friends. Their parents don't want to move either, but the company Mr. Von Kern works for is relocating to Colorado. Mr. Von Kern tried to find a new job, and he went on several interviews. No one hired him, so he decided to keep his old job and move the family to Colorado. Mr. Von Kern paid a moving company to move the furniture and other household items. A few items wouldn't fit in the truck, so the Van Kerns are putting them in their minivan. Mrs. Von Kern is worried about the children. They are still crying.

B. True or False

1. _____ The Van Kern family is moving to Colorado.
2. _____ The company Mrs. Van Kern works for is relocating.
3. _____ Robby and Crystal are excited because they will meet new friends.
4. _____ Mrs. Van Kern is worried about Robby and Crystal.
5. _____ Mr. Von Kern went on several job interviews.

C. Yes or No – Share Your Opinion

1. _____ Robby and Crystal will find new friends and forget about their old ones.
2. _____ It is easy to find new friends.

D. Writing – Write three questions you can ask a new friend?

SCHOOL FIELD TRIP



A. Reading

The fifth grade students from James Anderson Elementary School are going on a field trip. They are going to the Albany Movie Museum in downtown Chicago. The museum is located beside Lake Michigan. It has an exhibit on old movies. The students

are going to watch a silent black and white movie. It doesn't have sound. An organ player will play music to go along with the action in the movie. Their teacher, Mrs. Daniel, gave them a list of rules for the trip: (1) turn off your cell phone (2) don't chew

gum (3) stay with the group (4) no hats (5) wear your name tag (6) speak softly.

B. True or False

1. _____ Mrs. Daniel teaches fifth grade.
2. _____ The Albany Movie Museum is located in Chicago.
3. _____ The students are allowed to use their cell phone if they speak softly.
4. _____ Students need to wear a name tag on their hats.
5. _____ Students should stay with the group.

C. Yes or No – Share Your Opinion

1. _____ Men shouldn't wear hats inside a building.
2. _____ It's okay for women to wear hats inside a building.

D. Writing – Write three more rules that Mrs. Daniel should add to her list.
