



INNOVATIVE TEACHING STRATEGIES TO OVERPASS LEARNING BARRIERS

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DEDICATION

*TO ALL THE FUTURE GENERATIONS OF
OUR FAMILY.*

*THIS IS A HUMBLE EXAMPLE OF OUR
PROFESSIONAL GROWTH.*

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CHAPTER I

BARRIERS IN THE TECHNOLOGICAL ENVIRONMENT OF EDUCATION

Barreras en el entorno tecnológico de la educación
Obstáculos no ambiente tecnológico da educação

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Abstract

Currently using innovation and technological tools in a classroom is more than being updated, it is to be connected with students and the environment in which they develop daily. The proper use of electronic tools through a technological environment will help to develop more efficiently, reliably and satisfactorily from the beginning of the teaching-learning process. However, it is necessary to analyze the barriers and inconveniences generated before, during and after its application, so a qualitative and quantitative research will be used through checklists applied to students in the third semester of the Language and Literature career, in order to establish the use of technological tools within the different subjects they are studying, whose results show that the lack of preparation of teachers to create an appropriate environment directly affects the educational training. It can be concluded that there is a need to prepare teachers in the implementation of a technological environment according to the different subjects to be taught, in order to involve more students who through technology will receive scientific information that will allow them to exercise their profession more proactively in different work environments.

Key words: Playful environments, didactic strategies, reading comprehension and learning.

Resumen:

Actualmente emplear innovación y herramientas tecnológicas dentro de una clase es más que estar actualizado, es estar conectados con los estudiantes y el entorno en que se desenvuelven diariamente. El uso adecuado de las herramientas electrónicas a través de un ambiente tecnológico ayudará a desarrollar más eficiente, confiable y satisfactoriamente desde el inicio del proceso enseñanza-aprendizaje. Sin embargo hay que analizar las barreras e inconvenientes generados antes, durante y después de su aplicación, por lo que se utilizara una investigación cualitativa y cuantitativa a través de listas de cotejos aplicadas a estudiantes del tercer semestre de la carrera Lengua y Literatura, con la finalidad de establecer el uso de herramientas tecnológicas dentro de las diferentes materias que están estudiando, cuyos resultados demuestran que la falta de preparación de los docentes para crear un entorno apropiado incide directamente en la formación educativa. Se puede concluir la necesidad de preparar a los docentes en la implementación de un entorno tecnológico de acuerdo con las diferentes asignaturas a

dictar, con la finalidad de involucrar más a los estudiantes quienes a través de la tecnología receptaran información científica que les permitirá ejercer más proactivamente su profesión en los diferentes ámbitos laborales.

Palabras clave: Ambientes lúdicos, las estrategias didácticas, la comprensión lectora y el aprendizaje

INTRODUCTION

Education in the 21st century, having transformed the learning process by creating several and new ways or paths for the teacher to make a correct connection with the student to create an effective communication channel or input thanks to technology, turning the classroom into a technological

environment, the change from the traditional way to a new super way of education. UNESCO-IEU, (2010) indicates that the change that leads to raise the problem in adapting to the use of different technological tools that teachers do not know and must learn for the correct application and optimize the teaching-learning process. Echegaray-Bengoa & Soriano-Ferrer, (2016); Moral Pérez et al., (2014); Gavilanes et al., (2019) The main objective is to familiarize teachers with the facilities that can be obtained through the use of different tools. For Jiménez, (2014) this research is justified considering the importance of ratifying the immense advantage for the improvement of teaching through the use of innovation, considering the barriers that arose as technology developed. Rodríguez et al., (2021) The author states that "technology should be considered as one of the most useful resources to expand the communicative capacity of students and to develop discursive strategies that allow them to adequately cover the communicative needs that society is increasingly demanding" (p. 28). Referring to this idea is where teachers since several years ago took action in preparation for change and the

incursion of technology in the different educational processes, there are several barriers, I will point out in my opinion the most radical "adaptation" but not for the student because this character is already immersed in the technological idea, this disadvantage of adaptation is based on the issuer ie the teacher because it is he/she who must adapt to this digital era that we are going through.

Espinosa et al., (2014); Berselli, (2018) y Barba, (2015) in their researches for decades the teaching process was submerged in an abyss where the fundamental thinking was based on the traditional, creating a gap or empty space of continuous improvement, at different points or moments of educational development it was very difficult to imagine or think about the union of different technologies that were emerging until being able to reach the technological era, where the communication channels underwent a transformation due to the wide variety of possibilities (face-to-face or virtual).

For many teachers, the learning process never ends, we will always continue to be students absorbing knowledge from experiences, experiences, research, etc. Here appears the next barrier "limitation".

Ynzunza & Izar, (2013) questions "when developing their task in technological environments will be strongly conditioned by the communications infrastructure available

to them, the space available in their usual work center that allows easy integration of technology. their preparation for the use of this technology, the availability of the teacher for ongoing training to ensure that they do not lose the technological career." (p. 2). We can understand innovation, i.e. there are several factors that are limiting our technological use, but it will be a fundamental part of the teacher to find the way within a great world of possibilities and alternatives to be able to insert

technology, for Molina et al., (2010) the most serious problem is when all the

resources exist but the limitation is the educator's due to lack of knowledge or training of hardware and software, both elements that are now a priority for the development of the process, without leaving aside the ability to use these factors in the most appropriate way for our objective, which is education.

At the moment of working with technology as a way in education another barrier appears "lack of knowledge", we must clarify that the lack of knowledge at this stage is not related to the management of the different technological alternatives, this lack of knowledge refers to the background of the use assigned to the applications used in a class regardless of the level, since technology without guidance will not generate any positive result and rather everything will be catastrophic for both parties.

Tobón, (2019) considers "ICT and mainly networks, as an educational space, offer us a series of possibilities that we should consider when considering innovative E-A processes as long as we do not lose sight of the fact that innovation must mean progress and that it makes no sense to introduce many technological elements in classical educational processes for a mere question of fashion or current events" (p. 49). It is not the best educator or facilitator who manages more applications or uses the largest number of multimedia tools known, since in this educational process we will not teach our students to manage platforms, our mission should always be to facilitate the understanding and comprehension of the different subjects or subjects to students regardless of the educational level, never lose the focus of the class or allow technology to assume the main role, since the same without the user would not be generating anything or driving innovation. Knowing that in a digital world where the key is technology and being able to use it in the most proactive way facilitating teaching or being able to reach places where access is limited through the different tools and applications obtaining generation

of learning and later knowledge generates a great advantage in the world of education, which in the future will be the key to break barriers in limited technological environments.

MATERIALS AND METHODS

This project directs methodological attention in both qualitative and quantitative areas. The qualitative method is expressed in the scientific process, understanding its movement through the logical investigation of the theoretical support of the variables up to the interpretation of the process, and the quantitative data were obtained from the tabulations of the surveys.

Theoretical methods include:

- Analysis-synthesis: which is used to break down the object of study and find its constitution and representation in whole and in parts. This method is also applied through logical research.
 - Inductive-Deductive: it allows the research to start from the particular and unique fact in the context until reaching the scientific generalization.
 - Historical and Logical: provides a natural connection to the history of the object of study.
 - Structural - Strategic-Functional System: it is used for modeling in this research, logical study of the parts separately, the interrelation and interaction which allows to identify the purpose of the whole system. It is the one that presents the complete system, the tutoring with the technological applications for its correct use.
- Empirical Methods:

The authors make use of empirical instruments such as Observation, which allows to detect and examine the information found within the context to establish a record of certain facts through a physical document such as the observation guide, which reveals the most relevant aspects of the research.

- Surveys: applied to deepen the diagnosis of the problem for the application of technological tools in classes for students.
- Statistical-Mathematical Analysis: through this method it was possible to collect statistical information which can be observed in tables and graphs that allowed highlighting the difficulties and strengths found in each criterion evaluated.
The analysis of the student surveys shows that teachers are unaware of the application of technological tools. Additionally, there is little application of technological applications in the development of classes, consequently, classes are conducted in a traditional manner. Through the surveys it was possible to determine that students are interested in learning through different technological tools.

RESULTS

One of the questions was whether the use of technological tools in the classroom is considered important. The result was that 70% of the students totally agree, since through technological tools students will be able to learn the contents of the subjects, as well as the use of different technological applications. For some students, the use of technological tools facilitates and speeds up the learning of the contents. The use of these technological resources will be useful for future teachers.

Table 1. Results obtained

QUESTION	AGREED		STRONGLY DISAGREED
	IN FULL AGREEMENT	MODERATELY IN AGREEMENT	
1) Would the use of technological tools facilitate learning?	85%	15%	
2) Do you consider that the application of technological tools will help you to learn the contents of the subject and new applications?	75%	25%	
3) Do you think you have developed your basic technological skills?		75%	25%
4) Will the use of technological tools in the classes you receive help you to use them in the future?	100%		
5) Would the application of more technological tools imply the use of modern equipment?		80%	20%
6) Do you consider that the use of platforms as virtual tools <u>meets</u> your learning expectations?		75%	25%
7) Is the use of e-learning devices necessary?	100%		
8) Do you consider that the correct time management makes learning more effective?		50%	50%
9) Is it important to share with your teacher face to face?		75%	25%
10) Do you consider it necessary to prepare teachers for the use of technological tools?		82%	18%

It is necessary to consider the importance of the application of technological tools in the classes of the different subjects, since currently there are applications for the different areas of study; however, in the future, more studies should be carried out to determine the number of subjects that do apply technological tools.

The question that arises is whether the learning results are the same or better through technological tools than using the traditional method. Another question is whether teachers agree to learn the use of technological tools.

Educational institutions are willing to invest in modern technological equipment to facilitate the process.

CONCLUSIONS

The aforementioned barriers are part at some point of each one of the teachers or professors, in the change of way to teach; The most important thing is not the student nor to have the most modern facilities or software on the market, the main axis is the teacher, because it will be the one who guides and manages the use of techno-inclusive alternatives in the educational technological environment, generating a great result is not only merit of the student, it is a shared satisfaction where the technique, effort and dedication of teacher-student is the most valued for a future where the objective will have been achieved, which should be to have generated knowledge and thus continue to advance for the benefit of society.

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CHAPTER II

MANAGEMENT OF TEACHER TALKING TIME IN ADULT STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE AT UNIVERSITY OF GUAYAQUIL

Gestión del tiempo de habla con maestros en estudiantes adultos de inglés como lengua extranjera en la universidad de Guayaquil

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Abstract

This study was a practical action research. The objective was to find out how much adults can feel engaged and motivated to learn English and increase the oral production in class. This research was conducted in a university of Ecuador with a course of adults that are between eighteen and forty years old. The researchers were active participants in the intervention. The intervention lasted seven weeks. It explored different techniques for increasing oral production in an English class. The survey applied to the students and the prolonged observation gave the necessary criteria to answer the research question.

Key words: action research; techniques; production

Resumen

Este estudio fue una investigación práctica de acción. El objetivo era descubrir el compromiso y la motivación de los adultos para aprender inglés y aumentar la producción oral en clase. Esta investigación se realizó en una universidad de Ecuador con un curso de adultos de entre 18 y 40 años. Los investigadores fueron participantes activos en la intervención. La intervención duró siete semanas. Exploró diferentes técnicas para aumentar la producción oral en una clase de inglés. La encuesta aplicada a los estudiantes y la observación prolongada dieron los criterios necesarios para responder la pregunta de investigación.

Palabras clave: investigación de acción; técnicas; producción

Introduction

Learning has to do with the natural characteristics of human beings such as discovery and creativity. Learning has been developed through theories and principles according to the social needs and strengths. In the study of Second Language Acquisition some authors suggest the use of the inductive approach. In the inductive approach students go from examples to set out the rules (Harmer, 2005). Studying English in a country where English is not the official language is important but sometimes not the most important part of the curriculum. Because English is a foreign language, some students do not perceive its real application in their daily lives outside the classroom and can feel unmotivated in class, that way they do not show interest in learning or producing it (Lewis Glyn, 1975) this situation could be very frustrating for English teachers.

With this scenario adult learners is a very difficult demographic sector to work with. Their natural fear of making mistakes results in an almost null production of English in class. They become mostly in receptive students more than active students. Adults feel anxious and want to be completely sure of what they are saying before speaking and producing language. Students use English mostly for translations and completing grammar exercises. Grammar is still another part of the language that is seen as the most important in language learning.

Despite the many reasons for getting students to speak in the classrooms, the results are not the ones we expect in adult learners. Frustration make teachers speak a lot in the sessions more than the students and this makes a receptive class. Every adult learner of English has a background and previous experience in English learning, some authors such as Herrera & Murry suggest the creation of meaningful connections between the existing knowledge and the personal experiences with the new concepts and content to be taught in order to increase the English production in class (2005).

This study explores different strategies for motivating and keeping adult learners in Ecuadorian universities engaged to the class process, and more important, to increase the oral production of English in the English class. The researchers will explore how adult students can be motivated to oral production in an English class in Ecuador.

Research Question

- In which ways can speaking strategies increase the oral production of English in adult English learners of Ecuador?

Sub – Question

- How do Ecuadorian adult students feel engaged to the English class?
- What are the perceived benefits of speaking exercises in Ecuadorian EFL classrooms?
- Which activities can teachers do with their students in class for increasing their oral production?

LITERATURE REVIEW

Speaking: definition

Historically humans always have the possibility to express themselves orally. This communication shows that it is one of the most important and useful capabilities for coexistence in a man society.

A big amount of the world's population wants to increase their proficiency in oral expression when they study English but the ability to learn how to speak a new language is more complex than it seems because we have to be aware not only of the context where we are, but also of the people who we are talking to. Richards and Renandya said in his book *Methodology in Language Teaching: An Anthology of Current Practice* (2002): "When we use casual conversation, for example, our purposes may be to make social contact with people, to establish rapport, or to engage in the harmless chitchat that occupies much of the time we spend with friends." (p. 201)

All these authors agree with the researchers about the importance of the oral expression. The communication is the key for the human survival. Without language, there would not be society or human beings. In order to have a good communication process in a casual situation it is necessary to be relaxed and comfortable with the language spoken.

It is harder to make students relaxed and comfortable through speaking English. Normally, when a foreign language is learned it is built a barrier of fear and apprehension around the language. This barrier appears from different reasons: fear to make mistakes, activities too focused in grammar, strict rules or strict teachers. This investigation is looking forward to breaking these barriers and make easier to talk in classes.

These barriers will come down through the correct motivation towards the students. Woolfolk, Hughes and Walk (2012) defined motivation as: "an internal state that arises, directs, and maintains behavior" (p. 372). The motivation can make learners to respond as expected to stimuli applied in the classroom, and maintain a controlled working environment.

Principles of speaking

It is relevant to mention that according to the author of the book "Practical English Language Teaching: Speaking" emphasizes that it is a fact that children learn their first language in a natural way by listening and repeating words (speaking), while they learn their second language by interacting with people. For that reason, the communicative language teaching has an excellent reception because all kind of people can learn the target language through this method.

In this method already mentioned, the teacher focus on having students interact by communicating with their partners, the students become the center of the class and they have an active participation. But, some problems are visible at the moment when learners want to communicate, for example: missing of vocabulary, lack of correct pronunciation, difficulties to understand to the person they are talking to.

Therefore, principles for teaching speaking will be presented in order to know more about how speaking is learned by students. The teacher has to be conscious of the differences between foreign language and second language learning contexts, considering that even when the target language they are learning is the same, it is essential to know the context

because on one hand, for a student who is surrounded by people who speak and listen the target language everywhere will have a great advantage and will be easy to have a fluency when learning but on the other hand, with relation to a student who is surrounded by people who do not speak that language will find obstacles to have a fluency because the opportunities of learning in a course or speaking the target language with some native friends by means of social networks are limited.

It is normal to notice in most of the cases that English teachers speak more than students during the class, for that reason the main objective in order to improve their speaking skill is that students work in groups or pairs.

It is extremely important to emphasize the learning- teaching methods where Stephen Krashen reveals that “the best methods are therefore those that supply ‘comprehensible input’ in low anxiety situations, containing messages that students really want to hear (Schütz, 2014).

Nowadays, people have a variety of options when learning- teaching methods to make easier their capacity of learning, for that reason, the following methods are presented below:

The natural approach: Terrell (1977) found the natural approach on Krashen’s monitor model which consists in that the learner works with the knowledge acquired previously when producing the target language in an easy and fluently way (Krashen, 2013).

Terrell emphasizes that the natural approach is just like a person acquires his native language process, in this case, teachers do comprehensible input providing visuals, gestures, demonstrations, questions and so on, in order learners acquire the target language instead of forcing them to learn and can communicate and produce naturally.

Audio-lingual method: This method was created during the World War II, because people could not get communicated in the way they expected at the moment of speaking due to the grammar- translation method was not working apparently, so, as a consequence, the United States government looked for a solution to solve this problem asking help to the universities on doing foreign language programs in order to benefit students and produce an effective communication. Audio-Lingual Method had its reception in the 70s and it lies in memorizing a great quantity of dialogues and reciting repeatedly the language structures considering that it was believed that as much as a student practiced the dialogues would get an improvement on the oral language proficiency, for which the main goal of this method got focused on speaking the foreign language through the continuously listening of audiotapes and practicing of dialogues without using the native language, but at the very end the ALM did not fulfill the expectations of the students because it did not provide a help for a real communication (Ariza et al., 2015).

Suggestopedia: Lozanov (1982), the Bulgarian psychiatrist and educator wanted to break the psychological barriers people had about learning, creating the Suggestopedia method as a solution.

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As benefits, the students can get involved in the lessons, and the teachers are able to confirm whether or not the students are developing listening comprehension. This is a perfect way students can learn verbs and new vocabulary using TPR (Ariza et al., 2015). In addition, the speaking activities are notably important to do in an English class. Stephen Krashen (2013) establishes that “Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding” (Schütz, 2014)

Classroom speaking activities are relevant in teaching- learning process because they are the tools teachers use to put into practice the knowledge that students has been receiving during each single lesson and also learners improve this important skill.

Factors affecting the oral production

EFL learners affront different situations which influence the oral production learning process such as the conditions in the performance, the affective factors, the listening skill and the given feedback during the speaking tasks. However; the speaking skill is affected by some linguistic components of language such as phonology, syntax, vocabulary, and semantics and psychological factors such as motivation and personality.

In the English Language the pronunciation of words is not similar to their writing form or in the case of words with similar spelling which are pronounced differently depending on the context they are surrounded. Reason why, non-native speakers of English get confused in producing the language and present many difficulties in the phonology aspects of the language learning comprehension. That is why; EFL learners need to be instructed in the knowledge of words and sentences, how words are divided into different sounds and how sentences are stressed in specific ways.

The Grammatical competence also provide speakers the fluency they need through the usage of a well-structured language the semantic problems non-native speakers commit are those that change the meaning of utterances they want to convey and create some problems on their understanding.

Also, motivation is influenced by the components different sounds and how sentences are stressed in specific ways. The Grammatical competence also provide speakers the fluency they need through the usage of a well-structured language

The people whose language is being learned sensitize learners to the audio-lingual aspects of language and make them more sensitive to pronunciation and accent of language. Otherwise; learners have an unfriendly posture towards the language non substantial improvement in acquiring the different features of language will be developed. Without positive attitudes among the speaking performance, the aim of speaking will not be obtainable.

The apprehension some learners feel through their oral production is pertinent to some personality traits like anxiety, inhibition, and risk taking. Oral production in a language sometimes results anxiety which in extreme situations may lead to despondence and a sense of failure in learners

Accordance with the CLT model method which is based on communication and participation of students in class, CLT methodology pursues a learner’s meaningful English experience in useful L2 interaction, with meaningful activities and pretending communicative situations, which implies the use of less structured and more creative language tasks. Interaction is the key in the model used and interaction implies more participation and production of students, the use of CLT remarks and reinforce the communication in the classroom and as a consequence of this, the teachers’ presence should be minimal, group works, pair activities must be encouraged instead.

Activities for EFL learners ought to be designed on the basis equivalence among haste and accuracy achievement; considered important elements in the communicative approach. As much practicum is delivered inside classrooms developing the communicative competence the more accurate and fluent students will become.

Fluency or Haste is considered by teachers the main speaking trait to develop in EFL learners. Hughes (2002) defined fluency as the ability to speak understandably without interrupting communication and keeping the attention of listeners. Hedge (2000), also determined fluency as the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second trait considered of great importance in the oral production skill is accuracy. Mazouzi (2013), stated that EFL learners should be fluent in learning a foreign language. Therefore, teachers should emphasize on accuracy in their teaching process as well. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, (Gower, Philips, & Walter, 1995). Enough attention must be paid to the exactness and the completeness of the language form through grammatical structures, vocabulary and pronunciation (Mazouzi, 2013). Within accuracy EFL students should be able to use words and expressions correctly.

In the other hand, Thornbury (2005) placed pronunciation as one of the characteristics of accuracy to be thought and learnt in the lowest level of knowledge and the one teachers and learners do not pay attention to. In order to speak English language accurately, teachers and learners need to be exposed to phonological and phonemic awareness instruction in order to enhance the teaching-learning community well awareness, self-correction and confidence in the English Language.

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An outline of the results of four investigations reviewed by Chaudron (1988) in each of which, although the researchers have applied different criteria, they underscore the prevalence of teacher talking time over student talking time:

The investigations carried out by Chaudron it is noticed that TTT is a tendency in most of English classes and it is a factor that influences different kind of classes, with different amount of students in different levels, investigation that demonstrated that this phenomenon occurs in most of the English classes around the world.

The ideal class should be focused starting with 50-50% TTT and STT in order to encourage our students to produce more day by day, class by class, with the final objective to get 70% STT and 30% TTT in that moment we can say that our students are really producing in the class but everything depends on the different strategies we apply during the class which has to be tied to the topic of the class.

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Accordance with Nunan's cite students need to be engaged in the learning process but it depends on the activities students perform, it is essential they practice what they are learning in order they can remember what they did previously

TEACHING METHODS:

It is extremely important to emphasize the **learning- teaching methods** where Stephen Krashen reveals that "the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear..." (Schütz, 2014).

Nowadays, people have a variety of options when learning- teaching methods to make easier their capacity of learning, for that reason, the following methods are presented below:

The natural approach: Terrell (1977) found the natural approach on Krashen's monitor model which consists in that the learner works with the knowledge acquired previously when producing the target language in an easy and fluently way (Krashen S., 2013).

Terrell emphasizes that the natural approach is just like a person acquires his native language process, in this case, teachers do comprehensible input providing visuals, gestures, demonstrations, questions and so on, in order learners acquire the target language instead of forcing them to learn and can communicate and produce naturally.

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Table 1. Investigations on teacher talking time (Adapted from Chaudron, 1988, p. 51-54).

Researcher/year	Context	% Teacher talk (range)
Legarreta (1977)	Five bilingual education kindergarten classrooms representing two programme types ("Concurrent Translation" and "Alternate Days")	70% - 80% Median = 77%.
Enright (1984)	Two bilingual kindergarten classes similar in context to those in Legarreta's.	42.9% - 84.9% Median = 64.5%
Bialystock, Fröhlich and Howard (1978)	One grade 6 French immersion class and one grade 6 "core" French (FSL) class in Canada.	Teacher talk: a. French immersion teacher: 68.8%. b. Core French teacher: 6.3%.
J.D. Ramires et al. (1986)	Seventy-two kindergarten through grade 3 classes (L1 Spanish children in English immersion, and early-exit transitional bilingual education classes).	Not mentioned.

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METHODOLOGY

Introduction.

This study intends to observe how the application of instructional speaking techniques can motivate and increase the oral production in adult English classes. The researchers want to establish the relationship between Ecuadorian adult English students and oral production in English and would like to provide a list of speaking activities that may be useful in the English class for increasing the oral production as well as reducing the teacher talking time.

In order to accomplish the objectives, the researchers conducted a practical action research project. This type of research considers their autonomy and experience to make decisions in the process of the research, including data collection and analysis.

This type of action research intends to improve the researcher's professional practice and at the same time benefit the institution where the research is conducted. (Gay, Mills, & Airasian, 2012).

Setting

This study was set in a university located in Guayaquil, Ecuador; this is a state university. Both researchers are members of the faculty at this institution. The specific college where the study was done was the college of education, the school of languages, where students receive special instruction for being English teachers. The school of languages has one building, in this building there are classrooms, administrative offices and a bilingual library.

The classrooms are very basic, the teachers need to transport the equipment such as cd players, computers or projectors for their classes. There are almost 500 students attending to the school of languages. Each classroom has an average of 45 students, the age of the students is between 18 and 40 years old.

Even though it is the school of languages, not all the subjects are taught in English, some subjects are taught in Spanish too. English is an important subject of the curriculum, with nine periods a week. Each period lasts sixty minutes. The level of English of the students is mixed, some of them have a basic level and some others a basic intermediate, just a few of them may have a high intermediate level.

Participants

The participants of this study were the students that belonged to one the English course that was assigned to one of the researchers, the fifth semester. The researcher did not interfere with the forming of groups or the decisions of the authorities about what courses he would teach, He chose the class for applying the intervention based on the number of periods the course had. There were 25 students in this class and all of them agreed in taking part of the study by signing a letter (Appendix B).

Role of the Researchers.

For this specific study the researchers were participants observers, in this role, the researchers are part of the observed situation. One of the researchers participated of the situation and at the same time collected data by watching the behavior of the people or environment in general. One of the most important benefits of being a participant observer is the relationship that the researcher builds with the participants. This relationship would not exist if the researcher was not involved in the situation (Gay, Mills, & Airasian, 2012).

Intervention

In order to gain prior knowledge of how students react to the oral production in class, the intervention started with a survey (See Appendix A) about the way the students perceive the oral production in the English class. Once the researchers analyzed the data obtained in the survey, they video-taped a class and after watching the video the researchers completed a field notes and wrote reflections on what was observed.

The video recorded was one of the researcher's classes. In this part of the intervention, the objective was to measure the amount of time the researcher and the students spoke in class. The class was about food, interesting topic and most of the students have a previous knowledge in this area. The objective of the class was to introduce a vocabulary of vegetables. The book purposes to recognize the words that represent vegetables and were written in a different color, then match them to pictures. This is a very simple exercise and does not require much of students' oral production, so the researcher decided to change the task. He chose to ask his students about the kind of food they knew and guided them to say "vegetarian food", once he obtained the expected

response, he encouraged them to say what the main element in vegetarian food is. They obviously said vegetables, in that moment, the researcher encouraged them to list the vegetables they already know, and finally compared their lists with the one in the book and added more vegetables if there were some that students did not consider in first place.

The researcher tried not to speak too much, but the minimum. Unfortunately the silent period between the researcher's questions and the answer of the students was too long, so the researcher continued speaking trying to make them develop and discover the answers. The result was that in a twenty minute recording, the researcher's talking time was of twelve minutes, which is sixty percent of the recording. There were three minutes of silence and only five minutes of students' production and participation. Even though, the class objective was accomplished, the challenge of not speaking too much was not.

For the next session, the researcher applied a technique for increasing the oral production of the students and at the same time reducing his teaching talking time. The researchers also video- taped that other session and wrote another note report.

In the second video recorded, the class was a reading session. The main topic of the reading was about the benefits and different ways to plan. The best part to make students produce language is in the pre reading. The researcher guided the questions and made people speak. The researcher related the topic to their real lives and respected the silence moment. Some students were eager to share what they thought and what they lived. They cracked jokes and felt comfortable while doing it. Then they looked at the pictures and described them.

The next step was pure students' production, since they read orally the article. In order to make all of them participate, they read by sentences, that way they paid attention to their partners. They did not want to get lost and more importantly they read carefully trying not to make mistakes, even though they made few pronunciation mistakes, they were not corrected. The researcher wanted them to feel confident when reading, so pronunciation mistakes were not considered at this point. After that they discussed in groups what the advantages and disadvantages of the different ways of planning were and decided which one is the best they read about and shared their reflections in public.

The results in this recording were better than the previous one. This time, the teacher talking time was notably reduced. In a forty minute session the teacher talking time was approximately fifteen minutes, that is less than fifty percent. Even though there was silent moment, this silence was followed by a more strong production of ideas. Students needed this moment to process their thoughts. The silence moment was about ten minutes and the students production was fifteen minutes equaling the teachers'.

RESULTS

Several forms of data collection were utilized in this study. A survey is a way to collect specific information about one group of people (Gay, Mills, & Airasian, 2012). The survey proposed for this study collected the way students perceive oral production, how they feel when they speak in English and if they would like to increase their oral production in class. (Appendix B)

In order to document how engaged students were during the intervention, the researchers wrote field notes while the activity was being implemented. The field notes recounted as exactly as possible the important aspects of the situation observed (Gay, Mills, & Airasian, 2012). At the same time, the class was being videotaped to validate the researchers' observation and allow for accuracy in details that could have been overviewed at the beginning. This procedure was repeated for the next session.

At the end of the intervention, the researcher had two different field note reports that helped him to analyze the amount of the students' participation as well as the researcher's talking time. This participation was measured by observing the behavior of students during the classes, the researchers noticed how many students raised their hands and answered questions, he also saw the amount of students that solved the tasks, the way they interacted with their peers and if there were students that did not seem engaged to the activities.

Data Analysis

The survey about the way students perceived oral production in class gave the researchers the orientation for identifying the problem . (Appendix C). The most practical way to tabulate results is having close ended questions and makes simple percentages of the results. (Gay, Mills, & Airasian, 2012). Since there was a big percentage of students that felt eager to increase their oral production, then the research was possible.

The field notes written during the process of research and after watching the videos were analyzed making a comparison between them both. This comparison said how students feel motivated and engaged after the activities and which activities they liked the most. The researchers used index cards for collecting similarities in the field notes. The use of index cards provide more manageable forms to read and reread the information obtained in the field notes (Gay, Mills, & Airasian, 2012).

Timeline of the Study.

The study lasted for eight weeks

DATE	ACTIVITY
July 3, 2017	First Video Conference with Miss Lucila to explain project 's structure
June 18	Second Video Conference with Miss Lucila to confirm the topic
July 27	Application of Surveys to students
July 31st	Analysis of results
August 1 st	Recording 1 of Mr Donoso 's class
August 7-11	Application of new strategies
August 14-18	Recording 2 of Mr Donoso 's class
August 18	Third Video Conference
September	Analysis of videos
October 16	Presentation of results

Trustworthiness

For trustworthiness purposes, the researchers intend to assure credibility and transferability to their work. In order to do that they used different strategies published by Guba in 1981 and cited by Gay et al (2012) in their book *Educational Research*. These strategies include prolonged engagement, persistent observation, triangulation and collecting detailed descriptive data (onus on reader). Prolonged engagement is practiced in order to avoid misbehaviors due to the presence of the researcher. Persistent observation is recommended for noticing common qualities and unique characteristics of the phenomenon. Triangulation of data, is applied to have a complete description of the phenomenon by correlating different ways of data collection. The detailed descriptive is used to allow comparisons to different contexts (Gay, 2012).

In this study, the six week intervention as well as the role of the researchers, that one of them was the teacher, provided prolonged engagement. The videotaping of the process gave the persistent observation needed for gathering all the details that might have been overviewed during the class development. The study had field note reports and

a survey, these kinds of data collection were correlated in order to have a big picture of the level of engagement and motivation. Finally the field note reports of the observation were written in detail, so the data reported can be compared with other realities.

Discussion and conclusions

Speaking English in class is a difficult task for adult learners, even though they have the knowledge, they do not seem to be sure of speaking. Adult learners are able to try new activities, it is a little more challenging for teachers to convince them, but it is worth the effort. Activities purposed by standard English books do not seem to provide enough speaking opportunities for students. Reducing teaching talking time requires a very detailed planning of activities. Reading aloud is a way to increase students' oral production in class. English teachers must provide students opportunities for developing speaking skills in all their classes. Activities purposed by the English books can be modified in order to provide speaking time for the students.

Teachers should respect the silent period and should not interfere in the process of students to organize their ideas before speaking. The results of this study might be shared with the rest of the English staff in the school of language where the research was applied. A copy of the complete research paper will be available in the school's library for future references.

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APPENDIX A

SURVEY 1

For each of the following items put an X besides the choice that best describes you

1. Gender: Male _____ Female _____
2. Age: younger than or 20 _____ 21 - 30 _____ 31 -40 _____ older than 40 _____

For the next questions. Circle the options you feel related to

3. During the English class I speak English:

- a. all the time b. just when the activity requires to do so c. rarely d. never

4. When I speak English I feel:

- a. confident b. nervous c. afraid d. anxious e. other _____

5. I avoid speaking English because:

- a. I never avoid it b. It is difficult for me c. I don't like the corrections

6. When my teacher asks a question I usually :

- a. Raise my hand for answering immediately b. wait until another classmate answers
c. mentally translate the question to Spanish d. hide behind my partners

7. I consider that my teacher speaks:

- a. Too much b. enough c. not enough d. very little

8. I think I need to increase my production of oral English in class

Yes No

APPENDIX B

OBSERVATION FIELD NOTES

High School: _____

Course: _____

Class

Number: _____

Name of the song: _____

Perceived Level of Engagement: _____

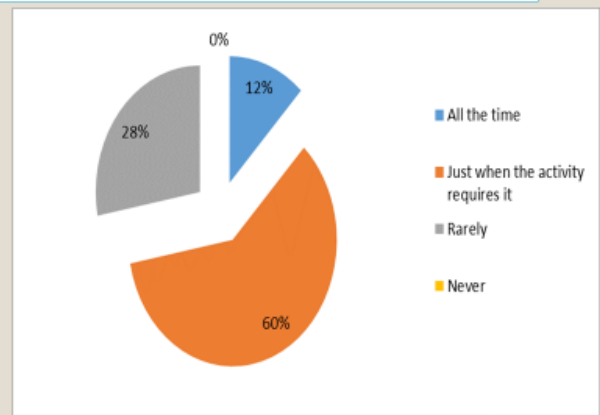
Details seen :

Thoughts:

APPENDIX C

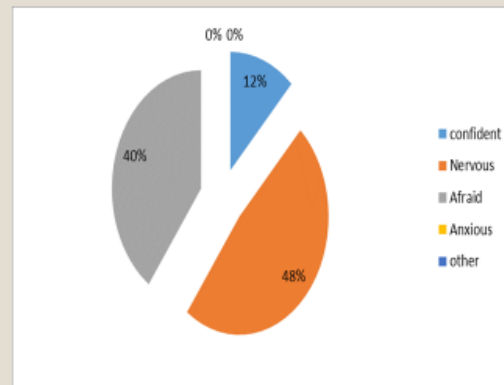
RESULTS: 1. During the English class, I speak English

Chart N° 1			
1. During the English class I speak English			
CODE	CATEGORY	FREQUENCY	PERCENTAGES
Item N°1	All the time	3	12%
	Just when the activity requires it	15	60%
	Rarely	7	28%
	Never	0	0%
	Total		25



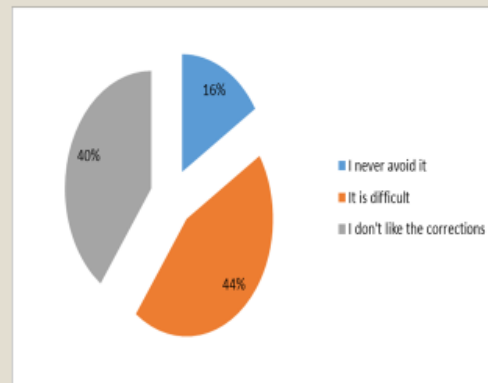
WHEN I SPEAK ENGLISH I FEEL:

Chart N°2			
1. When I speak English, I feel			
CODE	CATEGORY	FREQUENCY	PERCENTAGES
Item N°2	confident	3	12%
	Nervous	12	48%
	Afraid	10	40%
	Anxious	0	0%
	other	0	0%
	Total	25	100%



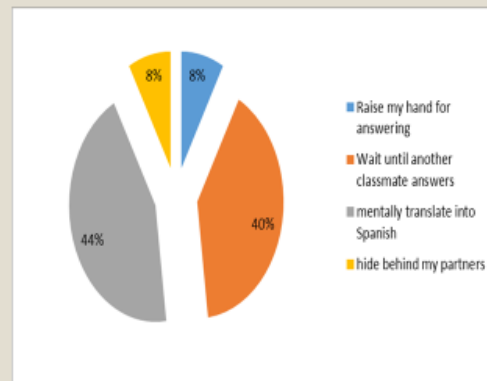
I avoid speaking English because:

3. I avoid speaking in English because			
CÓDIGO	CATEGORY	FREQUENCY	PERCENTAGES
Item N°3	I never avoid it	4	16%
	It is difficult	11	44%
	I don't like the corrections	10	40%
Total	25	100%	



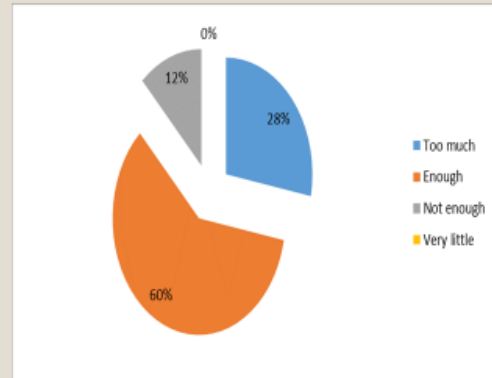
When my teacher asks a question, i usually:

4. When my teacher asks a question I usually			
CODE	CATEGORY	FREQUENCY	PERCENTAGES
Item N°4	Raise my hand for answering	2	8%
	Wait until another classmate answers	10	40%
	mentally translate into Spanish	11	44%
	hide behind my partners	2	8%
	Total		25



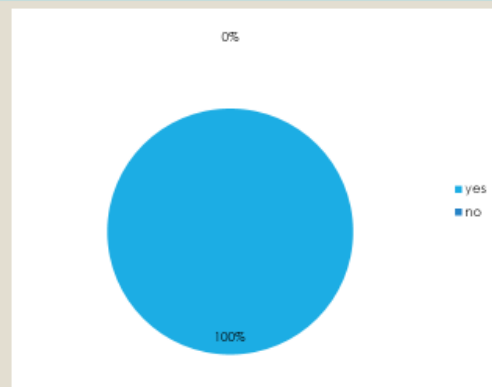
I consider that my teacher speaks:

5. I consider that my teacher speaks			
CODE	CATEGORY	FREQUENCY	PERCENTAGES
Item N°5	Too much	7	28%
	Enough	15	60%
	Not enough	3	12%
	Very little	0	0%
	Total	25	100%



I think I need to increase my production of oral English in class

6. I think I need to increase my production of oral English in class			
CÓDIGO	CATEGORÍAS	FRECUENCIAS	PORCENTAJES
Item N°6	yes	25	100%
	no	0	0%
	Total	25	100%



CHAPTER III

INFLUENCE OF MOTIVATIONAL ACTIVITIES TO IMPROVE READING SKILL. A GUIDE WITH MOTIVATIONAL ACTIVITIES BASED ON RECYCLING MATERIALS

La influencia de actividades motivacionales para mejorar la habilidad de lectura. Guía de actividades motivacionales basado en materiales reciclados

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ABSTRACT

Most of the public schools do not use the ludic activities to engage students for the reading skills developing and learning, besides the lack of motivation, the traditional methodology, has as a result the necessity of developing a project that can be used as a modern tool in teaching English. The purpose of this work is to increase the students' enthusiasm now of learning a new language, based on the interactive classes, the application of ludic activities, the participation of the students in classes; this will improve the reading skills of the English language, especially in young children. It could be said that the teaching of the reading through interactive classes, ludic activities and games made from recycling materials could be a good motivating alternative for primary students. Finally, through this proposal it could be applied a methodology that includes readings of different topics created in high relief to increase the interest of pupils in the English learning at Public Educative Unit Manuela Cañizares. The proposal is a guide with variety ludic activities focused towards reading through songs, some tales and short stories, riddles, tongue twisters, board games, and so on.

Key words: Reading skill, motivational activities, recycling materials.

RESUMEN

La mayoría de las instituciones públicas no utilizan las actividades lúdicas para atraer a los estudiantes en el desarrollo y aprendizaje de la habilidad lectora. Además de la falta de motivación el uso de metodología tradicional dan a notar la necesidad de desarrollar un proyecto que pueda aplicar herramientas modernas en la enseñanza de inglés. El propósito de este trabajo es mejorar el entusiasmo de los estudiantes al aprender un idioma nuevo, basado en las clases interactivas, la aplicación de actividades lúdicas, la participación de los estudiantes en sus clases, esto mejoraría la habilidad lectora en el idioma inglés, especialmente en los niños más pequeños. La enseñanza de la lectura a través de clases interactivas, actividades lúdicas y juegos hechos con materiales de reciclaje podría ser una alternativa buena motivadora para los estudiantes de primaria.

Por último, a través de esta propuesta se podría aplicar una metodología que incluye lecturas de diferentes temas creados en alto relieve para aumentar el interés de los alumnos en el aprendizaje de inglés de la Escuela pública Manuela Cañizares. La propuesta es una guía con una variedad de actividades lúdicas enfocadas hacia la lectura a través de canciones, historias cortas y cuentos, adivinanzas, trabalenguas, juegos de mesa, y así sucesivamente.

Palabras clave: Habilidad lectora, actividades interactivas, materiales reciclables.

INTRODUCTION

Most of the public schools do not use the ludic activities to engage students for the reading skills learning, besides the lack of motivation, the traditional methodology, has as a result the necessity of developing a project that can be used as a modern tool in teaching English.

The purpose of this work is to increase the students' enthusiasm at the moment of learning a new language, based on the interactive classes, the application of ludic activities, the participation of the students in their classes, this will improve the reading skills of the English language, especially in young children.

The theoretical frame contains the principal foundations that support this investigation; herere explained the advantages of constructivism and cognitivism as teaching models, besides the details of the benefits of applying this project.

For the development of this project has been consulted books and websites listed in the bibliography.

In addition, an annex section includes supporting material such as documents, surveys and interviews, photos, graphics, etc.

Finally, the content of this work has been explained and detailed in four chapters with the purpose to emphasize each part of the development of the project, which are the following:

OBJECTIVE

To examine the influence of motivational activities in the reading skills through field, statistic and bibliographical research for designing a guide with ludic activities and games using recycling materials in the seventh grade students from Manuela Cañizares Public School to identify the motivational activities to encourage the interest of learning English, through field, statistical and bibliographical research. The specific objectives were to define reading skills through field, statistic and bibliographical research, to design a guide with ludic activities with recycling materials, focusing on reading skills development.

DEVELOPMENT

The aim of this project was the observation in the seventh grade of basic education at Manuela Cañizares Public School, located in Sauces 1, it was analyzed that most of the students have a limited domain in reading comprehension. The responsibility about these linguistics failures falls in the teachers that are teaching the Language subject with traditional methods, it could be one of the main reasons because the students have low

concentration in the reading skills. Another reason, could be because they do not participate in interactive classes, it could be that the excess of students in the classroom that is why it is difficult to work.

In addition, the lack of didactic materials in the classes could be another factor that would influence the lower motivation of the reading comprehension.

Since that the technology prevails, it could be said that handmade things, could stay behind in the past against modern teaching.

For this reason, it would be imposed and encouraged the creation of games made from recycling materials.

Finally, it could be said that the teaching of the reading through interactive classes, ludic activities and games made from recycling materials could be a good motivating alternative for primary students

Learning any language is channeled through reading, having lack of this skill, everything would be more difficult to assimilate; therefore, it could implemented many study skills through ludic activities focused for reading skills, with this the lack of motivation would improve to learn the English language.

Therefore, teachers should constantly update themselves to innovate, taking courses and seminars by themselves, or reading books with such themes in order to learn to develop more efficient and in a motivating way providing interactive classes; and thus arouse interest in learning the English language; and this is very important for the intellectual and professional development throughout life.

Some of the factors that influenced the difficulty to develop the reading skills in English are:

1. – Use of traditional didactic materials
2. - Classes with excess of students
3. - Few interactive classes

The importance of motivation is used to discover many complex forms of learner and would be involved cognition and affection for that process.

Motivation is said to move the will of each person to achieve something important in his life; in this case would be the student (Obregón, Lorenzo, Rodríguez, & Morales, 2016); learning how to move the desire to study, learn and discover; It would be achieved arouse interest to do anything for personal gain. Therefore, a car without motor does not move, the same apply to a person, if they have interest in something, the person does not move

According to the search in Manuela Cañizares Public School which was founded about 45 years ago, which was named Republic of Panama, it is located in Saucos 1 and only it worked in the morning time; with the pass of the years the number of students increased to double the quantity: in the afternoon and in the evening. Due to in the evening time were not the concurrence of many students and was suppressed; it was reduced to two shifts: in the morning and in the afternoon time and it stayed with the name of Manuela Cañizares Public School.

The motivation in the educational world is a term that is commonly used as a synonym of wanting to get an increasingly a variety of learning. Reading about this is to read and then share achieved goals. In reading about motivation, you can know everyone around it.

The routine is part of life, but only the lack of stimulation induces boredom. A good disposition is important if you want to be motivated. Notice, also, that creativity is an instrument against monotony; to paint, write or work on hand crafts, enriches life.

The occupation of the parents (routine labor or creative endeavors, self-employment or independent jobs) helps to influence motivation. In an experiment in which it was studied the motivation of 7th grade students, the ones that were the most enthusiastic were the ones whose parents had more independent jobs and the students were expected to make.

The process of motivation is characterized in the following way:

Motivation is an internal feeling

Motivation is related to needs

Motivation produces goal oriented behavior

Motivation can be either positive or negative

To motivate students in an effective way, would be necessary to discover what their main needs are and in this way they would be solving the main reason for their disinterest about learning.

If an achievement of objectives to follow is created and solved. The dilemma of lack of motivation that exists in most students could be completely solved, if the students have a clear, precise and concise goal to follow in their educational life, in this way; it could have a brilliant, prosperous and outstanding future.

There is a positive motivation when the desire to achieve that goal

EXTRINSIC MOTIVATION

The most important types of motivation are:

According to Brown (2007), "An extrinsic motivation is dependent upon the consequential rewards and punishments resulting from the behavior."(p.8), the extrinsic motivation gives a series of rewards for the good actions you have in life.

INTRINSIC MOTIVATION

On the other hand, for Brown (2007) "An intrinsic motivation encourages behaviors for their own sake."(p.8) when the learning activities to accomplish for their own reasons, the desire to improve, to know much more than others; these people do not need external incentives to do their jobs, they do it by themselves.

This type of motivation does not exist much, mostly people are motivated by a reward but not on their own initiative.

For this reason, the class that it is going to be taught could be motivated with the different types of ludic activities, because without motivation could not have excellent results from the study in education.

Importance of motivation

The lamp of learning is complex and includes cognition, affect, and motivation as seen through the eyes of each person's culture. The demands people make of themselves must include the ability to learn to learn, to think more deeply, and to understand the importance of integrating cognition, affect, and motivation in all learning. (Greenberg, 2005, p. xi).

The importance of motivation is used to discover many complex forms of learner and would be involved cognition and affection for that process.

READING SKILLS

For a good reading comprehension, it is necessary to attend to the text in general, not to small fragments. It is better to start with a general understanding and then according to detailed information add more to our reading, go to understanding on a deeper way” translated by the researchers (Cultural S.A., 2008, p. 311).

This means that having cleared what is the main idea of the text that is being read, with this; it could be deepened in such theme, and so for Forero (2004) “the collecting of nonsense information, it is not productive” (p.322), so when there is no understanding of the reading, this is because it is known how to interpret what has been read. To achieve this goal is necessary to follow some steps:

- Recognition and conceptualization of the subject
- Global reading, fast of the text
- Reading comprehension, this implicates an interaction with the text and a slower reading

Reading processes

Before reading

Before Reading a text, write its title on the board. Ask the children to brainstorm sentences they think would be in the text. As a large group, classify the sentences and display the where all children can see them. (Booth, Guiding the Reading Process: Techniques and Strategies for successful Instruction in K-8classrooms, (1998, p. 38).

Because when it says before-reading, is talked of a quick and superficial reading and can be realized through to read the title and author's knowledge, for to intuit that it is; before it is reading to deeply.

So only in this process with to read the title, it could intuit that will speak at all reading, therefore; with only to read the title of the book already it could has the main idea of the topic to read.

Reading

Trying to explain a concept Borges (2006) said: “Read is reread” sometimes a reading tells us nothing, not feeling us, not move us because commonly read once a text doesn't achieve to motivate and impact the reader's interest, because you have to read it several times for achieving the understanding such of reading.

After-reading

Response activities help to confirm for children the purpose of Reading-to make meaning. Reflecting, rereading, revisiting, and then responding help children to develop critical thinking skills. It evaluate what it has read, link it to personal experience and prior knowledge, and compare and contrast the experience to other, similar experiences. (Booth, Guiding the Reading Process: Techniques and Strategies for successful Instruction in K-8classrooms, 1998).

According to the author of this book after reading a text could be achieved the development of critical thinking, which ratifies the true meaning of reading.

After of complete with all the steps of reading; this is the most beneficial part of this process, because here it would remain very clear the main ideal and all other topics that to involve to total reading comprehension.

After of complete with all the steps of reading; this is the most beneficial part of this process, because here it would remain very clear the main ideal and all other topics that to involve to total reading comprehension.

Types of reading

Phonological reading

According to Edicersa (2006) phonological reading is “play with the intonation in the pronunciation of words helps a better expressivity” (p.84); in other words, emphasize the words encourages for a better understanding of its meaning.

Worth propose permanent games for securing the domain alphabetical code: songs, rhymes, riddles, jokes, stories that supposedly narrate the origin of the graphs, are resources that learning it becomes fun and enjoyable and helps us to lose fear of words. (Edicersa, 2006).

For that, the readers are trained to manage better the alphabetical code, also it is necessary to encourage with real and practical activities such as riddles, rhymes, stories, and so on. Therefore, this kind of reading is important to emphasize for the development of this project.

Denotative reading

According to Marks (2005) “The dictionary of a word is its denotative meaning” (p.88), therefore; when it is done a denotative reading, each word of the text is related with its real and corresponding meaning.

In accordance Howard (2004) “Denotative meaning refers to the relationship between a linguistic sign and its denotation or referent”(p.57); in other words, the denotation means that only its true meaning is found in a dictionary, and this totally real. Talk of denotation is talk of seeking any meaning of a word in the dictionary, that there quickly was found.

For example, Aurora denotes the part corresponding to the sunrise day, and this is how it is defined in dictionaries.

Connotative reading

According to Howard (2004)“The connotations constitute additional properties of lexemes, e.g. poetic, slang, baby language, biblical, casual, colloquial, formal, humorous, legal, literary, rhetorical”(p.57).The connotation is something figurative; this means that given the meaning to someone or something, it was not in the dictionary.

Example a point for this term; is the squirrel, it is because this animal is astute and clever; this is what it wanted to say about that person.

In addition Edicersa (2006) to express that: “Denotation and Connotation are two different kingdoms, although complementary” (p.89), therefore, the denotation is something real and the connotation is something figurative, this is the difference. Nevertheless, there is not real meaning of a word.

When someone is reading a text; will find the denotation and connotation, which are going to be together. There will always be a real and unreal approach to each term.

Therefore, both are very important when determining the meaning of a word in context.

Reading extrapolation

In concordance Sullivan (2014), “A contemporary version of such a reading practice can be extrapolated from Murray Gell-Mann’s theory of the “complex adaptive system. Such systems are not static but undergo continual evolution; they change and they learn” (p.18), in other words; extrapolate is to use phrases that have been created in certain circumstances, that today can be applied in different situations.

This type of reading is always in constant change, depending on the circumstances in which the person is this change is based on the experience and wisdom that each individual possesses.

Some argue that this style of reading-extrapolation that draws the reader well beyond the information explicitly presented in the text, the intermingling of personal experience and narrative events, the focus on a narrative’s world rather than its plot-reflects a gender-specific approach to narrative comprehension. (Feng, 2013).

Each person interprets the reading according to the experiences he has had throughout his life.

Therefore, one could say that an individual without experiences is like a book without words.

Finally, the interpretation of this kind of reading varies according to each experience, which is constantly changing.

Reading study

Study Reading aims to develop the Reading skills you need to find information quickly, to identify what is important in a text, to compare different sources of information and to read critically. To help you with these skills, we study how text are structured, and how you can best deal with vocabulary problems. (Holmstrom, 2004, p. 6).

Reading recreation

It is a recreational reading of enjoyment; It is, as Borges said, a concrete way of what we have, some- unfortunately not many are focused to meet happiness. In addition, there are people who cannot conceive life without the richness or the power. I cannot conceive life without reading. He concluded: I imagine the sky as a large library. Translated by researchers. (Edicersa, 2006).

This type of reading is to enjoy it, only those who like to read can do it with pleasure, because when there is no taste, there is dislike, but creating a nice place, either at home or in different institutions, it could be achieved to make the reading fun and productive which it can nourish the knowledge all the people in general.

According to Bhardway (2004), "Recreational Reading is an activity through which pupils develop the habit of seeking voluntarily for information and acquire a pleasant occupation for leisure time" (p.44), for this type of reading you have to create a pleasant atmosphere to be able to inspire and find total satisfaction issues.

Reading strategies

Following the version of Edicersa (2006), "Strategies are sets of coordinated actions to get an end. There are effective ways to achieve an objective" (p.110), it followed something in a sequential way, with which it gets the desired objective, because everything that is still in order, it has a productive end; otherwise about the disorder, which will not obtain any production.

There are strategies of permanent temporary and promotion: between the first and most effective are:

Reading corner as a pedagogical strategy

The reading corner is a strategy for renewal of pedagogical practices as proposal literacy in basic education, which favors the meeting of children with reading materials for them under the permanent guidance and motivation from a reader adult generally is professor."(Edicersa, 2006).

Reading corner, it is an effective way to motivate the interest of children to read; because besides having that motivational space, arouses their attention to basic activities.

Under Edicersa (2006) "Borneuf and Paré observe that to the children of class don't like reading and, also read little. Nor some teachers, who have been formed according to an analogue system, read and enjoy reading" (p.112), of course; that there are children who are not motivated; so they are not motivated by their teachers, who also have it, because it cannot transmit what they do not.

Reading the room: is especially fun with magic wands.

According to Bergeron (2002) "With wand in hand, children cross-check the room for familiar text to read and review. Bulletin boards, charts, enlarged poems, word walls, names, shelf labels, and the classroom calendar are a few of the resources children can use."(p.25)

For all people and especially for children, reading in this way, is easier and more fun, because there is no way to get lost in following the reading correctly.

Children with this way of reading feel more secure in their way of reading, because holding the wand, many fun things to imagine what they were doing.

The funniest to learn the faster they assimilate any information provided to them.

Importance of reading

Nowadays French (1995) “the ability to read is, even in this multi-media age, critical for our survival, for our advancement and empowerment, and for our development as human beings” (p.59). Knowing how to read is very important because it can open new horizons for the life.

Reading is very important for all stages of growing of life, thus; the person, who cannot read, is as someone who cannot walk.

In life, both are important, that the most important however, it could be said the reading.

AUTHENTIC MATERIALS TO DEVELOP READING:

The use of authentic materials sounds more challenging for the teacher who has to prepare the appropriate resources to work with each group but it is the best option to avoid students’ fear to work with a foreign language. However, their elaboration depend on many factors like: the topic to be taught, students’ needs and interests, their level of knowledge about the language. It is necessary to consider that for the majority of students it is easier to remember what they saw previously or what they touched or inclusive to remember authentic news on the radio which will stimulate students’ learning as well as it will develop their imagination, creativity and they will probably make relation with real facts making abstract knowledge concrete and enabling students to understand complex ideas through simple interpretation.

Educational activities carried out by using instructional resources displays several subjects, cases, works and operations in line with their real-life versions where students observe them by themselves to enrich the teaching process and increase the amount of learning. (Yildirim, 2008)

If students are involved in the process to elaborate materials with recycling resources they will be part of the activity, they will enjoy what they make and they will gain the habit to reuse materials.

The most common authentic materials to be used to teach are: newspapers, magazines, books, pamphlets, flyers, but the “recycling materials” can be included as instructional resources they can not only be considered to harm the environment, human health and space as the case of plastics and paper which can be reused to design and elaborate specific resources to work with students. Some of the materials to be reused must be cleaned and disinfected to get them in the best conditions for the learners, they also can be used again with other materials in order to make them attractive for the students. The materials to be reused depend on the information we need to transmit, in this way the teacher must apply the imagination to decorate and make it as similar as possible to the real stuff that it is needed to be represented.

METHODOLOGICAL DESIGN

Methodology is generally a guideline system for solving a problem, with specific components such as phases, tasks, methods, techniques and tools.

Methodology has been an important part of this project because through specific data collection at the educative community it lets to recognize, analyzes and gives solution to reading problems.

Through the educational methodology all the studies related to education, can be performed to obtain an excellent comprehension of teaching learning, which could not be achieved without the necessary tools for this process.

This type of research has a broad scheme of the study, therefore it covers a range of educational phenomena to be processed, analyzed and thus to reach a better teaching-learning technique for all the persons who need and want to complete their studies and for all existing educational levels.

There are some types of modality of the research, but according to this project, the following modalities can be applied.

Qualitative

It is oriented to the study the human actions and the social life. It uses interpretative methodology (ethnography, phenomenology) this modality is applied through a survey, in order to know the level of Reading Comprehension that students have.

Quantitative

It is the use of statistical methods to analyze data. Mainly it is concentrated on observable and sensitive aspects of quantification of the phenomena. It is coherent with the empiric methodology and makes use of statistic tests.

Through this project, reading comprehension tests could be elaborated to know how much they learned about the given classes.

Types of investigation

Investigation is a careful search or examination, systematic inquiry. The bibliographical investigation and the field investigation.

The bibliographical investigation refers to the research done in libraries and on the Internet. The field investigation refers to all the elements already considered explanatory. Explanatory research means that the research is conducted in order to explain any behavior in the market. It could be done through using questionnaires, group discussions, interviews, random sampling, etc.

Its objective is the explanation of the phenomenon and the study, intent to explain the causes by the phenomenon or the event that is produced.

This project is based in an explanatory investigation because the reading comprehension is considered as a skill that is not being developed in a proper way due to many factors related to students' environment.

For that reason, interviews were applied in order to know the point of view of teachers and directives about the problem.

Levels of the research

Exploratory

This type of research is conducted for a problem that has not been clearly defined. It helps to determine the best research design, data collection method and selection of subjects. It should draw definitive conclusions only with extreme caution

In this project, its first level has contributed to the scientific knowledge development to accomplish an analysis of the Reading problems and the source of the consequences.

It could help to clarify relevant issues and define alternatives for addressing to the objective of this investigation, in other words it lets know the concrete causes of the problem.

Explanatory

The goal of all explanatory investigation is to answer the questions why Explanatory Research attempts to go beyond what exploratory and descriptive research look for to identify the actual reasons a phenomenon.

On the second level, the exploratory could help to clear up concepts, establish preferences, obtain acquaintance with the investigated phenomena and let facilitate the formulation of the problem. It could start from the study of the background, seeking a compiling data that might serve as a base for future studies.

Descriptive

Descriptive research, also known as statistical research, describes data and characteristics about the population or phenomenon being studied.

On the third level, the investigation is descriptive because it has served to describe the characteristics and interrelation of the elements and components of the objects of phenomenology studied. In addition, this description helped to recognize and establish some characteristics.

Procedures of the investigation

The mechanisms for the investigation, as well as the criteria for the data analysis are the following:

- 1 Formulation of the problem.
- 2 Elaboration of the problem.
- 3 Design of the investigation
- 4 Selection of the sample:
- 5 Application of the instruments of investigation
- 6 Final data results:
- 7 Analysis and interpretation of results
- 8 Conclusions and Recommendations

Methods of investigation

Methods is an established, habitual, logical or prescribed practice or systematic process of achieving certain ends with accuracy and efficiency, usually in an ordered sequence of fixed steps. In this project, the following methods were used:

- Directive observation
- Inductive
- Deductive

Techniques of investigation

A technique is a procedure or rule set, and the main objective is to obtain a specific result, either in the field of science, art, technology, sports, education or any other activity.

The principal techniques that could be used in this research are:

- Survey
- Interviews

RESULTS AND DISCUSSION:

SURVEY TO THE STUDENTS

TABLE 1

I would like to learn the English language	
A.-TOTALLY AGREE	1
B.-AGREE	5
C.-INDIFFERENT	1
D.-DISAGREE	0
E.-TOTALLY DISAGREE	5
TOTAL:	4
	0

Source: Manuela Cañizares Public School

ANALYSIS: For 40 students surveyed, most of them are totally agree they like to learn the English language, 25% agree and a small percentage disagree of the result of this survey.

TABLE 2

I would like to work with recycling materials in the English language learning	
A.-TOTALLY AGREE	15
B.-AGREE	5
C.-INDIFFERENT	8
D.-DISAGREE	5
E.-TOTALLY DISAGREE	7
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: A high percentage of pupils would like to work with recycling materials; but other little percentage would be in totally disagree to work with recycling materials

TABLE 3

I would like to learn with games in the English classes	
A.-TOTALLY AGREE	15
B.-AGREE	12
C.-INDIFFERENT	5
D.-DISAGREE	5
E.-TOTALLY DISAGREE	3
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: They mostly agreed with this theme “games”, because this word means motivation, enthusiasm and joy for them, instead, other small percentage of children do not care I call to work or not with games.

TABLE 4

I would like to learn how to read in English	
A.-TOTALLY AGREE	15
B.-AGREE	9
C.-INDIFFERENT	7
D.-DISAGREE	5
E.-TOTALLY DISAGREE	4
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: Most of students of this course would like to learn how to read in English with the motivational activities that it could be applied in this project to improve the reading comprehension skills.

TABLE 5.

I consider that learning English with interactive classes is important	
A.-TOTALLY AGREE	16
B.-AGREE	8
C.-INDIFFERENT	5
D.-DISAGREE	6
E.-TOTALLY DISAGREE	5
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: Most of pupils think that learning English through interactive classes is very important to improve the reading comprehension skills. However few of them are totally disagree with this idea

TABLE 6

I would like to learn English through music	
A.-TOTALLY AGREE	14
B.-AGREE	13
C.-INDIFFERENT	8
D.-DISAGREE	3
E.-TOTALLY DISAGREE	2
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: A high percentage of students think that learning English through music is very funny and a little percentage totally disagree to learn through music.

TABLE 7.

I consider that teaching through games would improve the English language

A.-TOTALLY AGREE	15
B.-AGREE	15
C.-INDIFFERENT	3
D.-DISAGREE	3
E.-TOTALLY DISAGREE	4
TOTAL:	40

Source: Manuela Cañizares Public School

ANALYSIS: This hundred percent of results show that when a child hears the word “**GAMES**”, it could cause many positive emotions, and with this could rapidly improve their reading comprehension .

TABLE 8.

I consider that actual teacher’s methodology to teach should change

A.-TOTALLY AGREE	15
B.-AGREE	12
C.-INDIFFERENT	5
D.-DISAGREE	5
E.-TOTALLY DISAGREE	3
TOTAL:	40

Source:

Manuela Cañizares Public School

ANALYSIS: Almost all the students think that analog methodology should urgently change in order to implement with new technique

TABLE 9.

I would like to participate in interactive English classes

A.-TOTALLY AGREE	14
B.-AGREE	13
C.-INDIFFERENT	3
D.-DISAGREE	4
E.-TOTALLY DISAGREE	6
TOTAL:	40

Source:

Manuela Cañizares Public School

ANALYSIS: A high percentage of pupils are totally agreed with participating in interactive English classes, but other little percentage is totally disagreeing with this idea.

TABLE # 10

I would like to create toys with recycling materials
--

A.-TOTALLY AGREE	13	
B.-AGREE	13	
C.-INDIFFERENT	4	
D.-DISAGREE	5	
E.-TOTALLY DISAGREE	5	
TOTAL:	40	Source: Manuela

Cañizares Public School

ANALYSIS: The most of students would like to create toys with recycling material to take care of the environment and have fun at the same time

CONCLUSIONS

Students could know that learning the reading comprehension skills; it could discover new ways of life.

Students could participate actively in interactive classes.

Students could learn the English language with actual methodology for reading comprehension.

Students could learn English with fun techniques for reading.

Students could know that to learn reading. It is necessary to know fun and practical methodology.

Students could learn English through music.

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ATTACHMENTS

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UNIT 2				
RIDDLES		Let's make riddles at pop-up	-	
UNIT 3				
TONGUE TWISTER		How to make a card with a tongue twister in recycling materials?		

UNIT 1

MY FAVORITE SONG

TOY: A MICROPHONE WITH A PLASTIC BOTTLE



LUDIC ACTIVITY: (SIMON SAYS) Read the favorite song in the copies.

MATERIALS: Copies of the favorite song.

PARTICIPANTS: All the students

TIME: 40 MINUTES

HOW TO MAKE A MICROPHONE WITH A PLASTIC BOTTLE



1. - A bottle of appropriate size is chosen



2. - Then take out the label.



3. - And then make the shape off a microphone



4. – Finally, enfold a label with the desired subject. 4

EXERCISES

Read the several times the song, and then to complete with the correct verb

JUSTIN BIEBER (BABY)

JUSTIN BIEBER (BABY)



BABY SONG

You know you love me I know you care Just shout whenever And I'll be there you are my love you are my heart and we will never ever, ever be apart

Are we an item? Girl, quit playing we are just friends what are you saying? Said there's another and looked right in my eyes My first love broke my heart for the first time And I was like, baby, baby, baby, oh Like baby, baby, baby, no Like baby, baby, baby, oh I thought you'd always be mine, mine

Baby, baby, baby, oh Like baby, baby, baby, no Like baby, baby, baby, oh I thought you'd always be mine, mine

For you I would have done whatever and I just can't believe we ain't together and I want to play it cool But I'm losing you I'll buy you anything I'll buy you any ring

And I'm in pieces, baby fix me And just shake me till you wake me from this bad dream I'm going down, down, down, down And I just can't believe My first love wouldn't be around

And I'm like baby, baby, baby, oh like baby, baby, baby, no like baby, baby, baby, oh I thought you'd always be mine, mine

Baby, baby, baby, oh Like baby, baby, baby, no Like baby, baby, baby, oh I thought you'd always be mine, mine 5

When I was 13, I had my first love There was nobody that compared to my baby and nobody came between us who could ever come above She had me going crazy, oh, I was stars truck She woke me up daily Don't need no Starbucks

She made my heart pound I skip a beat when I see her in the street And at school on the playground But I really want to see her around on the weekend She knows she got me dazing because she was so amazing And now my heart is breaking But I just keep on saying...

Baby, baby, baby, oh Like baby, baby, baby, no Like baby, baby, baby, oh I thought you'd always be mine, mine

Baby, baby, baby, oh Like baby, baby, baby, no Like baby, baby, baby, oh I thought you'd always be mine, mine

I'm all gone -yeah, yeah- Now I'm all gone -yeah, yeah- Now I'm all gone -yeah, yeah- Now I'm all gone I'm gone

Justin Bieber - Baby

PROCESS AND APPLICATION

Students form a circle. The teacher is in the middle in the circle with the microphone of plastic bottle. The teacher will pass the microphone the one student to another student in the circle saying SIMON SAYS. The students who receive the microphone must read a few sentences of song. The winner will be the student who has the best and most creative pronunciation. The teacher could give one point to the winner.

EXERCISES

COMPLETE WITH THE CORRECT VERB:

LOVE GIVE GONE TOLD COME BE GIVE

You can _____ me all your love, But sometimes it won't be _____ Everybody
_____ me this day would come, Now I'm all _____ You can _____ all your love,
But sometimes it won't _____ love Everybody told me this day would _____

EVALUATION

Read again the favorite song and match "A" with "B"

You can _____ me all your love, COME
But sometimes it won't be _____ BE
Everybody _____ me this day would come, GIVE
Now I'm all _____ GONE
You can _____ all your love, TOLD
But sometimes it won't _____ love GIVE
Everybody told me this day would _____ LOVE

UNIT 2

RIDDLES

<p>White inside, green on the outside. If you want me to say, wait....</p> <p>Pear</p>	<p>There are many orange balls, and are hung from a tree. Pulls them good juice and eat well peeled....</p> <p>Orange</p>	<p>I am a crazy tied, serve only for the salad....</p> <p>Lettuce</p>	<p>A man chubby, very red; doesn't drink coffee, always drink tea....</p> <p>Tomato</p>
<p>Bring a yellow and long coat. If you want to eat it have to take it off....</p> <p>Banana</p>	<p>It is a delicious fruit has a red shell, is white inside, has a trunk and seeds....</p> <p>Apple</p>	<p>I'm orange and elongated. I feed the rabbits....</p> <p>Carrot</p>	<p>With red hair, yellow face and full grain I'm rich food if I'm cooked....</p> <p>Corn</p>

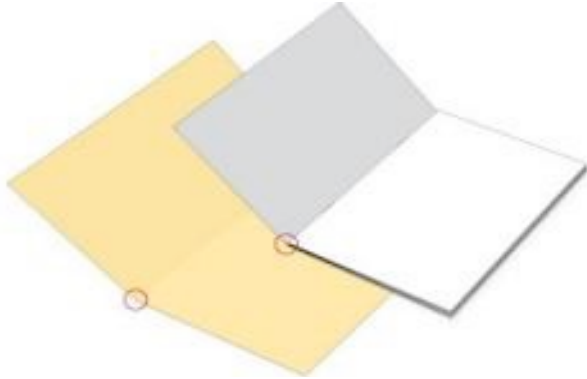
and then make the Pop-up book technique with recycling materials,

it could be from magazines sheets, glue and scissors.

PROCESS AND APPLICATION

The teacher will give a copy of riddles to each student, and then the students do the pop-up book with magazine sheets; they have to find pictures according to the topic.

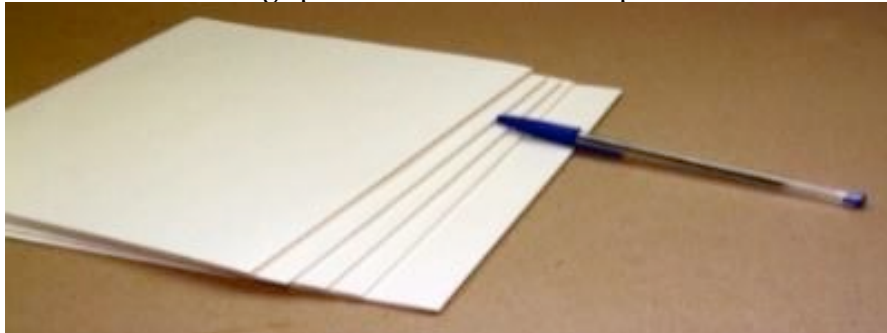
LET'S MAKE RIDDLES AT POP-UP BOOK



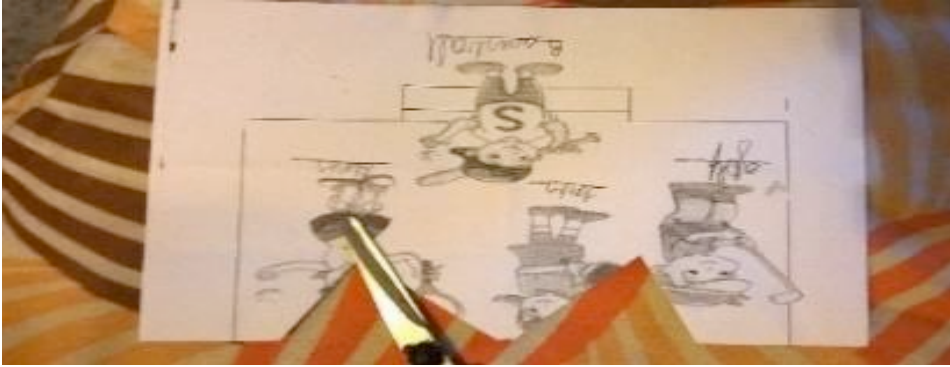
1. - Take two pieces of paper. Fold each paper in the middle. Put one paper aside.



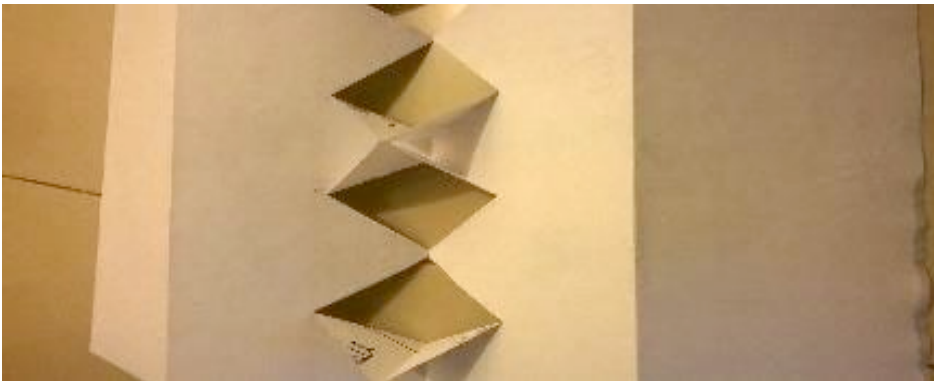
2. - In the middle of the folded edge place two dots about 1" apart.



3. - Starting at the dots, draw two parallel lines towards the edge of the paper. Each line should be about 1" long.



4. - Cut the lines starting from the folded edge



5. - Fold the strip back and then fold it forward again.



6. - Open your paper and hold it like a tent. Push the strip through to the other side of your paper. Close the paper and press firmly. Open to see the pop-up strip



7. - Draw an illustration for your riddle on a sheet of paper. The figure can be a little bigger and wider than your strip. Color the figure, and then cut it out.



8. - Now put glue on your Pop-up page to the paper you put aside, which now becomes into the outside cover. When you open your riddle, the little cutout figure will be the Pop-up.

9. - On the front of the paper, write your riddles. Now, open the paper and write the answer. You have made a Pop-up riddle

EXERCISES

Match the words with the correct vegetable

I am a crazy tied, serve only on the salad.....

CORN

I am orange and elongated, I feed the rabbits....

TOMATO

A man chubby, very red; doesn't drink coffee,
Always drink tea.....

CARROT

With red hair, yellow face and full grain I'm rich
Food if I'm cooked.....

LETTUCE

EVALUATION

Circle T for true or F for false

Bring a yellow and long coat. If you want to eat it have	T.....	F.....
To take it off....banana		
I am a crazy tied; serve only for the salad....orange	T.....	F.....
I' m orange and elongated. I feed the rabbits...carrot	T.....	F.....
A man chubby, very red; doesn't drink coffee, always Drink tea....corn	T.....	F.....

UNIT 3

TONGUE TWISTER



TOPIC: DIFFERENT

TOY: CARDS WITH THE TONGUE TWISTER

LUDIC ACTIVITY: (TONGUE TWISTER) Read the tongue twister several times.

MATERIALS: CARDS

PROCESS AND APPLICATION

The teacher could write a tongue twister on the flash card and he encourages the students to repeat slowly and then faster with the correct pronunciation. Example:

She sold seashells by the seashore.
Pete peppers picked a peck of pickle peppers.
Rubber baby buggy bumper.

HOW TO MAKE A CARD WITH A TONGUE TWISTER IN RECYCLING MATERIALS?



1. - Select a sheet, cardboard or paperboard that it used



2. - Write large letters the tongue twister chosen



3. - And then seek figures most repeated words in the twister

**SHE SOLD SEA
SHELLS BY THE
SEA SHORE.**

4. - The final result will be the next

EXERCISES

Fill in the blank with the correct word

She sold sea _____ by the seashore.

Pete peppers _____ a peck of pickle peppers.

Rubber _____ buggy bumper

EVALUATION

Choose the correct picture of tongue twister

She sold seashells by the seashore.



Pete peppers picked a peck of pickle peppers.



Rubber baby buggy bumper.



CHAPTER IV

READING COMPREHENSION THROUGH THE USE OF GRAPHIC ORGANIZERS

LA COMPRENSION LECTORA A TRAVES DEL USO DE ORGANIZADORES GRAFICOS

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Abstract

The main purpose of this study was to demonstrate the effectiveness of the application of graphic organizers to improve reading comprehension in students of English as a second language. The study covered a population of 25 university students of Language and Literature career who had deficiencies to understand details in narrative texts. Quantitative instruments were applied to sustainance the investigation. The instruments involved are pre-test and post-test, rubric, survey, and a checklist to estimate students' advancement and progress. The application of the checklist helped students to use the required elements in their tasks. The results showed that students improved their reading comprehension because while pre-test revealed a mean of 5.2/10, the post-test showed 9.5/10 which means 54% of improvement. Students had the opportunity to express their satisfaction of using this innovation because they suggested to apply the same strategy in other subjects. This work involves teachers and students since it can generate positive contributions of using graphic organizers to improve reading comprehension.

Keywords: reading comprehension, graphic organizers, EFL, higher education

Resumen

El propósito principal de este estudio fue demostrar la eficacia en la aplicación de organizadores gráficos para mejorar la comprensión lectora en estudiantes de inglés como segunda lengua. El estudio cubrió una población de 25 estudiantes de la carrera de

Lengua y Literatura en la Universidad de Guayaquil quienes tienen deficiencia para entender detalles en textos narrativos. Como soporte del estudio fueron aplicados instrumentos cuantitativos. Los instrumentos incluían pre y post evaluación, rúbrica, encuesta y lista de verificación para calcular el avance y progreso. La aplicación de la lista de verificación ayudó para que los estudiantes utilicen los elementos requeridos en sus actividades. Los resultados muestran que los estudiantes lograron mejorar su comprensión lectora mientras la pre-evaluación reveló una media de 5,2/10 la post-evaluación mostró 9,5/10 lo que significa un incremento del 54%. Los estudiantes tuvieron la oportunidad de expresar su punto de vista acerca de esta innovación quienes sugirieron la aplicación de esta misma innovación en otras asignaturas. Este estudio involucra profesores y estudiantes ya que brinda contribuciones positivas del uso de organizadores gráficos para mejorar la comprensión lectora.

Palabras clave: comprensión lectora, organizadores gráficos, EFL, educación superior

Introduction:

Reading Comprehension through the Use of Graphic Organizers

For English Language Learners (ELL), reading comprehension, an outcome that results from a mix of skills and abilities, is perceived as critical for knowledge acquisition and information exchange (Liu, Chen, & Chang, 2010; Chiu, Huang, & Chang, 2000). Reading and getting complete comprehension of the whole information in the texts becomes very hard for students who are learning another language. Glenberg (2011) said that “reading comprehension, much like comprehension of situations and comprehension of oral language, is embodied” (p.5) which means that comprehension includes taking action about the physical world, objectives, and cultural background.

Nowadays reading has become into the most important and vital element of every educational curriculum to be taught in the learning process of a native or foreign language. It is a component that needs to be developed in accordance to the level of students. Reading helps students to gain knowledge, to improve their academic performance, and empowers them to become successful in this knowledge society (Bano, Jabeen, & Quitoshi, 2018). On the other hand, reading states a significant role in the language competence of the students. It is also a skill that must be trained and practiced indoors and outdoors.

The most difficult aspect to overcome for the students is the cognitive process because while the learner is reading he/she will be considering: the pronunciation, the meaning of the words, and the relation of new words with the context they are reading which becomes more difficult if they still need to translate into their mother tongue. It depends on the students' level to avoid translations. If their level is higher, they do not need to translate because they can think in English.

It is necessary to consider that Ecuador shows a small indicator because (43%) of readers of the whole inhabitants, this indicates that each Ecuadorian reads fifty percent of a whole book every year (Centro Regional para el Fomento del Libro en América Latina y el Caribe [CERLALC], 2016). On the other hand, statistics from a local institution (Instituto Nacional de Estadísticas y Censos [INEC], 2012) shows that 27% of Ecuadorians did not develop reading habits. In accordance with the index some systems were performed by the Ministry of Education (Ministerio de Educación, 2016) which were built for learners to produce more and read better in their L1.

Local authorities stated in the national curriculum guidance that Ecuadorian students must finish high school as independent users of the language which means to reach B1 level (Ministerio de Educación, 2014). As the document stated: Level B1 is

accomplished when the language learners are capable to understand the main points of readings written in clear, familiar and standard language.

B1 users are capable to comprehend and recognize longer, more complex expository, practical, chronical, and transactional scripts with an acceptable level of undersatanding. They are also able to use adecuate interpretation strategies to deal with different categories of texts (Ministerio de Educación, 2012). Additionally, at this level, learners are able to (1) communicate while traveling in countries that use the target language, (2) write simple, coherent essays about familiar topics, personal interest, experiences, events, and desires, and (3) justify their opinions (i.e.by giving simple, brief reasons) and explain their future plans.

Currently adolescent learners are still constructing and growing up cognitively, linguistically, psychologically, emotionally, and cooperatively (Tomlinson, 2013). However, how well learners develop their reading skills depends on different factors like their learning environment if they studied in private or public institutions, if they practice reading outside classes, if reading is a habit for them, factors that will be a positive or negative influence during the development of the reading comprehension process. Catts and Kamhi (2017) stated that “the reader brings a set of cognitive-linguistic abilities, motivations, interests, and background knowledge to the task of reading” (p.73).

Results of English diagnostic tests which include the four abilities is part of the academic process for students who enter to a public university in the city of Guayaquil. They show that most of high school students who came from public institutions do not reach the proposed goal by the Ecuadorian educative system because they can read and get a general comprehension of texts but do not understand all the details or minimum information of each single idea.

On the other hand when students have to decode the new vocabulary which is strange and difficult to relate with the content specifically when they have to work with a lot of unknown information so that the comprehension of detailed content while reading becomes very hard consequently it will make them to get confused Woolley, Anderson, and Pearson declared that “Reading is a collaborative solving procedure of creating gist from written scripts” (as cited in Ontario Ministry of Education, 2004), p. 61).

The deficiency of comprehension when students read has been investigated in schools and basic elementary levels as it is explained in this research: the majority of students were not able to recognize main and secondary ideas, characters, settings, moral, facts or opinions in stories, cause and effect, or compare and contrast ideas in a text. Moreover, students memorized possible answers for the tests. A study conducted by the British Council in Ecuador (2015) reported that students with basic reading skill claimed that they did not read in English frequently enough (45%), others said they had not been studying English very long (28%), and almost a quarter of Ecuadorian English learners explained different reasons related to the education system constraints.

Consequently, the main objective of this research work was to analyze the difficulty to develop reading comprehension properly and at the same time the presentation of an appropriate alternative to improve understanding in reading. It is necessary to consider that reading comprehension policies can be divided accordance with several categories or titles, which can be applied during the entire reading process. Among the categories the most important are the following: POSSE (Predict-Organize-Search-Summarize-Evaluate); PQRS (Preview-Question-Read-Summarize); Summarize; and, Questions, including others (Asikcan & Pilten, 2018).

The development of reading comprehension requires the application of the appropriate strategy in accordance with the level of the students. The most common strategies are: Monitoring comprehension, which includes observing students’ production, metacognition, the learner understands the content, graphic and semantic

Organizers which includes division and organization of the information, Answering Questions in this stage the learner can respond different question about the content, Generating Questions in this part the learner creates questions, Recognizing story structure the learner is able to structure different parts of the reading, and Summarizing this involves to extract and reduce the most relevant information of the content.

It is necessary to consider that students need to practice more reading, not only academic topics they can practice through comics or topics they enjoy reading. If students read daily, they will develop the ability to read and understand most of the content they are reading. In this way, children learn to read by reading (Atwell as cited in Tomlinson, 2013). Practice is the key to improve the skill.

Teachers use instructional tools to help students remember the knowledge. One of the most common instructional tools is graphic organizer (Ozman, 2011). Ozman (2011) examined the graphic organizer that students filled out while reading. The author found that graphic organizers was especially beneficial for them. It helped them see the parts compared to a whole and how the ideas relate to one another.

Graphic organizers are popularly used to measure student understanding and comprehension. One study stated “real examples are described to explain how to use graphic organizers to help ELLs comprehend book content by classifying facts, analyzing problems, summarizing main points, and criticizing or evaluating the decisions made by authors” (Pang, 2013, p. 54). As the study stated, graphic organizers are used in a variety of ways that are all based around comprehension. Teachers use graphic organizers for analyzing, summarizing, and evaluating. It is a helpful strategy to develop reading comprehension in students because it is based on putting words or pictorial representations together about what they are reading.

A study by Iranian scholars Soleimani and Nabizadeh (2012) empirically validates the use of computer-assisted concept mapping via the Cmap Tools software to teach ELL reading comprehension in intermediate pre-university students. Soleimani and Nabizadeh have found that computerized concept mapping serves as an effective alternative to conventional ELL summarizing strategies. Both learner-constructed and fill-in-the-map computerized concept maps were found to be useful for enhancing ELL students’ reading comprehension skills.

The benefits of software-based concept mapping approaches have been explored by Eppler (2006). Specifically, Eppler examined the complementary use of software-based concept maps, e.g., those created through Inspiration software. He reported that it enhanced students’ motivation, understanding, attention, and recall while they were learning ELL reading comprehension.

Khodadady and Ghanizadeh (2011) reported the positive influence of concept map construction on EFL learners’ critical thinking ability, as well as their attitudes toward EFL reading comprehension. The study revealed that when using the concept mapping technique during reading and post-reading phases, EFL students came to learn the interrelationships of ideas within the passage by identifying the main points and using circles or boxes to connect key words, thereby forming the word connections and promoting learning.

Recently, research has found that concept mapping is one of strategies which can enhance learners’ reading comprehension (Chang, Sung, & Chen, 2002). Concept mapping is a graphic organizational strategy which can help individual and groups explain and explore their knowledge of a topic (Kinchin, 2000). It is for this reason that concept mapping appears to be an effective way to teach and learn to improve reading comprehension.

Literature Review

The study analyzed the innovation of applying graphic organizers to improve reading comprehension skills. The variables of the study are the following: the application of graphic organizers through the CMap tools as independent variable and reading comprehension improvement as the dependent variable. The following theoretical support was divided into three sections (reading, narrative texts, and graphic organizers), where concepts and definitions were summarized in order to describe the variables of this innovation.

Reading

Reading is considered as one of the receptive skills for learning a new language, its comprehension process involves mental and emotional aspects, among cognitive and metacognitive procedures like: attention, reading discernment, memorization, and phonological recognition (Pečjaka & Pirceb, 2018). Attention proposed that the visual system exploits the dichotomy of a fast-magnocellular channel and a slower parvocellular channel for the purpose of selective attention (Vidyasagar, 2013). The human visual system has predominantly two types of retinal neurons that form two different pathways, the parvocellular, or ventral, pathway (for form discrimination), and the magnocellular, or dorsal pathway (for location and motion processing).

Along with perception and motivational factors, meta (cognitive) abilities are those, which define individual differences in students' reading abilities. They influence the processes of reading automation and reading comprehension (Borella, Carretti, & Pelegrina, 2010; Gerst, Cirino, Fletcher, & Yoshida, 2015).

According to Asgari and Rafiee, (2018), memorization involves attention. It is the starting point of the memory process. Meta cognitive strategies help students to combine the fresh information with the old information and restore it in the memory. What is stored in long-term memory is never lost. Therefore, the students can increase their memorization.

For Gamboa-Gonzalez, comprehension is carried out when the reader makes a connection with the previous knowledge and the text, but for Candlin and Hall (2011) reading is drawing the meaning from printed page with an appropriate interpretation. In both cases it is based on the texts, however the first is considered as a process and the second is considered as an ability.

Simply stated, vocabulary is knowledge of words and their meanings (Lehr, Osborn, & Hiebert, 2005). In reading, knowing a word involves being able to decode written text and comprehend its meaning. Researchers and practitioners alike attest to the critical role of vocabulary in reading comprehension for both native speakers and second language learners (Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Coady & Huckin 1997; National Institute of Child Health, Human Development (US), National Reading Excellence Initiative, National Institute for Literacy (US), & United States Department of Health, 2000). Without sufficient vocabulary, it is impossible to successfully read for meaning because there is not enough comprehension.

Considering that the early scholarly course for children contains all the components of the language like phonemes, morphemes, syntax, grammar, and semantics, including others which are involved during the development of their skills. Additionally, it is necessary to consider that the procedure of reading acquisition has to be explained and developed through patterns because it becomes the easiest way for young learners to learn. Obviously that the cycle of this process begins at children's home and follows up during the scholarly period because children imitate their parents at home

and at school they complement and relate with scientific knowledge the previous information.

Moreover, children become into active readers if parents, relatives, babysitters, and teachers frequently read audibly and clearly to them (Tomlinson, 2013). If children are surrounded with readers it will become into a habit for them to read. The foundational reading skills are: Comprehension, Fluency, Phonics, Phonemic and Phonological which are integrated in the development of reading comprehension for learners (Hoffmann, 2010).

Reading comprehension is the most complex aspect of reading because our brains have to process information, It does not only involve all the other four aspects of reading; it also requires the reader to draw upon general thinking skills, it also works with our imagination. When a reader is actively engaged with a text, starts asking and answering questions about the story and summarizing because he/she has understood very well the information. Like vocabulary, reading comprehension skills develop and improve over time through instruction and practice, so that If the reader keeps reading it will become faster and easier.

Steps for reading.

Adams (1994) explained that reading requires developing a system that involves two aspects: knowledge and activities, these two aspects would be useless without using language comprehension. It is necessary to consider previous knowledge to understand better which will allow a better development of activities. Therefore, Candlin and Hall (2011) proposed five aspects that are involved in developing a reading activity:

Table 1.

Reading Activities

Activities	Description
Purpose for reading	A reader has several possible purposes for reading, and each purpose has different combinations of skills and strategies.
Fluent reading abilities	In reading, it is necessary to employ many skills, processes, and knowledge bases that act in combination to reach reading comprehension.
Cognitive process	Reading involves a cognitive process that operates under intense constraints to develop an understanding of the reading material
Interpretation	Reading also involves the ability to interpret meaning from different texts.
Social context	In reading, activities are developed in a social context that will be interpreted and used in different ways.

According to Fadwa (2010), an English language learner needs to understand the text because the key of this activity is without doubts to understand the central idea of the topic; that implies messages, thoughts and structures. One factor to be successful in this learning area is to have a large vocabulary that can make a positive contribution to reading comprehension. Vocabulary allows English language learners to understand a text in better way no matter genres, topics, or schoolbook.

Additionally, there are some features for developing comprehension skills in English students. According to the Barret taxonomy, literal recognition involves

understanding of “information that is explicitly stated in the text. Such questions ensure that the views and information overtly expressed in the text are understood. In some texts the content is implicit and it becomes easier for the reader to make relation and tie the content. However, there are other texts which have different ideas that are not easy to relate so that comprehension becomes complex for the reader.

For example, recognition or recall of main ideas, details, sequence, cause-effect relationships, character traits” (Fadwa, 2010, p. 18). Every time that students can recognize words and make relation with previous information, they are connecting the content of the reading which facilitates their comprehension. To sum up, connection, relation and contrast of information will be helpful for a better comprehension when the students are reading.

Reading interpretation.

Reading is more than just recognizing words. According to Veit and Gould (2004), inferences in reading involves “the ability to interpret texts by drawing inferences-recognizing a writer’s intentions, perceiving what is implied but not stated, making connections between the ideas you read and other ideas that you bring from outside the text, and drawing conclusions” (p. 77).

For Fadwa (2010), inference makes use of linguistic knowledge, logic, previous knowledge, and new knowledge in order to associate situations to infer different types of ideas and predict results in a reading situation. Additionally, evaluation makes “judgements about whether something is real or imaginary, whether it is appropriate, worthwhile, desirable or acceptable. Evaluation involves values and therefore there is usually no answer to questions involving evaluation” (Fadwa, 2010, p. 18).

Summarizing.

Considering that Summarizing is one of the reading strategies that let students to comprehend the content of the text more profoundly, which at the same time operates functions as a sign of understanding (Pečjaka & Pircb, 2018). Learners need to understand what they have read to be able to summarize and reduce content using their own words. At the same time Summarizing supports learners to describe the meaning of information and to keep the knowledge in long-term memory.

On the other hand, Summarizing allows students to distinguish their substantial thoughts from others and communicate the knowledge using their own words (Bıyıklı & Doğan, 2015). It is also necessary to consider some important aspects like: sequence of events, principal characters, and setting which must be taken into account when you put together what is more relevant in narrative texts (Freedman, 2012). If students follow the order of these aspects, they will organize the content of the reading easily and faster.

It is necessary to consider that Summarizing also involves the recognition of main ideas, removing irrelevant information, and renovating ideas from original texts (Ozdemir, 2018), so that learners can apply their own vocabulary to create the paragraph. As Sefer, Ören, Benzer, and Konuk (2016) stated: it would be ideal that before requesting students to write a summary, it becomes essential to teach students how to do it by explaining them the steps to use, teachers need to explain step by step how to structure a summary. If students identify information, they need to follow a sequence to organize the content to be understood for everybody.

This process includes look back over the content of the reading meticulously: highlighting essential words in each paragraph, recognizing the story components like characters, and setting, realizing principal ideas and specific information, as well as the most relevant actions. It also includes verifying grammar and punctuation, and using

sequencing words, among others (Ozdemir, 2018). Sometimes it is necessary to ask other people to read what you have summarized to confirm if it is clear enough.

Narrative Texts

One of the main characteristics of Narrative texts is to communicate what the readers understand and perceive in front of different situations. This episode or chain of events is diffused from the narrator's point of view considering aspects like: the location, time, and people to provide information about a text (Ozdemir, 2018). Accordance with The Program of International Student Assessment (PISA, 2015) which established narrative texts as the kind of text where the content of a determined situation refers to properties of items in time, so that the text must be based in different situations and circumstances considering the period of time.

Furthermore, when students structure a summary of a narrative text, it must be organized with the following parts as: introduction, development, and conclusion paragraph. To create the introduction the characters, setting, and main ideas are considered and integrated. The most relevant actions, problem, and solution are added in the development. Finally, the outcome, consequence, reaction from the principal character, and resolution of the characters of the story are incorporated in the conclusion. To sum up, students can include the theme, message, or lesson showed in the story (Chen & Su, 2012). It is essential to follow up the steps to structure a summary of a narrative text because students can organize better the information they must use.

Learners must consider that using Narrative texts involves answering chain questions about time, experiences, cycle of events, and why the characters work in certain starring roles in the story. If all these questions are considered in the narrative text it would be easy and comprehensible for the reader which will be principal objective. (HMH, 2017).

The main elements to be considered in the narrative texts are:

- ✓ Introduction
- ✓ Development.
- ✓ Conclusion paragraph.

Graphic Organizers

Organizers of ideas have been applied in other learning areas such as literature, history, social studies where students separate the information in different features and in small parts which benefit the learners to explain the whole contents. Compounding the problem, students in content area classes, such as science and social studies, are often expected to gain much of their content knowledge from their textbooks, where the content, vocabulary, and text structure is often complex and unfamiliar (Duke, 2000; Stein & Trabasso, 1981).

The classification of information by ideas help students to analyze sentence by sentence, idea by idea which make them capable to answer questions, give opinions, contrast information in different tasks about the same reading. Consequently, the essential reading skills are used to reinforce reading understanding of texts by applying reading strategies (Houghton Mifflin Harcourt [HMH], 2017). The application of different reading strategies will help for a better understanding of the content of the reading.

There is evidence that a specific type of GOs, concept maps, is a useful strategy for English as a Second Language (ESL) students (Block, 1986), few studies investigated the effectiveness of GOs on L2 reading comprehension. To be more precise, Tang (1992), who examined the relation of graphic representation of text structure to comprehension with ESL students, indicated great gains in the amount of information recalled. The segregation of the ideas should be done by selecting clue words, prompts, short sentences.

They are used to build up organizers of ideas which could be read in order to explain the complete information after reading the whole text. Thus, students get a high level of comprehension of the whole text.

A study (El-Koumy, 1999) focused on the different effects of three semantic mapping strategies involved in the development of the reading process: (teacher-initiated, student mediated, teacher-student interactive mapping) for a better reading understanding of ESL where students have the opportunity to reveal that in the teacher-student interactive mapping group reached substantial better results than the other two groups, which demonstrated that students can develop their skills better when they have more opportunities to practice and interact.

Graphic organizers have been linked to the development of higher thinking skills for reading comprehension (Gil-García & Villegas, 2003). In a pre-reading activity, graphic organizers "...help prepare students for reading" (French & Landretti, as cited in Ben-David, 2002). Gil-García and Villegas (2003) cited benefits of this strategy in helping students to link and organize their background knowledge to new knowledge, think divergently, recall, transfer, and apply what they have learned.

Similarly, Cassidy and Hossler (as cited in Bowman, Carpenter, & Paone, 1998) affirmed that students can organize and recall information better from a reading. Since the students were able to use the graphic organizers to picture the information and remember relationships, they improved their comprehension (Stenson, 2006). Additionally, Chularut and DeBacker (2004) demonstrated facilitative effects of the use of GOs on ESL students' text learning, self-efficacy and self-monitoring.

Research suggests that teachers should pay attention to two important issues involving graphic organizers. These are when to use a graphic organizer and who constructs it. Graphic organizers can be used before, during, and after instruction (Strangman, Hall, & Meyer, 2003). Graphic organizers can be constructed by the teacher, the learners, or by teachers and learners. The point of implementation and generating types may produce different learning outcomes.

"GOs are used in order to assess the degree of students' understanding and enhance recall, retention and summarization of main ideas, which can often function as a plan leading to writing tasks," (Manoli & Papadopoulou, 2012, p. 353). Graphic organizers are considered as a visual tool that facilitates different types of learners such as English Language Learners to understand concepts better during their learning process.

Alvermann and Boothby (1986, as cited in Ben-David, 2002, p. 13) suggested that "...the effects upon comprehension are increased when graphic organizers are partially constructed by students as a during-reading or post-reading activity". Another study found that the use of graphic organizers helped students' revival of knowledge while rereading a text (Griffin, Malone, & Kameenui, 2010). Moreover, students can show personal understanding and response on graphic organizers (Buehl, reported in Echevarría, Vogt, & Short, (2008).

When teachers are correctly trained in using graphic organizers, the graphic organizers can be very beneficial in helping students keep track of information (Ropič, & Aberšek, 2012). In order that graphic organizers be effective, the teacher needs to be properly familiar with them, and able to teach the students how to use them. Teachers need to explain step by step how to create graphic organizers, show different examples, make students practice and finally ask them to work alone.

Informational texts have a different structure than narrative texts, and graphic organizers have helped students realize this structure (Ermis, 2008). In the study by Ermis (2008), graphic organizers were found to show relationships in ideas and helped students pick main ideas out of a text. Suzuki, Sato, and Awazu (2008) exploring the

advantage of the spatial graphic representation of an English sentence over a linear sentential representation supported that the spatial graphic display enhanced ESL readers' comprehension of sentences more than the sentential display did.

There are two types of graphic organizers, concept maps and Cmap tool that are used primarily in comparison. They are found in all levels of education because of their flexibility of subject focus, but primarily used in elementary classrooms. Graphic organizers can be used in many ways but have found to be more effective when used in certain ways (Manoli & Papadopoulou, 2012, p. 353). In this study graphic organizers were used to enhance the students' ability to recall and to assess their understandings of the readings.

Concept maps.

Concept maps are a form of graphic organizer that includes enclosed concepts (usually in a circle or square) with lines connecting linked concepts. Generally, the connecting lines are labeled to demonstrate the relationship since different viewers of the graphic organizer could see different relationships between the concepts (Manoli & Papadopoulou, 2012). They organized the most general concepts on top with the most specific on the bottom (Morphew, 2002).

Concept maps also help to combine what the student already knows with new information in an organized path. Concept maps can also be tools in assessment to show what the students have learned, or as instruments to see their process of thinking (Chicoreanu & Litoiu, 2012). Concept Maps are necessary tools to develop student's comprehension because they have to separate, organize and summarize content of what they have already read.

Cmap tool.

The Institute for Human and Machine Cognition (IHMC) defined CMap Tool as a free software that was developed at the IHMC in the United States (Cañas, Hill, Garff, Suri, Lott, Eskridge, 2004). Facilitating "the collaborative construction, sharing and publishing of knowledge models represented as concept maps." (p. 125) and empowering learners to create propositions connected by specific linking words to portray of textual relationships more effectively.

This software makes it easy for users to construct and modify concept maps during the mapping process, while allowing them to collaborate online via the internet. Users can also publish their maps in the virtual space so that anyone connected to the web can access them. Dias (2011) said that it allows for "both synchronous and asynchronous collaboration during the construction of concept maps" (p. 896) in a world wide web environment that can make collaboration faster and offer the possibility of sharing knowledge among other users all over the world.

As stated by Novak and Cañas (2006), this computer software can provide extensive support "for the collaborative construction of concept maps by groups, whether they are at the same location or in distant locations", and this can facilitate learning and retention of information. Furthermore, the possibility of using media resources like pictures, videos, external links, among others; made this software more interesting for students of different educational levels.

To help students improve their reading comprehension, separate information, reduce content and organize ideas, graphic organizers seem to be a helpful and feasible strategy to develop students understanding while they are reading a test. Thus, the following research questions were established during this research:

- 1) To what extent will graphic organizers improve summaries?
- 2) To what extent will graphic organizers improve reading comprehension?

3) What are students' perspectives towards the innovation?

4)

Innovation

The application of this innovation took 24 teaching hours in three weeks. This study addressed first semester students from a public university in the city of Guayaquil. For this innovation readings from different books were selected. Besides, a variety of pictures were used to re-create the stories through graphic organizers in the CMAP application. The students followed a lesson plan based on backward design which was elaborated for the application of this innovation in order to follow the steps for reading.

During the first week of the process, a purpose for reading was that students got familiarized to the different kinds of narrative texts and elements (characters, context, problem, ending and conclusion). These elements helped students to create the graphic organizers based on the summaries from readings. Students were divided in groups, so that cognitive process is applied because each group had a specific type of reading so they could practice identifying the reading elements and started working on their summary.

In the second week, students brought their summaries to start with the checking process based on the identification of the elements in the reading, then each group provided a feedback to the other groups telling them if their summaries were comprehensible, this process was conducted through several classes during the week in order to improve students' reading comprehension and summaries.

The teacher completed the checklist to determine if the students reached the goals of the reading elements, and if the summary was appropriate and according to the reading. The summaries had to include: a character description, a timeline story, the problem and the solution were clearly identified by the students during the process.

Since the first day of class up to the end they were working with different stories. The last one was used to create an innovative story with the help of Cmap tool as a prove of innovation. It included the reading elements and a graphic organizer. A rubric based on the reading components, grammar mistakes and creativity were applied by the teacher to evaluate the final project.

There are various advantages to using the Cmap tools software to empower students. In addition to facilitating the process of collaboration while students were involved in the task of concept mapping their texts, it also guaranteed access of different internet users to the maps that can be virtually published, and online debates can be held at any time to be involved in different social contexts. Maps can also be modified, and subordinate concepts and examples can be added based on ideas shared online. (Dias, 2011)

Materials and Methods

According to Edwards-Groves and Kemmis (2016), action research is when teachers engage in research to take a specific action of improvement and share the findings. This study was based in order to enhance the reading comprehension skill using graphic organizers applying Cmap tool. Therefore, action research was applied, quantitative research is explanatory and deductive with numerical data being collected to test a theory (Sim & Wright, 2000). The instruments involved were pre – test, post – test, rubric, checklist, pre – survey and post – survey, all these tools provided quantitative data.

Participants

The data was collected from a total of twenty-five students. They are studying the first semester in the face-to-face modality, whose ages are between 17 and 20 years old, which more than 50% are men, their socio - economic environment is medium low, some of them live in Guayaquil and few of them live outside the city, they have basic digital skills in the use of the computer and web 2.0 tools application.

Their English level was B1 according to the CEFR, their English level was taken from internal information based on the placement test done by the students before they registered in the semester. They were students from a public university in Guayaquil, located in Guayas state, with the diagnostic test they reached B1 level. These students attended the first English module, out of seven modules in the English Department in order to achieve their B2 level. Sessions were from Monday to Thursday from 13:00 to 15:00.

Instruments

To address the first question: To what extent will summaries improve graphic organizers? A rubric and a checklist were developed to analyze the results from the performance task in order to compare the achievements from the students with the use of graphic organizers and with its implementation. By using the rubric and the checklist, numerical data was obtained to evaluate the results from the performance task.

The rubric was applied to the students by the teacher in two opportunities during the three sessions. The main points from the rubric were an appropriate title and labels, lines, boxes, and texts are neat and legible, the information applied is correct, the spelling, grammar, and punctuation of the text, information in a manner that is easy to follow, understanding of the topic, the relationships between the information are correct and clear, the concepts are shown properly. it was adapted from Williams and Wooldridge (2018). (Appendix A).

The checklist was used by the teacher during the three sessions in order to control the advance from students and reviewed a general idea about the reading comprehension, the criteria applied was: make and support inferences, define and identify the theme, written summary, analyze, identify story elements, identify point of view and compare and contrast themes (Appendix B).

To answer the second research interrogation: to what extent will graphic organizers improve reading comprehension? A pre – test was shown before the innovation in the first day of class, the test was an adaptation of a reading comprehension section taken from the British Council website, the test was divided into three parts: First, they had to match characters with places, second, they had to choose correct the answer from questions based on the reading and the third part was to develop a graphic organizer (Appendix C).

In the last day of class, a post – test was given to the students to check the improvement of reading comprehension skills. The post – test was designed based on a reading taken from the British Council, the post – test also included a match exercise and a section where they had to choose the correct answer, in the final part they had to create a graphic organizer (Appendix D). Both tests provided quantitative data to the study.

The surveys answered the third question: What are students' perspectives towards the innovation? The post – survey which was designed by the researcher with six statements was filled out by students at the end of the final session to assess students' perspectives, feeling, thoughts about the innovation. Students responded to six statements which are about the experience of learning through Cmap tool, the

convenience of applying Cmap tool, the feeling of improvement in the reading skill, the expectations about the innovation and the use of graphic organizers for reading their answers were based on a Likert scale of 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 4 strongly agree (Appendix E).

In order to determine the reliability of the survey, data was entered in the statistics software was used in this case the statistics package for the social studies (SPSS) to prove reliability which is 0.823 for the post survey. A demographic pre – survey was conducted to describe the participants in terms of their background, gender and access to internet among others (Appendix F).

Ethical Standards

As this study was conducted in a public university setting in a Centre downtown of Guayaquil, the class was assigned to the researcher with an authorization from the main authorities in the faculty, ethical issues arose between some moral and social values. First, the guarantee of a responsible conduct during this research with honesty, confidentiality, and respect for intellectual property. Furthermore, during the different phases of the study; namely: methodology, data collection, and analysis were addressed with objectivity to avoid bias from the teacher’s perspective towards students.

Lastly, all the information obtained from this study was used by respecting institutional guidelines and laws, which are specific for this kind of study. The participants of this research were named by codes; their participation and resources were acknowledged; and the students obtained their participation credit into the research.

Data Analysis

All the Data acquired from the following research interrogations were examined in accordance with the innovation proposal applied to the students:

RQ#1: To what extent will graphic organizers improve summaries? During the second and third sessions of implementing the innovation students were asked to create summaries for making their graphic organizers based on a checklist and rubric to evaluate how they applied summary strategies based on narrative texts, the collected data was analyzed in SPSS to obtain frequencies of each component of the instruments during the implementation.

RQ#2: To what extent will graphic organizers improve reading comprehension? The pre – test was used before the innovation proposal and the post – test was applied after the innovation scheme, both were conducted and their results were considered as an evidence of students’ understanding about reading comprehension including reading components, summarize and narrative. A software called SPSS (Statistical Package for the Social Sciences) was employed to get the denote, mode, average and standard variation as descriptive statistics. The outcome size was used to calculate the impact of the innovation.

RQ#3: What are students' perspectives towards the innovation? At the end of the innovation during the last session a post – survey was applied to measure the acceptance from the 25 students to use Cmap tool for a better comprehension of the narrative texts during the class to obtain better results.

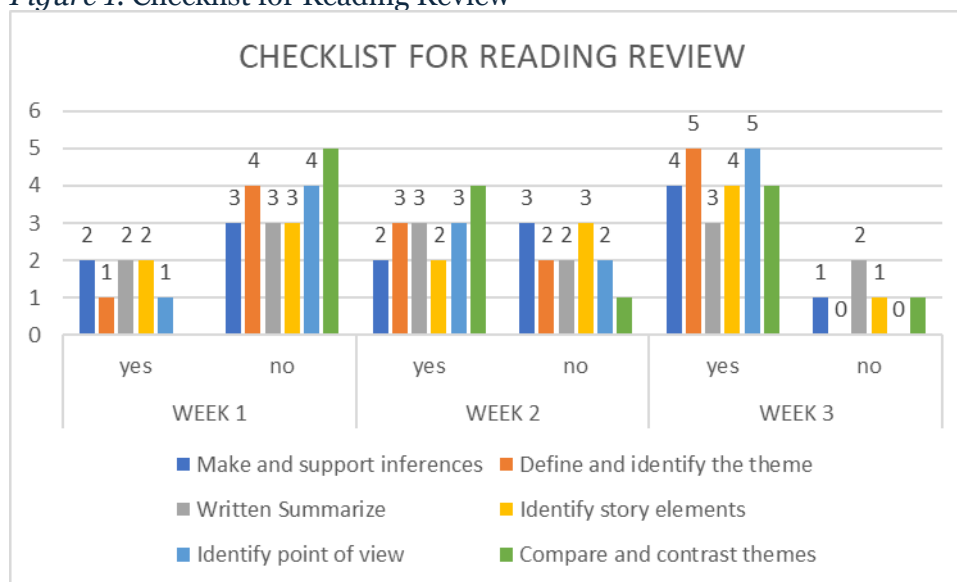
Different variables and criterion were generated to upload the information from the surveys in The SPSS software, which results are shown by graphical results for a simple and better comprehension.

Results

The principal objective of this study was to determine the benefits of using graphic organizers to increase reading comprehension. The quantitative mechanisms delivered information to answer the next research questions.

To address the first research question of this study: *To what extent will graphic organizers improve summaries?* During the first and the last weeks of the innovation a checklist was applied in which the teacher marked in “yes” or “no” for the different summaries’ components about the narrative texts. In the figure 1, the results are shown based on a total of 5 groups which are composed by five students per group.

Figure 1. Checklist for Reading Review



It is important to know that before structuring their summaries student’s completed graphic organizers, next the results in the figure 1 of the content and use of the graphic organizers. The figure 1 shows that further than twenty students contained almost all the necessary components that were stated in the previous checklist in their summaries. A total of twenty students possibly will achieve the first element related to make and support inferences, this means the students had the knowledge to define and identify the theme, most of the students wrote their summaries without difficulty, they were able to analyze, compare and contrast story elements based on a clear identified point of view. More than 80% could compare and contrast themes to reach the goal.

A rubric was applied to evaluate the performance task. This rubric was designed to evaluate how much the students have developed each criterion. It was given at the beginning and at the end of the innovation. Based on the data shown in table 2 a clearly improvement is shown, 100% of groups included in the graphic organizer an appropriate title and labels, 100% demonstrated an understanding of the topic, its relationships and related concepts and 80% of the students used the correct information in the graphic organizer.

Table 2.
Comparison before and after innovation

RUBRIC IN TERMS OF GROUPS COMPARISON BEFORE AND AFTER INNOVATION		
CRITERIA	pre	post
The graphic organizer has an appropriate title and labels.	2.8	5.0
The graphic organizer's lines, boxes, and text are neat and legible.	2.2	3.8
The information in the graphic organizer is correct.	2.6	4.8
The spelling, grammar, and punctuation of the text on the graphic organizer are correct.	2.4	4.2
The graphic organizer presents the information in a manner that is easy to follow.	1.8	4.6
The relationships presented in the graphic organizer are correct and clear.	1.8	4.0
The form in which the graphic organizer portrays the information is appropriate to the relationships being represented.	3.6	4.8
The graphic organizer demonstrates an understanding of the topic, its relationships & related concepts.	2.2	5.0
The graphic organizer fulfills all the requirements of the assignment.	2.4	4.8
Overall, the graphic organizer represents the student's full potential.	2.4	4.4

This table demonstrates that most of the groups got a suitable comprehension 80% presented the information in a manner that was easy to follow and 80% of the information in the graphic organizer was correct. However, 40% of the groups found problems related to format based on how to choose the graphic organizer's lines, boxes, and text in order to make them neat and legible, as a result of their low digital competence.

To answer the second question: *To what extent will graphic organizers improve reading comprehension?* In accordance with the outcomes from the pre – test and post

– test they presented a significant difference in students’ comprehension about the content they have already read. The outcomes of both tests are submitted in figure 2.

Figure 2. Comparison of the pretest vs posttest

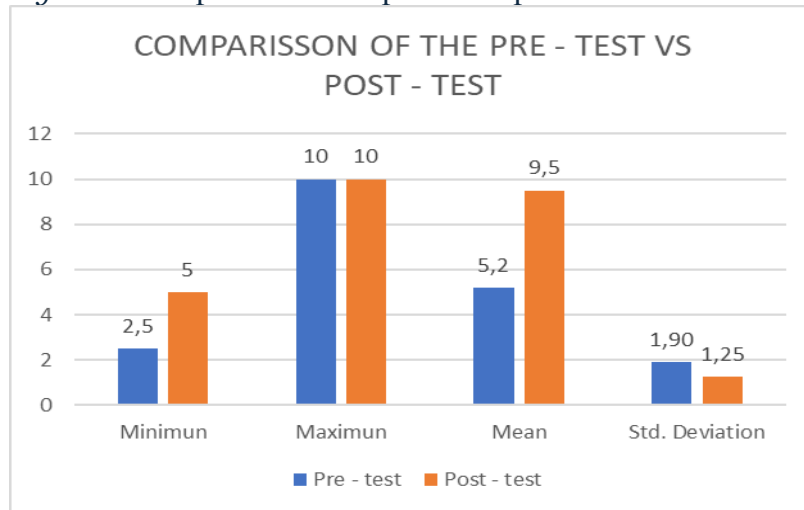


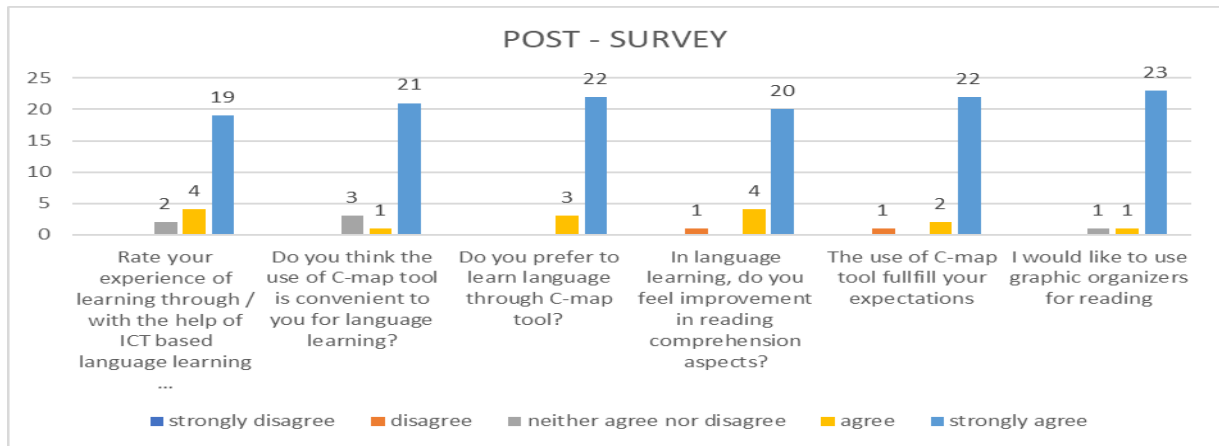
Figure 2 shows the minimum as well as the maximum results, which means that the standard deviation was acquired from the pre – test and post – test. It illustrates that the mean of the post – test is higher than the pre – test and the standard deviation is lower in the post – test which is appropriate for the research. Another useful part of the graphic is to see that the minimum of the grades increased from the pre – test (2.5/10) to the post – test (5/10).

With a p value = 0.000, it was concluded that there was statistical evidence that the results are statistically significant. It means they did not occur by chance, but they were result of the implementation. Therefore, it was concluded that results from the pre – test (5.2) verified a positive increase in the post – test (9.5).

Additionally, the outcomes indicated a Cohen’s *d* (Mean of pre – test, produced by post – test / combined with the Standard Deviation) = 2.687 which involves a large impact range. Cohen (2013) stated that 0.20 upwards is a small difference, 0.50 upwards is a moderate difference and 0.80 upwards is a large difference. In other words, the data indicates that students’ reading comprehension skill was improved after the application of the innovation.

Regarding the third question: *What are students' perspectives towards the innovation?* A post – survey was conducted to the students at the end of the final session. Results of the survey evidenced that students strongly agreed about the benefits to apply ICT to improve reading comprehension by the use of graphic organizers.

Figure 3. Survey About Innovation



In this figure the blue highest bars represent most of the twenty-five students involved in the innovation, they strongly agreed with each of the six components, this results reveal that students consider that applying ICT is a good strategy for a better reading comprehension by the use of graphic organizers.

Discussion

The main purpose of this research was to demonstrate how effective are concept maps of graphic organizers for increasing comprehension in reading for English students. This research provided insight into the benefits of using one specific type of graphic organizer. This study ran a clear comparison between the two tests before and after using graphic organizers for reading comprehension. Although they are both encompassed in evidence-based practices, it determined that it was more effective for these students.

As the results show, in the first research question: *To what extent will graphic organizers improve summaries?* Accordance with the results it was determine that some students could create a well-structured summary including an introduction, development, and conclusion paragraph. They also include the principal elements of a story were used in the paragraphs as Chen and Su (2012) suggested in their study. At the same time many of the students included the story components like characters, problem, setting, and solution, among others. The summaries also included the sequencing words (first, then, next, and last) in accordance with the study of Freedman (2012).

Stenson (2006) stated that graphic organizers helped the students remember relationships and events. It was also evident that in the summaries were considered several important and essential components such as main characters and setting which belong to narrative texts (Freedman, 2012) were used by most of the students. Summarizing was very helpful for learners to get a complete comprehension of the story as per the study carried out by Pečjaka and Pirceb (2018).

For the second question: *To what extent will graphic organizers improve reading comprehension?* It is necessary to mention the evidence of the low comprehension of students while reading at the beginning and how well they understand the information of the reading when they apply graphic organizers because they were able to classify information with appropriate supportive ideas. In accordance to Gamboa-González (2017).

It is necessary to recognize that comprehension is also considered as a procedure in which readers get meanings by conjoining with the text through the mix of earlier knowledge and previous experience, data in the text, and the views of readers joined to the texts, so that understanding is linked with knowledge, experience, information and

the contents of the texts. As evidence Candlin and Hall (2011) stated that “reading is the ability to draw meaning from printed page and interpret this information appropriately”.

Lastly, for the last research question: *What are students' perspectives towards the innovation?* In relation with the results of the survey of this study, the students stated that the summaries helped and facilitated their complete reading comprehension. A significant number of students recognize the story components like: characters, setting, important situations, problem and solution, including others. Students felt they were capable to select and classify information, to complete the graphic organizers and understand the different parts of the reading. Strategies that were considered by Ozdemir (2018).

After the application of graphic organizers to extract main ideas of the reading and separate its contents students get inspired, motivated and proud of themselves how helpful it was to work with graphic organizers because they compared their difficulties in the comprehension before using graphic organizers. They also discovered the facility to understand and relate the information of the reading. In fact, reading comprehension is an essential skill for students to develop in each level. Studies have shown that graphic organizers aid in student comprehension of texts (Sam & Rajan, 2013). A very similar study showed that graphic organizers help students recognize text structure in reading passages or textbooks (Ropič, & Aberšek, 2012).

Conclusion

Graphic organizers are considered as a widely used technique in classrooms because of their positive effects on students, no matter their gender, age, level of English. This research study has led to positive conclusions about the use of graphic organizers with students. They have shown to be completely effective with English language learners and reading comprehension.

Based on the action research reported in this paper, it can be stated that the creation of concept maps with the CMap Tools software can empower EFL students in different ways. First, they learn to organize, and structure knowledge acquired from texts in another semiotic code: the visual one. Second, through the representation of texts graphically shown on the computer screen and the relationships between concepts being more evident, students' comprehension and retention of text frameworks were enhanced. Third, the students also realized they can read well in English, once they apply appropriate strategies. Furthermore, their self-esteem increased as they feel they are able to comprehend texts written in English in a more efficient way. The use of concept maps powered by the CMap Tools software can be a useful and efficient strategy to achieve this goal in classes.

To sum up this study guided the researcher to provide more feedback to all kind of learners about the application of the appropriate strategies to summarize with the use of CMap as graphic organizer. According to the following international institutions such as: National Reading Panel report, with the purpose of increasing reading, National Institute of Child Health Human Development (US), who take care of children's health, National Reading Excellence Initiative, working on reading improvement, National Institute for Literacy (US), & United States Department of Health (2000), institution working to develop literacy in the country, fluency is reading accurately, quickly, and expressively. These three critical elements work together to produce fluent readers. Fluent readers recognize and comprehend words simultaneously while making sense of the text as they read.

Limitations

An important issue for the implementation was the students' digital competences for applying the different technological resources into the classroom, because during the lesson plan they had to use apps or hardware, which were not taught, it was assumed that university students were able to follow the teacher's instructions.

A relevant limitation was the technological equipment available in the university for every student although they were working in collaboration, they needed a single computer, smartphone or tablet to work properly. Another difficulty was the effectiveness of the connection which sometimes worked well and continuously and sometimes it stopped and interrupted the activity and students have to restart.

Lastly, it was a limitation to observe when students demonstrated lack of interest to learn the language which becomes into an obstacle during the learning-teaching process.

Recommendations

It is suggested to train the students to develop their technological abilities before using the apps. It would be ideal to enhance the use of technological strategies to motivate the interest of students to learn the language because students will feel comfortable working with updated tools.

It would be recommended to install more machines because it would be beneficial for students to work independently. The connection in the institution is a disadvantage that needs to be checked and improve the range of connectivity so that students could work effectively.

Through observations it could be discovered how and in what subject areas teachers could use graphic organizers. There are many different options for implementation of graphic organizers so observations of the settings and content in which they can be used would be beneficial for future applications. Graphic organizers also could be supplemented into many lessons as part of the whole program.

A research could be employed to see how teachers are incorporating graphic organizers to enrich their students' learning process to continue with the same models or to make the necessary adaptations. Additionally, this kind of study could be applied in upper levels as a proven method to guarantee the understanding of reading to reach the B2 level.

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CHAPTER V

DEVELOPMENT OF READING COMPREHENSION WITH GRAPHIC ORGANIZERS FOR STUDENTS WITH DYSLEXIA

DESARROLLO DE LA COMPRESIÓN LECTORA CON ORGANIZADORES GRÁFICOS EN LOS ESTUDIANTES CON DYSLEXIA

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RESUME

The executed research will permit the creation and design of a handbook with easy-to-read stories that would increase their receptive abilities in a foreign language in the learning process of students with learning disabilities (dyslexia). This academic work has also the aim of analyzing the impact of graphic organizers in the development of reading

comprehension accordance with the level of English of each student. The theoretical foundation is constructed by the contents previously defined in the problem; with specific bibliography for the scientific content. Statistical analyses of information were taken into consideration. These analyses determined the importance of the implementation of a handbook that would include a short and a long text, vocabulary in context, strategies to improve reading skills, and unit assessments to evaluate the knowledge of students in each unit. This will let the students to develop multiple skills with the guidance of the teacher. This innovative material has as a main target to help the learner to decode phonemes and to identify structures of the story through charts and pictures.

Keywords: Dislexia - Reading Comprehension - Graphic Organizers

RESUMEN

La investigación ejecutada permitirá la creación y el diseño de un folleto con cuentos fáciles de leer que aumentarán sus capacidades receptivas en un idioma extranjero en el proceso de aprendizaje de estudiantes con dificultades de aprendizaje (dislexia). Este trabajo académico tiene también el objetivo de analizar el impacto de los organizadores gráficos en el desarrollo de la lectura comprensiva según el nivel de inglés de cada estudiante. La fundamentación teórica es construida por contextos relacionados a las variables definidas en el problema; con bibliografía específica. Estos análisis determinaron la importancia de la implementación de un folleto que incluya un texto corto y largo, vocabulario en contexto, estrategias para mejorar habilidades lectoras, y unidades de evaluación para determinar el conocimiento de los estudiantes en cada unidad. Esto permitirá a los estudiantes a desarrollar múltiples destrezas con la guía del profesor. Este material innovador tiene como objetivo principal ayudar al aprendiz a decodificar fonemas y a identificar estructuras de cuentos cortos a través de cuadros y figuras.

Palabras Clave: Dislexia - Comprensión Lectora - Organizadores Gráficos

INTRODUCTION

When students are learning a foreign language like English, one of the skills to develop is Reading Comprehension. If students do not understand well the content of the reading it would be difficult for them to grow in the learning process of the new language. The development of reading comprehension becomes harder when the students show a difficulty in the knowledge apprehension which can be appreciated as learning disabilities and involve some negative aspects in students who have the principal role in the learning process.

In the Ecuadorian Public Institutes is not very common to observe children with this kind of problems, it can be possible that exists a few cases but it does not mean that Ecuador does not present students with learning disabilities by the contrary it presents some cases but the fact is that the Ecuadorian Schools do not have trained teachers that can help learners with their disabilities or maybe teachers do not know or they are just not interested in this theme and for that reason it is so important to know pretty well these Learning difficulties in order to help students while they are learning another language.

If the students do not own competent reading comprehension skills to perform what the teacher requires, it will become harder to understand the content of the reading and without comprehension students get confused and cannot work in any activity. Reading is not only a simple action of observing words from one side to the other while making them sound, and it becomes worse if the students are not really focusing on what the page says it has no connotation. There are various purposes for what people read, however the main target is to obtain some apprehension of what the author tries to transmit and use the gathered information. This is the reason that makes reading comprehension skills very substantial. The lack of this ability does not let the reader to assemble data and employ it in a proficient aim.

The absence of the use of adequate resources, unable the students to learn and apply the correct analysis, interpretation, relation, and identification of messages in the readings of English texts, consequently the objective of this investigation is to analyze the impact of graphic organizers in the reading comprehension of students with learning disabilities through a bibliographic study, a statistic and field analysis, to design a handbook with easy-to-read stories, based in the essential fundamentals: Epistemological, Pedagogical, Psychological and Legal.

One of the principal difficulties in the learning that the actual society faces is the lack of comprehension of reading, because it is what gets confused to read in spite of understanding the contents. Mckee (2012) states that “Reading is a very important part of an individual’s personal and educational growth, it is the concept of comprehension that may be even more important. A person needs the ability to understand what the writer is attempting to communicate.” (p. 45). In other words, students do not own competent reading comprehension skills to perform what the teacher requires them to do. Without comprehension, reading is only a simple action of observing words from one side to the other while making them sound, but the students are not really focusing on what the page says it has no connotation.

Some factors that influence the learning process of students with disabilities as Dyslexia are the lack of trained teachers with an adequate ESL methodology, the absence of the use of graphic organizers to improve reading skills, and the need of suitable resources for students with learning disabilities.

According to Gina Kemp, M.A., Melinda Smith, M.A., and Jeanne Segal, Ph.D. Last updated: December (2017), “There are two types of learning disabilities in reading. Basic reading problems occur when there is difficulty understanding the relationship between sounds, letters and words. Reading comprehension problems occur when there is an inability to grasp the meaning of words, phrases, and paragraphs.” Reading is arguably the most difficult skill to be developed, especially for students with learning disabilities. One of the most common problems for ESL (English as a Second Language) students is Decoding Difficulties. ESL students cannot decode phonemes and separate them from the sounds; this difficulty frustrates students because they have problems in pronouncing the words and identifying the sounds. By not being able to pronounce words properly, they do not read with expression and they ignore punctuation. Decoding Difficulties is also linked to students with Dyslexia.

At the present time, it can be observed that there are a lot of people with both physical and mental or sensory worldwide disabilities, this figure can be uncountable but it is in sight of the human beings, it is common to find people with inabilities at home, at work

and the most frequent place is at school, even in developed countries. But unfortunately, in many cases these people are marginalized by the society which they belong.

LDAC (2015) asserts that “Learning Disabilities refer to a number of disorders which many affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information” (p. 1). It can be added that a Learning Disability is a general word that details specific problems in the learning process which directly affect to people in their learning abilities, the most common affected abilities are; Listening, Writing, Speaking, Reading and also in others sciences of study like Maths, Chemistry.

Hancock (2009) points out that “Besides dyslexia, there are numerous types of learning disabilities that appear in school-aged children” (p. 1). In the same line, Learning RX (2009) says that “In addition to the cognitive processing categories, some types of learning disabilities are more specifically defined by education based labels such as reading, writing, language, and math” (p. 1). Some different learning disabilities are:

-**Dysgraphia:** “The student has trouble reading written words fluently, out loud” (Learning RX, 2009, p.1). This disability is the result of Dyslexia which lacks the motor coordination and it causes problems in order to understand the space, therefore, it can be said that this incapacity affects the writing skill.

- **Dyscalculia:** “The student struggles with math problems and concepts” (Learning RX, 2009, p.1). Dyscalculia is considered as a disability that affects to the learning mathematics process.

- **Dyspraxia:** “It is considered as a motor condition disability” (Learning RX, 2009, p.1). When it is spoken of Dyspraxia it directly makes reference to the problems or the inability of a person to perform moves in the right way, it is difficult for to be concentrated in order to make a good and coordinate movement.

- **Aphasia:** “The student has difficulty understanding spoken language” (Learning RX, 2009, p.1). Aphasia is known as a disorder caused by damage to certain areas of the human brain that affects not only the language but also writing, reading and in many cases, it makes difficult expressing something that people want to say.

- **Central Auditory Processing Disorder:** “A sensor disability related to processing sounds” (Learning RX, 2009, p.1). This kind of disability makes people in this case scholars cannot recognize the different words’ sounds making difficult for them to understand and process what people are talking about.

- **Visual Processing Disorder:** “A sensor disability related to processing images” (Learning RX, 2009, p.1). This class of inability as his name indicates, affects to the humans’ eyes but this does not mean that people cannot see but it does not allow that the person cannot distinguish some images from other groups or by color for example, etc.

- **Dyslexia:** Borton (2014) asserts that “Dyslexia is an inherited condition that makes it extremely difficult to read, write, and spell in your native language despite at least average intelligence” (p. 1). In line with this, it can be added that Dyslexia is the most common disability that affects the language specifically to the reading in children making difficult for them to have a good comprehension of it and it is usually associated with Dysgraphia and it is due to have problems with the writing skill. If a person has Dyslexia it does not

mean that he has a low grade of intelligence and it is due to the fact that it is independently of factors like cultural, emotional or intellectual, often this class of disability is transmitted in genetic form.

On the other hand Kemp, Smith and Segal (2015) say that “Reading comprehension problems occurs when there is an inability to grasp the meaning of words, phrases, and paragraphs” (p.1). With the previously mentioned, it can be exposed that Dyslexia involves a lot of things that must be developed and enhanced with urgency in order to improve reading comprehension in students. Talking about educational field, usually school institutions do not provide a good learning environment for learners with Dyslexia, more than this; those students sometimes are not part of the classroom even when they are in class.

Similarly Johnson (2013) says that “Armed with an understanding of this distinction, we parents can speed less time in fruitless battles with schools and more time on the important work of helping children get the assistance they need from all sources” (p.1). According to this, it can be added that the main barrier for children with Dyslexia are the schools, nowadays, in Ecuador there is a few institutions that are working with learners with learning disabilities.

Kovar (2009) points out the following “There are five quick strategies for increasing the reading comprehension; Pre-Reading predictions, Chunk Summaries, 3 step post reading review, Describe the reading to someone else and Make a mind-map” (p. 1). According to this, there are some strategies in order to help students in enhancing their reading comprehension and it is necessary to be familiar with these kinds of strategies, therefore it will take five of them as examples.

Quick Strategies

- **Pre-Reading Predictions:** This type of activity allows students to make an explanation and an increment of their knowledge and previous experiences according to the subject that they are going to read. It also allows learners to know the vocabulary or the terms in order to make a good understanding of the text. In addition, this activity stimulates the predictions about the text, making easy and reasonable the reading goals. Chunk states that this activity consists that a student makes a summary of each paragraph, which consists of doing one or two sentences about each paragraph but each of these summaries must be written in their own words. Once the student has made the summary of all reading paragraphs, the student must do a summary of all summaries, if the activity is in group, learners can compare the summary with their classmates in order to make a better understanding of the extra that will be read.

-**Post Reading:** The student must divide the reading in three steps which in first place the learner has to write about the author’s ideas, as a help the student can use the written summaries used in the Chunk Summaries activity, with the use of this activity, the reader will understand the written message by the author. Then as a second step, the student must write the importance of the text for the author and for the reader then the learner must do a comparison between both. Finally, the student must determine how the text is structured.

- **Describe the reading to someone else:** The learner must detail what he has read what using his own ideas or words, in fact he can describe what he has read to his family in order to practice his reading comprehension but he must use an appropriate language

in order to make easy including a good understanding for the listener. The main idea of this activity is to help students in describing how the text had an impact in his life if that were the case.

-Make a mind-map: It is considered one of the best techniques for improving the reading comprehension. In this activity the student must put all his thoughts, summaries and his appreciations about the text that he has read in a comprehensible graphic, but it is not necessary that the student writes all the reading information, by the contrary, he must write few words or main ideas in order to connect or make a relationship with the other graphics making easy for him at the moment of speaking or explain his ideas with the rest of the class.

According to 120 Guidelines for easy-to-read materials (2010) There are two slightly different definitions of the term "easy-to read" One means a linguistic adaptation of a text that makes it easier to read than the average text but which does not make it easier to comprehend; the other definition means an adaptation that makes both reading and comprehension easier. To achieve such a product, the writer/publisher must take into consideration content, language, illustrations, as well as graphic layout. These stories are designed considering the age of the students and are created to put in practice a particular reading strategy, such as compare and contrast, sequence of events, story structure, etc. These texts are designed to catch the reader's attention and to motivate them with focalized stories and pictures. Using these types of readings, students can concentrate in one strategy at a time and can be directed by the teacher in order to develop them properly.

As it is mentioned in different Learning Theories, the human mind naturally organizes and stores information, consequently our minds create structures to store newly acquired information and connect it to previous knowledge. The graphic organizers are visualizations of these mental storage systems, and serve to support students in remembering and connecting information. Through the graphic organizers learners can arrange, compare and connect the information for a better comprehension, so that graphic organizers are considered as effective pedagogical tools for organizing contents and ideas that will facilitate learner's comprehension. The use of graphic organizers helps students internalize what they are learning.

This educational project is based and directed on this kind of learning disability because is very familiar to find children with this problem during their scholar age, where is a real challenge to carry on with this difficulty and for this reason there is a need of helping learners with their learning disabilities in order to provide them an education of quality accompanied by an excellent environment.

METHODOLOGY:

The principal aim was to find the reality of the education as well as the importance of the topic that is why different instruments for evaluation were used. The instruments were: a survey, an interview and observation guide.

This research study is set in the qualitative and quantitative mode of a feasible project which will take theoretical principles and it will be able to materialize in a mediate period as long as the procedures allow implementing the necessary resources to develop and

change. It was developed using the logic of research from the theoretical support of the variables until the interpretative processes as well as the quantitative data got from tabulations of the survey and interviews.

Theoretical Methods:

The authors of this project applied the qualitative and quantitative methods in the process of collecting information. In the qualitative method the authors examined the general nature of the problem which provided them a lot of valuable information and this method also contributed to identify the main factors that were measured in breadth and depth which help to them in order to explain the behavior of the problem. Wyse (2011) indicates that “Qualitative method is used to gain an understanding of underlying reasons, opinions, and motivation. Qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem” (p.1). In the Quantitative Method: they collected data which comes from a calculation or measurement of a determined categories or elements in order to check an existing theory putting them in a numerical or statistical form.

Empirical Methods:

The investigators applied empirical instruments starting with the Observation, which permits to identify and adapt the information found in the chosen context in order to work with specific facts through a physical document as the observation form. Document that has a structured type that shows the most important points of this research. The interview for data collection through a professional dialogue for acquiring information about what it wants to investigate. The survey is considered impersonal because the questionnaire does not include the name or any information of the persons who responds due to the fact that this information is not necessary

Mathematical and Statistical Method:

Mathematical and Statistical Analysis: This method helps to collect statistical information, which is explained in tables and graphs and shows the difficulties and strengths accordance with each measure. And the Chic Square was applied used to demonstrate the relation between the two variables studied.

RESULTS

The majority of the surveyed students indicated that to understand the main idea of a book is difficult for them because the teachers do not apply new methodologies in order to develop their reading comprehension.

Students were strongly agreed that the use of graphic organizers will help them to understand the information of the readings, because it is divided in different sections that will help them to relate each part. that the use of graphic organizers, as the Venn diagram, helps to obtain a better reading comprehension which is necessary that teachers use this strategy in their classes in order to help students with any learning disability.

Most of learners accepted that the motivation in the design of graphic organizers enhances the foreign language learning, and they also indicated that this type of

methodology makes more interesting to learn any subject. The hypothesis of using graphic organizers in class help to have a better comprehension of a specific topic in the classroom.

CONCLUSIONS

The development and implementation of this proposal wants to provide a didactic material to the English teachers, which will be a great benefit because applying this teacher's resource in their classrooms, they will improve the quality of education to the learners, especially for students who present learning disabilities like dyslexia, dysgraphia, dyscalculia, etc.

The different activities using organizers of ideas are specifically designed to develop comprehension of the content students are reading. It also will motivate students with dyslexia to be integrated, participative in the class because they are involved with the content of the readings.

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CHAPTER VI

VOCABULARY ACQUISITION AND ITS INCIDENCE IN THE DEVELOPMENT OF FLUENCY IN THE ENGLISH LANGUAGE

ADQUISICION DE VOCABULARIO Y SU INCIDENCIA EN EL DESARROLLO DE LA FLUIDEZ EN EL IDIOMA INGLES

This work was developed after living difficulties with students of eighth course who don't understand texts in English. Students get demotivated to continue reading and developing exercises which were extremely hard for them because they couldn't understand what they were reading, consequently some students get frustrated and gave up practicing reading. This investigation describes the different types of techniques frequently used to develop reading comprehension. A survey was applied where students express their emotions while they read in English and they do not understand very well the content of the text, at the same time we had the collaboration of the authorities and teachers of the school. The work also includes conclusions and recommendations for the teachers and for the students and finally a guide with exercises to develop comprehension in the reading. It is remarkable to consider that the benefits would be for all the school community, which means authorities who will see the progress in the students, the teachers who will feel motivated to work reading exercises and for the students who will enjoy when they realize how much vocabulary they understand in a context.

My name is Jacqueline López L. I'm from Ecuador. I've got two masters' degrees to teach English and I am studying a Doctorate in Education. I've worked teaching English for about

20 years since primary, high school and university. Now I´m working for the University of Guayaquil as English Coordinator in the School of Languages and Linguistics.

Jacqueline Elizabeth López López
Johnny Campoverde

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I really appreciate my coauthors help ing. Johnny campoverde l.

Msc lizmary feriz o.

With their contribution i finished this work which makes a dream to come true.

Thanks to god and my parets for the life and thanks to my husband and sons for their support to achieve another goal in my life.

- JACQUELINE

ABSTRACT

This investigation studies the influence of vocabulary in the oral expression. For the purpose of providing some useful vocabulary banks for the teachers to be applied with students to learn and use them when they work in activities related to oral expression. The authors of this research noticed that students did not want to get immerse in some speaking exercises provided by the student book, the students feel unsafe about what they are going to produce and the idea of the topic to be developed. Also teachers have problems at the moment of working with vocabularies during the development of speaking activities because of the vocabularies knowledge from the students, they need to translate each word in L1 and it produces confusion in the students when they are speaking in L2. Different scientific methods were employed such as: Analysis-synthesis, inductive-deductive, historical-logical, and systemic- structural-functional. To illustrate these ideas, the techniques and tools used were: Direct observation, interviews, and a survey. The principal aim of this research it is to show the deficiency students have to progress in one of the most important skills in learning a language and for communicating their ideas following enounces from the book or the teacher. Although the numberless hours teachers have, it is never enough if the students do not obtain an adequate vocabulary bank in their hands, is for that reason that they have to keep in mind that any material to make their students to go to the right way and to continue their progress will always be the best platform. The most important donation is the design of a didactic guide full of vocabulary and common expressions for teenagers from eighth Grade for the development of the Oral expression.

KEYWORDS:

vocabulary banks – oral expression – speaking – skill – didactic guide

PROLOGUE

One of the principal commitments for the development of a great nation is the teaching of an international language which is an important resource for the communication at any educational field, the use of English as a way to share ideas, to continue with post-graduate studies, including the representation of the country worldwide.

Generally speaking is one of the most effective skills in the learning process of English. This skill is a preferred resource at the moment of teaching any foreign language and the learners need to overpass many barriers to get the enough knowledge of vocabulary to express ideas, give opinions, interchange information and feelings.

The use of an appropriate vocabulary could be a great problem for the students when they want to perform an educational activity and even on the daily practice of the English language, that is why it becomes into the principal factor of this research, the main purpose is to find a solution to this problematic and the proposal was created by a deep study of the students' needs and their difficulties to get the fluency to communicate in English.

The topic of this work is "Influence of the Acquisition of Vocabulary in Oral expressions" as a support resource for English Teaching to learners. This study has as a main objective to improve the communicative activities of students from eighth course through surveys where direct results could be gotten about the deficiencies in the English language based on their own contexts and their real level.

JUSTIFICATION AND IMPORTANCE

The investigation was based in two variables, the dependent variable is the development of the speaking skill and the independent variable which is the acquisition of vocabulary.

The variables are measurable because of the use of instruments like: a survey dedicated to the students of the institution, an interview to the English teacher and an observation sheet, which spread out causes as: necessity of importance in vocabulary field, number of new words, insufficiency of images to support the meanings, insufficiency of techniques to acquire vocabulary and absence of vocabulary comprehension in context. All these difficulties determine consequences as: definitions which become difficult for students, unmotivated students to learn, application of resources for translation, superficial learning of new vocabulary and the necessity of reinforcement the learning of new vocabulary.

It is a simple, clear and concrete topic because it refers to the limitation of fluency to speak in the English language because of the lack of more vocabulary and the necessity of specific vocabulary to be applied in common circumstances for the learners. It is limited because it will be applied to the students at Eighth Basic Education.

It is feasible because there were applied studies in the real field of education and there are theories that give support to this topic.

And there is also the availability of the economic and didactic resources to carry out the project.

The aim was to examine the influence of the acquisition of vocabulary skills to

speak, through a literature review, analysis and field, to design a guide. The specific objective is to define the influence of the acquisition of vocabulary skills to speak, through a field study.

This investigation will allow putting forward a proposal of improvement to develop the skill of speaking that it's relevant for the communication in the English language. It's appropriated since the context in which the students and teachers are involved. through the survey could be gotten direct results from deficiencies in the English language based on their own contexts of this level.

Nowadays, the development of the language in English had been an important factor for the world and is necessary that the students of the country obtain a good level of vocabulary especially in their oral expression. This problem was set in the eighth course of general basic school year. They receive a poor level of English and they don't have the enough practice for having an intermediate level in oral expression, is for that reason that this subject could be difficult for their comprehension because they don't understand the native expressions. This work is on a methodological design based on a field, bibliographic and statistics research

Therefore, the students cannot express their ideas in a clear way; they can't take dictation, write words, identify the correct grammar rules and learn new vocabulary in the English language.

The necessity of didactic resources is a problem because the students do not have adequate material for learning words which are used in a daily way. All these factors produce a necessity of interest to the students at the moment of learning a new language.

OBJECTIVE

To examine the influence of the acquisition of vocabulary in oral expression, through a bibliographic study, analyze field, in order to design a didactic guide for the benefit of students of eighth general basic year.

DEVELOPMENT

The aim of this project was to investigate the development of the four skills in English in public institutions, where several difficulties were found considering their mission is that graduates have to become into leaders in the transformation of technical education, through innovative programs and research skills of high quality that promote the community development in the scientific and technical knowledge, sequentially acquired and practiced according to the requirements of the productive sector and as a vision in these institutions is to train young people with quality and warmth, able to adapt to the requirements of today's world, liveries and lovers of democracy, prepared for life and leadership capable of providing solutions that contribute to the development of the society, applying values in all areas, that operate with positive attitude, critical thinking, reflective opinions and creativity.

The principal of the Institutions are the responsible of the progress of the school consequently they are always thinking on the best programs accordance with the

requirements of the development of the education around the country and the world, this study was focused specially of the students of eighth course general basic school year.

During the Teaching Practice was noticed the necessity of vocabulary in the oral expression of the students in the classroom at the moment of expressing their ideas, is for that reason that this investigation was carried out to find a solution to this problem and propose useful material where could be possible the development of the lexical in teenagers between 12 and 15 years old, the objective through this proposal is to find a solution to the lexical development of the teenagers and to obtain the best results on that field.

Some of the factors that influenced the difficulty to develop the oral communication in English were:

- Necessity of didactic resources in vocabulary field.
- Absence of oral expression in class activities.
- Incomprehension of vocabulary in context.

The aim was to examine the influence of the acquisition of vocabulary skills to speak, through a literature review, analysis and field, to design a guide. The specific objective is to define the influence of the acquisition of vocabulary skills to speak, through a study. Analyze the development of oral expression through studies, analysis, student surveys and interviews with experts.

According to Meara (1980): "the learners have mentioned that foreign language vocabulary acquisition as the main source of trouble learning the language." (p. 221). It means that learners consider learning vocabulary is the principal trouble in learning process.

Furthermore, within the study of vocabulary learning strategies follows the classification of Levin and Pressley (1985):

- Repeat strategy doesn't pose any degree of preparation by the apprentice. They consist simply of thinking, speaking aloud or write the same word several times in order to memorize it.
- Sensory strategies are based on the idea that the vocabulary better retained if processed through different channels and motoric sensory experiences.
- Semantic strategies are based on the semantic processing of new vocabulary; in its analysis and recognition of the "natural" associations you have with the rest of the lexicon, and in enhancing these relations to improve memorization.
- Mnemonic strategies are the establishment of relations "artificial", partnerships created on purpose in order to improve memorization. In accordance with Cohen (1987) defined that: "the value of mnemonics is that makes the student perform an analysis of the word mental activity to create images or" scenarios " contributes to the formation of connections that improve memory." (p. 45)

The learning of new words is influenced by several factors such as the frequency of occurrence of the word, care provided, prior knowledge and the order they appear, so that by learning the vocabulary there is a process ranging from aspects and nuances a term as indicated Laufer (1998) mentioned: "We realize that progress in vocabulary learning is not only a quantitative issue. Knowledge of words may progress from superficial too deep at various stages of learning". (p. 255). Laufer sustains that vocabulary resources produce an immense develops in education system.

Likewise, Pérez Basanta (1999) from the point of view psycholinguistic said "vocabulary acquisition involves three different processes: input, storage and retrieval." (p. 265)

- **Input:** The words are retained in short term memory, depending on the depth to which the entry is processed, this happens in circumstances of attention and then goes to storage.
- **Storage:** It is that information is stored in semantic fields, and elements are organized by associating phonological similarities: structure, accent, sounds and images with words to achieve retention.
- **Recovery:** After the above processes, the words are searched and retrieved quickly. Setting these processes, Pérez Basanta shows three primordial systems for working in vocabulary section related to the attention of the learners through the use of terms and phonological aspects.

There are different Types of Vocabulary which are classified according to the frequency of its application.

Usual vocabulary: The set of terms that are used on the street or in a daily life's speaking, it consists in the common words used by any English native speaker. It is composed of 12,913 words, which are necessary in basic education.

Common vocabulary: Those words make up the usual vocabulary, it is normally used in almost all the aspect of life, and it could be used in family environment, cultural or even social aspects. This vocabulary consists of 1,971 words. This kind of vocabulary is the most used from the educational tasks.

Fundamental Vocabulary: This type doesn't contain any problem, is composed of 210 words with a frequency that can be understood in different and special atmospheres.

- **Classification of Vocabulary:**

Size: This refers to this period as "amplitude" when speaking vocabulary size, and the number of words that learners can learn. Probably the vocabulary size is the only dimension that matter in small vocabularies.

Depth: This refers to the knowledge that the student has reached. It is also considered that the size is more relevant than the depth, because the extensive vocabulary is crucial for the student, as there are hard data that the size of the vocabulary.

Receptive (passive): These are also called passive, when a speaker is interpreted in different situations that receive messages.

Productive (active): Also called active, are the set of units of the mental lexicon, where a speaker actually used in the messages sent.

These four strategies set important pedagogical resources for learning a foreign language using the learners' retentive. As a result, they help a better oral expression by learners.

This investigation project will allow putting forward a proposal of improvement to develop the skill of speaking that it's relevant for the communication in the English language. It's appropriated since the context in which the students and teachers are unrolled in this project.

The oral expression serves as a communication tool between pupils where teachers must generate less encourage to communicate with the acquisition of new vocabulary, this means that through the vocabulary learners can prove their communicative expressions in their environment. According to Aguilera Quinto Edith (2012) in her thesis

"Expression and Comprehension on Language and its Incidence on Learning" (p. 21- 22) has quoted to Douglas Barnes (2007), *Language Strategies in Learning*, said about: "Talking is the main medium through which students explore the relationship between what they already know and the new observations and interpretations of the reality faced. In fact each of us talking to himself to explain our thoughts." (p. 17). In this quote the writer sustains that oral expression is the best way to the students for making up their ideas through oral expression and the observations and interpretations are intrinsic and subjective depending of the thoughts from the teenagers.

Moreover, the role that has performed the oral language in accordance with Antich (1986) said. "The primacy of spoken language lies in the objective reality of nature as a social phenomenon and through verbal communication par excellence Hence the need to give priority to the establishment of mechanisms for listening and speaking, which means that first presented oral language and written language is taught from what learners have learned orally. " (p. 64). Antich states that speaking language is the principal tool for the verbal communication and for learning any language. Also, expressing orally is one of the best means for teaching a language.

Otherwise, the mission of the teacher is to use the vocabulary as a key factor to strengthen the oral expression, to increase the knowledge not only to learn the meaning of each word but associate in order to have greater variability and security in a conversation. According to Monica Torres (2008), who in her book *Basic Methodology for Teaching English*, said: "When a new Word is found in learning English, it is very important to work out its meaning and then to store it in a written form in some way, so that the learner can remember and find it again as necessary". (p. 14).

Torres in her study gave a value message about vocabulary use and affirms that obtaining new vocabulary is the principal factor in the oral expression and it implicates search for the meaning of each word learned that is a priority in an oral expression.

The investigation was based on Epistemological, Psychological, Pedagogical and Legal Foundations.

PHILOSOPHICAL FOUNDATION

This investigation is based on the philosophy because it represents knowledge through practical performances in order to obtain a more evaluative and cognitive knowledge to develop communication. In addition, it seeks to verify the work of learning of oral expression, as Chavez

(2003) said: "The unity of thought that has to give coherence to the different responses offered to all areas of the educational process."(p. 10). In this phrase Chavez explains that the union of thoughts with coherence is the principal factor for strengthen all the educational fields, so the thoughts can be matched in order to make logical sense at any area.

In general, the learning has a relationship between new information and previous information in order to form a cognitivist structure to give exact solutions of problems through the knowledge, skills and habits that they can use.

PSYCHOLOGICAL FOUNDATION

A long time ago, this foundation has been applied in the teaching-learning process by showing that the context in where it unwraps the learners, it makes emphasize to scientific facts involving the growth of cognitive development of learners to build more effectively their knowledge, this means that the new contents are combined with prior knowledge schemes organized logically to be applied in a certain reality.

Besides, the psychological learning has two essential learning approaches that claim depends on the development of social, intellectual and emotional evolution that is the way it organizes the environment, according to several authors such as Piaget, Bandura and Ausubel say about approaches construction of knowledge.

Meanwhile, Cesar Solórzano (2007) in his book "Constructivism: Learning Base Durable" cited Piaget's thinking:

Learning isn't a spontaneous demonstration of isolated forms, but an indivisible activity comprised of the processes of assimilation and accommodation, the resulting balance allows the person actively adapt to the reality, which is the ultimate goal of learning where knowledge is acquired not only by internalizing the social environment, but dominated the construction made by the subject. It is a process in which new information is incorporated into existing structures or patterns in the minds of people, amending and reorganized as a mechanism of assimilation and accommodation provided by the student activity. The development of intelligence is an adaptation of the person to the world or surrounding environment, is developed through the process of maturation, a process that also includes learning directly. (p. 64)

In this quote mentioned by Piaget it is sustained that learning is an important component in the assimilation and accommodation progress and it is an important factor on the adaptation to the reality. Piaget sustains that learning is the only way for developing human criteria and intelligence, which are natural processes in people's life.

Finally, many approaches that refer to the learning of values, attitudes and framed to regulate morality, according to Gabriel Echeverria (2004) in the "Module Educational Psychology" cited the Ausubel's thinking:

Proposed a theoretical explanation of the learning process according to the cognitive point of view, but also taking into account affective factors such as motivation. For him, learning means the organization and integration of information in the cognitive structure of the individual, on the premise that there is a structure in which it integrates and processes the information; the cognitive structure is therefore how the individual has organized instruction prior knowledge. It is a structure formed by their beliefs and concepts, which they must be taken into consideration, so that can serve as an anchor for new knowledge, of adequate or can be modified by a process of transition cognitive or conceptual change. (p. 18)

In this quote Ausubel affirms that in a learning process is important to mention the cognitive point of view and emotional components such as motivation. He also quoted that Learning is a synonym of organization and integration of information for the human mind and the cognitive structure is a prior factor in knowledge.

In conclusion, the new knowledge that learners should have is significantly related in the willingness they must have to learn.

SOCIOLOGICAL FOUNDATION

This foundation determined the way of learning within the society based on laws. Furthermore, within the teaching-learning process, the teacher is the guide for the student to acquire knowledge not only in their social environment but also in their schools; there are relevant factors of learning to define the person on the society.

On the other hand, it is necessary to have in mind that socialization and sociability are two factors to consider, according to Rodriguez, Altarejos, and Bernal (2005).

In the education of the person should be given equal attention to these two aspects (...). If social education is seen exclusively in terms of socialization - mere adaptation to environment-it would have to say that this kind of education as a means of growth, dwarfs the person, because the characteristic of a being that has its nature is to expand it from itself and not cut it in reference to a general and abstract concept or specific guidelines, but changing according to circumstances, and therefore poor in determining socialization. (p. 60)

The writers in this quote wanted to show the importance of social education related to the environment of the students as a synonym of growth of mind acquiring his knowledge in natural circumstances, which means that more time the students are exposed to interchange information among themselves it will help them to learn about their own experiences and their own lifestyles.

PEDAGOGICAL FOUNDATION

This foundation is based on the construction of learning which occurs significantly to develop the skills, integrity and organization, Dolores Padilla de Saá (2003) states that among the advantages of meaningful learning can be considered the following:

It is personal, as the significance of learning depends on student's cognitive resources. It facilitates acquiring new knowledge related to previously acquire significantly as being clear in the cognitive structure of the new content retention is facilitated.

It produces a longer retention of information. The new information to be related to the previous one is stored in long-term memory. It is active; it depends on the assimilation of learning activities by students. (p. 34-35)

Dolores Padilla de Saá considers that learning is always a subjective process in which the students construct the knowledge through a significant progress in the retention of information and the assimilation of learning tasks.

As a result pedagogy arises from the necessity to train learners under a constructivist paradigm to be more socio-cognitive and analytical to be part of the social innovation within the education system.

The necessity of didactic resources is a problem because the students do not have an adequate material for learning words which are used in a daily way. All these factors produce a necessity of interest to the students at the moment of learning a new language.

According to Ferrer (1994) related: "Communicating is to share something between ourselves, that is, is a specific radical and emotional quality of man that arises from the need to contact others, when exchanges ideas that acquire significance or meaning according to common prior experiences". (p. 25). It expresses that the communication is the only way to share ideas between the learners and it is a basic factor developing the learning process in any class.

Consequently, communication in English is an element that needs to be developed, because of emphasizes the oral expression, because it is the set of techniques that determine the guidelines for communicate orally effectively and without barriers.

In the same way, oral expression is based on the communication already that provides foundation for developing other skills for the study of language, this means that develop the ability to speak what others are saying, and for her part Antich (1986) stated:

A long time ago, this foundation has been applied in the teaching-learning process by showing that the context in where it unwraps the learners, it makes emphasize the scientific facts involving the growth of cognitive development of learners to more effectively build their knowledge, this means that the new contents are combined with prior knowledge schemes organized logically to be applied in a certain reality.

Besides this the psychologically learning has two essential learning approaches that claim depends on the development, social, intellectual and emotional evolution that is the way it organizes the environment, according to several authors such as Piaget, Bandura and Ausubel say about approaches construction of knowledge.

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adaptation to the reality. Piaget sustains that learning is the only way for developing human criteria and intelligence, which are natural, processes in people's life. In this quote mentioned by Piaget it is sustained that learning is an important component in the assimilation and accommodation progress and it is an important factor on the adaptation to the reality. Piaget sustains that learning is the only way for developing human criteria and intelligence, which are natural, processes in people's life.

As a result pedagogy arises from the necessity of train learners under a constructivist paradigm to be more socio-cognitive and analytical to be part of the social innovation within the education system.

METHODOLOGICAL DESIGN

This Project has a methodological development in both aspects quantitative and qualitative. The qualitative is expressed in the process of scientific understanding it moved through the logic of research from the theoretical support of the variables studied, until the interpretative processes, and the quantitative data obtained from tabulations of the survey and interviews.

Theoretical methods:

- **Analysis-Synthesis:** These methods were used to focus the object of study based on the two variables exposed before being analyzed step by step with the objective of evaluate them in an integral way. This method also travels throughout the logic of research.
- **Inductive-Deductive:** It allows the investigation to begin with the particular fact unique in a given context to conclude with a scientific generalization.
- **Historical and Logical:** This methodology was applied after an intense research and the analysis of the background of the Institution and its necessities through a specific theoretical frame as assistants of this investigation.

- **Structural-Systematic:** In this investigation was applied a structural design because it is divided into two punctual chapters for the study of the problem and the application of a solution through the construction of a Didactic guide for the use of the teacher and the students.

Empirical Methods:

- **Observation:** to detect and assimilate the information found in the selected context for a record of certain facts through a physical document as the observation guide.
- **Survey:** To obtain useful data a special bank of questions was designed and applied through close questions in order to know the students' previous experiences inside English classes
- **Interview:** It was an important resource to obtain the authority and teacher's opinion, experience in class and their vision of this project.

Mathematical statistical method:

- **Mathematical-Statistical Analysis:** This method helps to collect statistical information, which can be observed in tables and graphs that allowed highlighting the difficulties and strengths found in each evaluated criteria,
- **Chic Square:** It was applied to prove the relation between the two variables studied.

The purpose of this investigation is to find the reality of the education, that is why different investigation instruments as Surveys,

Interviews and Observation guides were applied and their results will be explained in the following paragraphs..

The analysis of the survey showed that students have a low level in the oral expression in English. This deficiency is caused by the insufficient application of vocabulary activities. In addition, the students admit and agree that the implementation of activities in classes will reinforce their development in fluency. It showed that students are afraid of talking in classes, and the classes are often boring and not interesting.

Also In the interview to the teacher, he accepted that the use of a Didactic Guide could be a great tool for developing oral expression due to the fact of the insufficient vocabulary from the students.

In the survey, the students agreed that it is very important having a Didactic Guide for the use of English specially at the moment of talking in English Language because it is not their mother tongue and their consider that having a good vocabulary knowledge is an important characteristic for speaking in English

In the observation guide, it was clear that the teacher does not use a Didactic Guide to develop a speaking activity, as a consequence the students did not feel ensure to speak.

Finally, the teacher was glad to be part of this investigation; and said that she would like to have a copy of the activities that this project will present

RESULTS

Due to the English language is the second language worldwide and is important in all areas as social, economic, commercial, educational, etc., it was designed a proposal methodological strategies that encourage students to acquire vocabulary for improving the oral expression of the students.

This proposal was designed to strengthen the learning of oral expression, academic achievement and personal to each student through vocabulary, so it wants to get positive results in students and that teacher can properly use the strategies in each development class, undoubtedly trying to contribute with this new idea to increase the knowledge of students.

The proposal has become a viable alternative means and solution, so this project proposes the application of a methodological guide with strategies in order to improve the quality of student learning, and thus ensures social welfare, coexistence peaceful and the development of skills of the beneficiaries. It also promotes an integral and cooperative development.

RECOMMENDATIONS

- The teacher should apply a lot of activities related to speaking tasks.
 - Teachers should always work in activities related to oral expression using specific tools for developing oral expression.

- Teachers should bring an additional resource for having a better result related with the use of vocabulary.
- Applying a didactic guide with vocabulary banks and common expressions for teenagers will develop fluency in one of the most important skills. Speaking, in the process of learning English in eighth course basic general school year.

PROPOSAL

General Objective

Provide methodological strategies at the teaching of the English language duly selected for the application of a Didactic Guide to learn vocabulary in students of eighth course basic general school year.

Specific Objectives:

- Demonstrate the positive results that can be achieved in students through the use of methodological strategies by teachers at teaching the English language to develop the oral skills;
- Arouse students' interest to learn English through the use of new vocabulary, for proper oral communication but according to their own needs;
- Provide teachers with a manual guide that includes the methodological strategies to help them to improve and renew the process of learning English.
- Explain and clarify the correct use of each strategy and thus avoid confusion or ambiguity thereof.
- Exemplify each of the strategies to improve the oral expression of each of the students.

DIDACTIC GUIDE

INTRODUCTION.-

This guide will help students to increase their fluency, as well as it will have practical strategies to improve oral skills through the acquisition of vocabulary in students. It also includes the process to apply in each activity.

In addition, the guide has a set of procedures to be used by teachers in classes in order to organize their activities and the time they devote to students at the time of its application. On the other hand it has specific strategies that help to improve the activities in classes and obtain an optimal development because the teacher must create an atmosphere of confidence and participation in the classroom, through the encouragement of students through competitive awards ceremony to show their interest to express themselves in English, consequently their daily practice will improve their fluency and accuracy in the Speaking skill.

Undoubtedly this methodological guide will allow teachers to update the methodological strategies to increase vocabulary knowledge and their appropriate use to improve the oral expression naturally and fluently. Each activity must be applied as it is previously planned, systematic training that will allow more expressive and critical students.

METHODOLOGICAL RECOMMENDATIONS FOR THE TEACHER:

The teacher should take into consideration some methodological recommendations during the process to teach English:

- Consider the facilities of the community as the first educational resource for understanding the natural environment.
- Identify the presence of prerequisites for students.
- When you start treating each unit, analyze the objectives proposed.
- The development of the units should be done with the active techniques that were analyzed in the theoretical framework.
- Remember that the techniques proposed aim to develop the skill of speaking in English, so you must apply them correctly, valuing effort, originality of each.

Basically, the teacher is required to encourage students, to give them confidence and security through prior knowledge, and emphasize that it is important to understand the overall meaning of the words.

Furthermore, the application of this methodological guide as a valuable educational resource to allow students to improve their knowledge and skills in communication and achieve greater academic improvement.

FOR THE STUDENT

In order to achieve success the Didactic Guide was designed, but there are some recommendations specifically for students:

- Read carefully the general objectives of the guide.
 - Analyze the specific objectives of the unit.
 - Read carefully each item and list the aspects that require expansion.
 - Consult aspect of difficulty to master.
 - Complete the proposed tasks being implement your skills and creative talent.
-
- Definitely with the implementation of this project benefits so the educational community which will be improved in the following:
 - Identify and apply methodological strategies to acquire vocabulary in oral expression.
 - Be prepared to repeat the activities in case it will be necessary.
 - Interest in continuing the education independently.
 - Ask teacher´s reinforce in case it will be needed.

With all the above, it has been considered that the proposal will have great educational impact because it aims to improve the teaching and learning of new vocabulary in English through the application and use of methodological strategies that develop the skills in oral expression for total domination.

Additionally, the proposal will have great educational impact because through the guide will be sought to generate the interaction between teacher and students in which its correct use will be reflected in the performance of students in management and application of new vocabulary.

Finally, the proposal will have great social impact because it will help in the learning process of the students, which will be reflected when students learn more vocabulary and use it in interactions with others without any difficulty and in a natural way as if they are speaking in their native language.

CONCLUSIONS

- Oral expression of the students has a better result and it is emphasized on the vocabulary and the students' lexical accuracy.
- Work with worksheets is helpful if the students wish to acquire new vocabulary and apply it to their oral expression.
- The designing of a didactic guide full of vocabulary activities develop the oral expression from the students and will increase their varieties of words at the moment of practicing speaking tasks.
- Students will be capable to use a variety of new words because they will apply more sophisticated words accordance with their level;
- Students will replace words, avoiding repetition in order to demonstrate they have an extensive vocabulary;
- Students can explain the meaning of a word if they don't find the specific word at the moment of speakin

CONTENT:

UNIT 1: SOCIAL LIFE			
OBJECTIVE	PREPARATION	PROCEDURE	PRACTICE
<ul style="list-style-type: none"> •To identify the new meaning of the words •To get students to have the ability to use new vocabulary in real situations. •To reinforce vocabulary learned as it becomes a fact experiential. 	<p><u>Motivation</u> : HANGMAN</p> <p><u>Presentati on:</u></p> <ul style="list-style-type: none"> •Students will review the vocabulary of parts of the house. 	<p><u>Practice:</u></p> <ul style="list-style-type: none"> •Correct use of the vocabulary of the parts of the house in real situations. •Active development concerning doing chores at home. 	<p><u>Production:</u></p> <ul style="list-style-type: none"> •Students identify new words. • Do a debate.
UNIT 2: IN ACTION			
OBJECTIVE	PREPARATION	PROCEDURE	PRACTICE
<ul style="list-style-type: none"> • To identify the meaning of vocabulary words through the strategy of grouping words. 	<p><u>Motivation</u> : MIMIC GAME</p> <p><u>Presentati on:</u></p> <ul style="list-style-type: none"> • Write a great 	<p><u>Practice:</u></p> <ul style="list-style-type: none"> •The student must locate each of the words according to the relevant category. 	<p><u>Production:</u></p> <ul style="list-style-type: none"> • Guessing the actions being undertaken using the vocabulary learned using
	number of words in different categories in a box to show students.		the words in the box.
UNIT 3: ALPHABET SOUP			

OBJECTIVE	PREPARATION	PROCEDURE	PRACTICE
<ul style="list-style-type: none"> To develop oral communication by introducing into sentences the prepositions of place. 	<p>Motivation : Ask students to be fixed around, objects and their partners.</p> <p>Presentati on:</p> <ul style="list-style-type: none"> Look at the pictures and label them with the correct preposition 	<p>Practice:</p> <ul style="list-style-type: none"> Tell the students locate the pictures according to the prepositions of place. 	<p>Production:</p> <ul style="list-style-type: none"> Students know and learn about the prepositions. In addition, they will be able to structure and not just to say sentences.
UNIT 4: IN YOUR	FREE TIME		
OBJECTIVE	PREPARATION	PROCEDURE	PRACTICE
<ul style="list-style-type: none"> * To review vocabulary related to free 	<p>Motivation : REVOLT BASKET</p>	<p>Practice:</p> <ul style="list-style-type: none"> *Apply the strategies 	<p>Production:</p> <ul style="list-style-type: none"> *Use the talking parrot

activities. •To develop the oral communication and writing.	<p>Presentati on: To identify each activity.</p>		strategy for the activity
UNIT 5: FAMILY	TREE		
OBJECTIVE	PREPARATION	PROCEDURE	PRACTICE

<p>* To recognize family members. •To practice Speaking about the vocabulary of family members. •To know the importance of family</p>	<p>Motivation : WHO ISSIMILAR TO ME? Presentati on: Identify the characters of family tree</p>	<p>Practice: •Ask ahead of family photos of students. •Identify the meaning. •Use the technique of collage.</p>	<p>Production: •Make a collage of the family members. •Use the round table strategy for the activity</p>
<p>UNIT 6: CLASSROOM</p>	<p>OBJECTS</p>		
<p>OBJECTIVE</p>	<p>PREPARATION</p>	<p>PROCEDURE</p>	<p>PRACTICE</p>
<p>*To identify material to work *To follow instructions</p>	<p>Motivation : SIMONSAYS</p>	<p>Practice: -Match the meaning of the words</p>	<p>Production: *Students identify the objects to create a ,,,,,,,</p>
<p>*To apply new words</p>	<p>Presentati on: Recognize different materials to be used in the classroom</p>	<p>-Write instructions with the</p>	

UNIT 1



SOCIAL STRATEGY



OBJECTIVE OF THE CLASS:

- To identify the new meaning of the words.
- To get students to have the ability to use new vocabulary in real situations.
- To reinforce vocabulary learned as it becomes a fact experiential.

MOTIVATION: 5 MIN.

Hangman

1. Put on the board a picture of a man with a rope.
2. Put on the board counting how many horizontal lines
3. Letters is the word that students try to guess.
4. Ask letters to students, if the letters do not match choking man go, students have five opportunities.



5. Students identify the meaning of new words that are within a given frame, with this strategy they can put graphics in the right way. Living room dining room bedroom kitchen Bathroom laundry studio

6. Have students guess what word is hidden in this game by selecting one by one the letters that compose it. If you select the letter is in the word, it will appear in their proper place; if not, a part of the picture of a hangman appears. If the figure hangman is completed before the

word you discover an error accumulates; if you can discover the whole word before this happens, you accumulate a success.



PRESENTATION: 15 MIN.

1. Then they tell students to observe the pictures and ask them to choose the word that corresponds to each of them.
2. Students will review the vocabulary of parts of the house.

PRACTICE: 20 MIN.

1. Participation in their personal activities.
2. Correct use of the vocabulary of the parts of the house in real cases.
3. Active development concerning doing chores at home.

PRODUCTION: 15 MIN

1. Ask students to identify new words.
2. Divide the class into groups of a maximum of five students.
3. Ask each student group to review the vocabulary of parts of the house.
4. Explain mode as following a debate. The rules specified in a debate are:
 - a. Each exhibitor will have a maximum of three minutes for each of its interventions.
 - b. The procedure can be interrupted as long as the exhibitor wants and respectfully requested to come out alive more dialogue.
 - c. The moderator will give input for each intervention and will take action where necessary.
 - d. The debate will last up to 20 minutes.
5. The theme of the debate is on the houses (types, sizes, rooms, objects in it)

ASSESSMENT 1

Name: _____

Grade: _____

Date: _____

Point:

1. - Label the picture.



UNIT 2



IN ACTION



OBJECTIVE OF THE CLASS:

- **Identify the meaning of vocabulary words through the strategy of grouping words.**

MOTIVATION: 5 MIN.

Mimic Game

- 1. Explain the activity: guess the actions the student using the vocabulary is performing.**
- 2. This is the classic game of mimic, which not only allows pamper the actions represented on the charts, but also train**

































the oral expression (for example: to guess the action, describing it), working vocabulary of actions and verbs.

3. The drawings must show different categories: animals, musical instruments, transport, objects of daily life, clothing and activities and professions.

4. Just print, cut and laminate the pictures, whose status is determined by a color. You can also make a die and place it on each side of the corresponding category, so each player to roll the dice know what type of category will play.

5. You can also make a die and place it on each side of the corresponding category, so each player to roll the dice know what type of category will play.



Animal Mimic		Instrument Mimic	
			
			
			
			
Ways of Transportation - Mimic		Action Verbs - Mimic	
			
			
			
			

PRESENTATION: 10 MIN.

1. Write a great number of words in different categories in a box to show students.

Review the pronunciation with the students.

Train	snake	desk	cat	stomach
goat	knee	church	horse	meat
Eyes	office	jeans	forest	head
car	bear	Handbag	apple	hair
Dog	chair	nose	lion	tiger
Leg	blouse	truck	t-shirt	pants
Nose	tongue	mouth	hotel	scarf
ears	hamburger			

PRODUCTION: 15 MIN

Task 1

1. The student must locate each of the words according to the relevant category.
2. The student becomes familiar with the new vocabulary that ranked in their categories.



PLACE	ANIMAL	FOOD



CLOTHES	PARTS OF THE BODY	WAYS OF TRANSPORTATION

Task 2

1. Guessing the actions being undertaken using the vocabulary learned using the words in the box.

TO EAT	TO FEED	TO KNIT	TO BLOW	TO CLIMB
TO FIGHT	TO DRINK	TO DANCE	TO HIDE	TO HOLD









EVALUATION: 5MIN

1. Check the classification of words according to the category presented.

ASSESSMENT #2

Name: _____
 Grade _____
 Point: _____
 Date: _____

A. Match the words with the pictures

1. train 2. car 3. ship 4. fire engine
 5. taxi 6. bicycle 7. tricycle 8. jet ski
 9. balloon 10. van 11. bus 12. lorry
 13. sail boat 14. ambulance 15. plane
 16. speed boat 17. police car 18. jeep
 19. motorbike 20. helicopter

B.- MATCH THE PICTURES:

dance
 drink
 fly
 swim
 sit
 paint

UNIT 3



ALPHABET SOUP STRATEGY



OBJECTIVE OF THE CLASS:

- Develop oral communication by introducing into sentences the prepositions of place.

MOTIVATION: 5 MIN

Explain the activity:

1. Ask students to be fixed around, objects and their partners. Then by means of a known example of the prepositions of place, you must show at least three prepositions.

2. Later, motivates a student to do the same as you, saying the position of a nearby companion or subject to a limit of 5 minutes using the three prepositions of place and provide help if necessary.

3. After this you can enter the other prepositions of place.

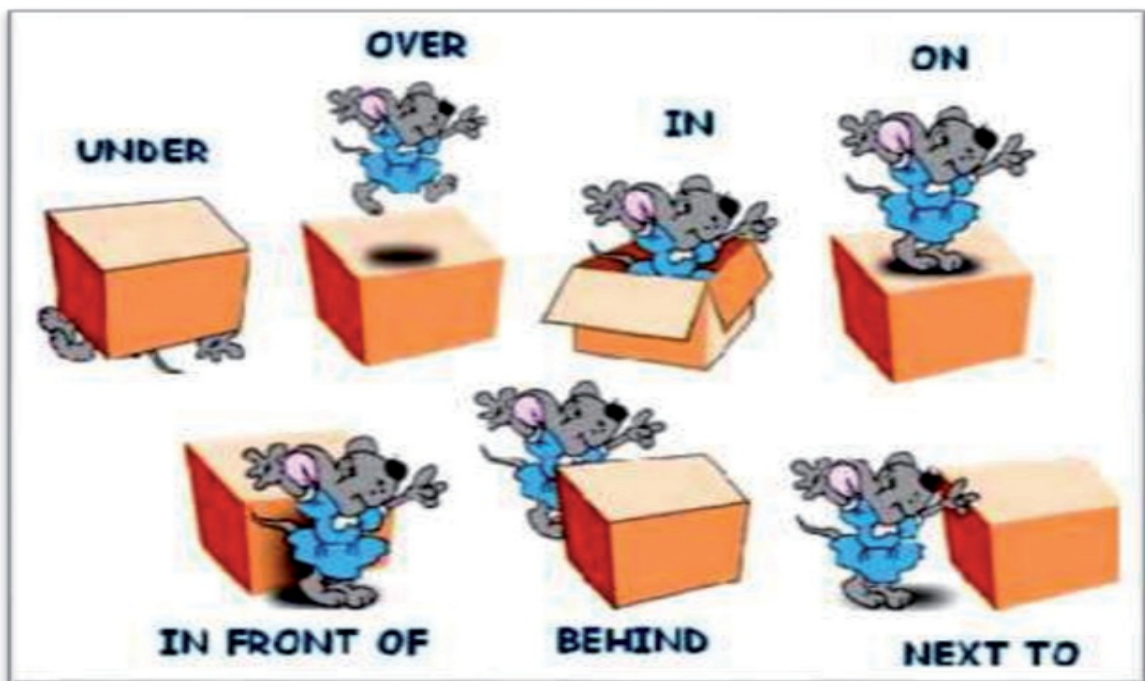
PRESENTATION: 5 MIN

Task 1

- Tell the students locate the pictures according to the prepositions of place.

Task 2

- Encourage students to make sentences with the prepositions of place



PRACTICE: 10 MIN

Task 1

1. Tell students to participate in the vocabulary, indicating the steps of the strategy for better performance.



PRODUCTION: 15 MIN

1. Students know and learn about the prepositions of place. In addition, they will be able to structure and not just to say sentences but to write sentences.
2. Looking at the charts, they will be able to describe each of them, using prepositions of place and practice with peers

EVALUATION: 5 MIN

1. Students practice using the prepositions of place real classroom objects.
2. Students use prepositions of place in short paragraphs and include the vocabulary
3. Perform a short description using prepositions

ASSESSMENT #3

Name: _____









Grade _____

Date: _____

Point:

1. Complete the sentences with the prepositions of places using the words in the box.

- a. At b. in c. over d. front of
e. under f. on g. next to h. behind

 The cat is _____ the house.	 The cat is _____ the house.
 The cat is _____ the house.	 The cat is _____ the house.
 The cat is _____ the house.	 The cat is _____ the house.
 The cat is _____ the house.	 The cat is _____ the house.

UNIT 4



IN YOUR FREE TIME

OBJECTIVE OF THE CLASS:
MOTIVATION: 5 MIN.

Revolt Basket

- *All the students participate with their chairs,
- *The teacher is the center of the class,
- *The students are standing.



Development:

- *The teacher points the students saying:
“Pineapple”,
- *it must be responded by a partner that is on your right. If you say: “Orange” should be the name that is on your left.
- *If you make a mistake or it takes longer than three seconds to answer,
- *turn to the teacher’s position and take his place.
- *At the moment “basket Revolt” stated, everybody seats and changes.
(The one in the center, should use this to occupy one and let the other partner to be in the center).

PRESENTATION:

•Previously you should make labels to identify each activity:

Watch TV

Listen to music

Play an instrument

Spend time with the family

Go to the movies

Read

go shopping

Go out with friends

Play video games

Surf the internet

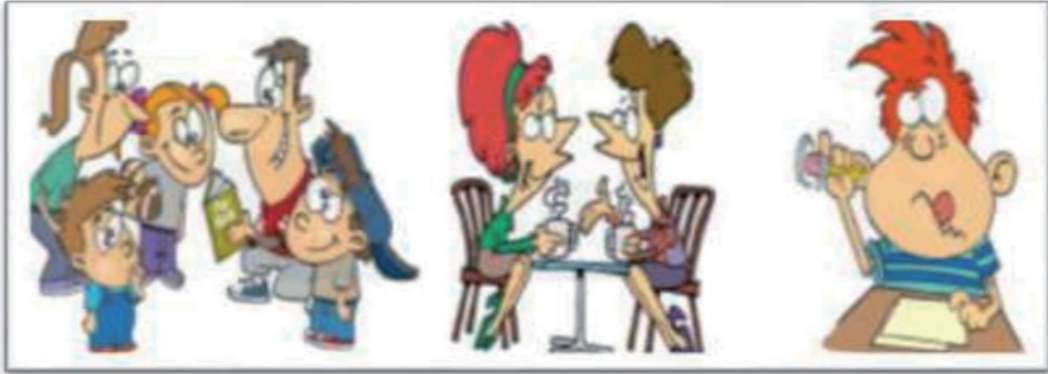
Do play sport

Study

Task 2:

• Identify these pictures about your free time activities





- Ask students to observe the pictures and tell them to choose the word that corresponds to each one.

Task 3:



- Encourage students to repeat each word.

*Then elicit them to spell the words of the activities of free time

PRACTICE: 10 MIN.

Task 1:

1. Explain to students that will participate in the vocabulary, tell the steps of strategies for implementation.
2. Organize the class to implement the strategy.

PRODUCTION: (15 MIN)

1. Organize the class into pairs, then use the talking parrot strategy for the activity.
2. Ask students to observe the images to describe each of them.
3. Using the vocabulary, tell students to speak
4. English all the time regardless of whether it makes sense or not.

ORAL ASSESSMENT: (5 MIN)

In order to affirm the understanding, tell students to prepare a short dialogue about the activities they perform in their free time.

ASSESSMENT #4

Name: _____
Grade _____
Date: _____
Point: _____

1. - Label the pictures.



2. - Make sentences using the free time activities vocabulary:

UNIT 5



THE FAMILY TREE

OBJECTIVE OF THE CLASS:

- *To recognize family members.
- *To practice Speaking about the vocabulary of family members.
- *To understand the importance of family.



MOTIVATION: 5 MIN.

Who is similar to me?

Purpose: To facilitate communication, sometimes we find it hard. It stands out the importance of communication and personal knowledge.

Development:

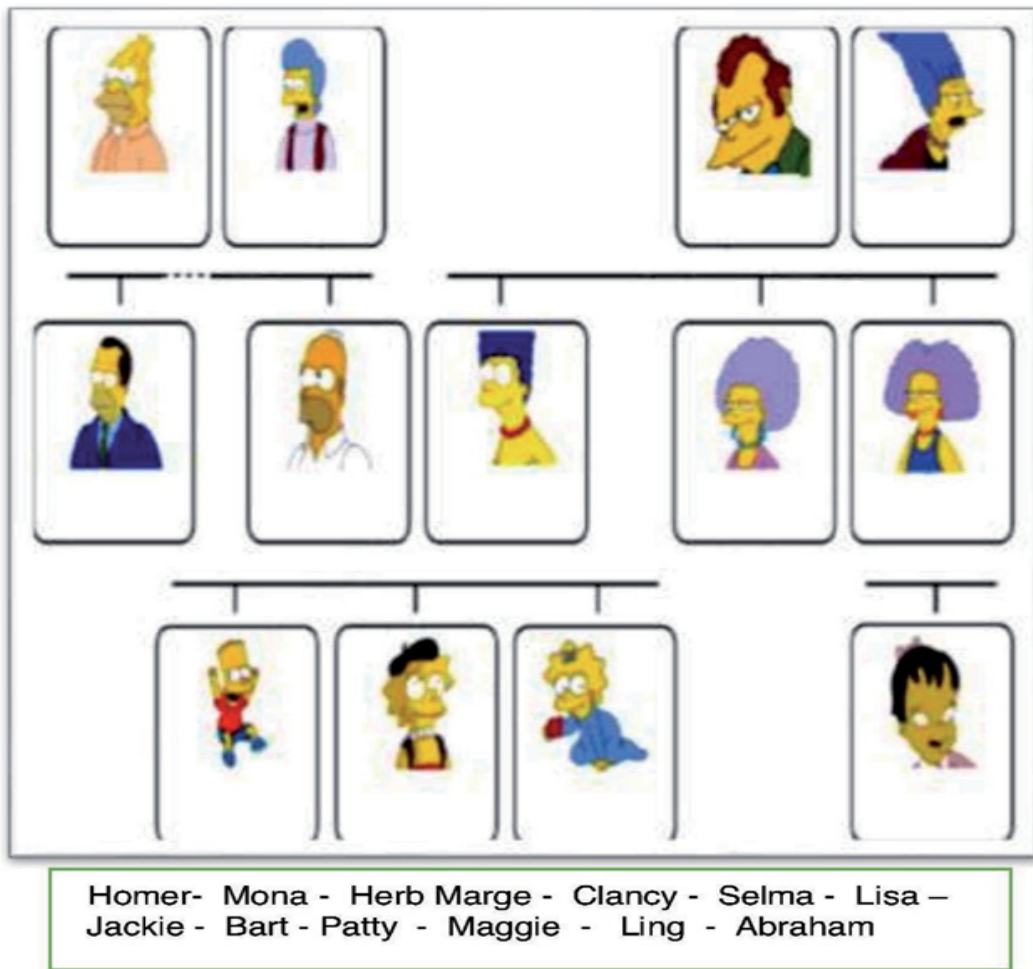
- It is requested that each look to the group and see who more like it is. As they will be motivated stopping and invite their resemblance (who cannot refuse) to talk to see if they actually resemble each other.
- If you become people not chosen, they are asked to exchange pairs to see if they really are so different.
- In plenary a feed-back is given where experiences



PRESENTATION: 15 MIN

Task 1

- Tell the students to look at the family tree, and identify who they are.



Task 2

• Next, tell students to complete sentences with the words of the box.

1. Bart is _____'s son.
2. _____ is Abraham's granddaughter.
3. Mona is _____'s grandmother.
4. Ling is _____'s cousin.
5. _____ and _____ are Lisa's aunts.
6. Homer is _____'s husband
7. Marge is _____'s wife
8. Who is Abraham's wife? _____

PRACTICE: 20 MIN.

1. Ask ahead of family photos of students.
2. Identify the meaning of the vocabulary words.
3. Explain to students that they will make a family tree in class. He used the technique of collage.

PRODUCTION: 25 MIN.

1. Tell students to work with materials as requested above (scissors, glue, cardboard, photos)
2. Explain to students that they should write the names and relationship.
3. Monitor and help if necessary for making their collage.
4. The teacher must motivate and determine the topic to be discussed at the round table, in this case on the family members, their professions, ages, what they like to, etc.
5. Select a member or leader of the team can take care of inviting people who exhibited at the round table.
6. Each team should place their related topic to discuss collage.
7. Perform a pre-meeting with the coordinator and exhibitors to study the development of the panel, set the order or presentation, theme and sub-themes that would be interesting to try.



ASSESSMENT: 15 MIN.

Encourage students to present their work in front of the class

ASSESSMENT #5

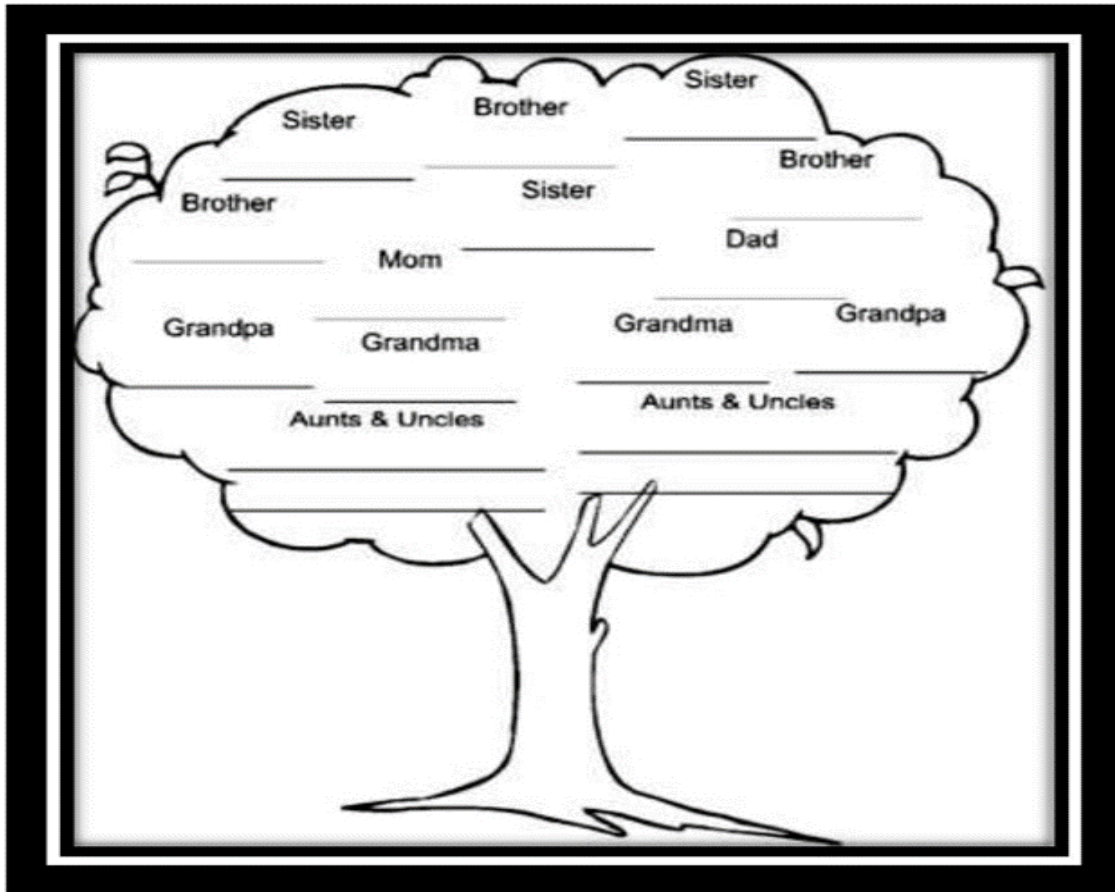
Name: _____

Grade _____









Point: _____

Date: _____

1. - Complete the family tree with your personal information.



2. - Fill the missing letter in family words.

	Mo__her		Fa__her
	S__ster		Cous__n
	G.__ather		G.__other
	S__n		Child__en

UNIT 6



CLASSROOM OBJECTS

Colored Pencils



Glue Sticks



Calculators



Markers



Scissors



Glue



Rulers



Paint



Main Objective

Read for specific information
Association between words and images



desk



wastebasket

Procedure:

1. Look for labels On internet.
2. Print and cut them according to the indicated size.
3. Paste the images according to its respective classroom object.







window



stapler

**ENGLISH ACTIVITY N°1 (CLASSROOM OBJECTS-
NUMBERS)
MATCH THE PICTURES WITH THE CORRECT
SENTENCE**

A) 	<p>1. ____ I HAVE ONE CALCULATOR</p> <p>2. ____ I HAVE FIVE RULERS</p> <p>3. ____ I HAVE TWELVE MARKERS</p> <p>4. ____ I HAVE TWO STAPLERS</p> <p>5. ____ I HAVE THREE SCISSORS</p>
B) 	
C) 	
D) 	

E) 
--

PROFESSIONS

SIZE: 20CM X 15CM

VOCABULARY

Officer
Engineer
Judge
Doctor
Pupil

Main Objective:

Read for specific information
Association between words and images

Procedure:

1. Look for labels on internet.
2. Print them and cut them according to the indicated size.
3. Paste the images according to its respective professions.



▶ I want to be

▶ a doctor

▶ a dentist

▶ He/she wantS to be

▶ an engineer

▶ an officer

▶ a pupil



ASSESSMENT #6

(VERB TO-BE/PROFFESIONS)

MATCH THE DESCRIPTIONS WITH THE CORRECT PROFESSION

A) You go to this person if you have toothache.

B) This person cuts and styles woman's hair.

C) This person writes articles for a newspaper or magazine.

D) You go to this person if you need glasses to see clearly.

E) This person looks after you when you are flying.

1. _____ HE/SHE IS A WRITER

2. _____ HE/SHE IS AN OPTICIAN

3. _____ HE/SHE IS A FLIGHT

ATTENDANT

4. _____ HE/SHE IS A HAIRDRESSER

5. _____ HE/SHE IS A DENTIST

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