

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSTGRADOS
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS
COMO LENGUA EXTRANJERA

THEME: “USING CRITICAL READING AS A MEANS TO DEVELOP STUDENTS’ GRAMMAR ACCURACY IN SECOND LEVEL STUDENTS OF THE ARMY SOLDIERS’ TRAINING SCHOOL (ESFORSE) IN THE ACADEMIC YEAR 2018”

Trabajo de Investigación, previo a la obtención del grado académico de Magister en la Enseñanza del idioma Inglés como Lengua Extranjera.

Autora: Lcda. Robalino Araujo María Cristhina

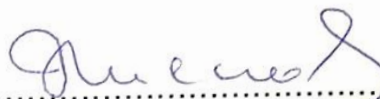
Directora: Dra. Elsa Hernández Chérrez. Mg.

Ambato - Ecuador

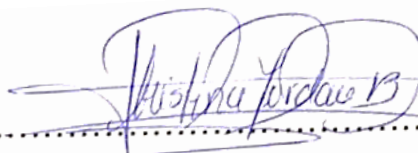
2019

A la Unidad de Titulación de La Universidad Técnica De Ambato

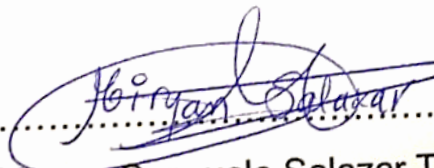
El Tribunal receptor del Trabajo de Investigación presidido por el Doctor Héctor Fernando Gómez Alvarado e integrado por los señores: Licenciada Cristina Rocío Jordán Buenaño Magíster, Licenciada Miryan Consuelo Salazar Tobar Magíster, Miembros del Tribunal designados por la Unidad de Titulación de la Universidad Técnica de Ambato, para receptor el Trabajo de Investigación con el tema: "**USING CRITICAL READING AS A MEANS TO DEVELOP STUDENTS' GRAMMAR ACCURACY IN SECOND LEVEL STUDENTS OF THE ARMY SOLDIERS' TRAINING SCHOOL (ESFORSE) IN THE ACADEMIC YEAR 2018**" elaborado y presentado por la Lic. María Crsthina Robalino Araujo, para optar por el Grado Académico de Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera, una vez escuchada la defensa oral del trabajo de Investigación el Tribunal aprueba y remite el trabajo para uso y custodia en las bibliotecas de la UTA.



.....
Doctor Héctor Fernando Gómez Alvarado
Presidente del Tribunal



.....
Lic. Cristina Rocío Jordán Buenaño. Mg.
Miembro del Tribunal



.....
Lic. Miryan Consuelo Salazar Tobar. Mg.
Miembro del Tribunal

AUTORÍA DEL TRABAJO DE INVESTIGACIÓN

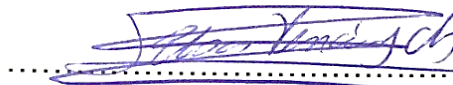
La responsabilidad de las opiniones, comentarios y críticas emitidas en trabajo de Investigación presentado con el tema: " **USING CRITICAL READING AS A MEANS TO DEVELOP STUDENTS' GRAMMAR ACCURACY IN SECOND LEVEL STUDENTS OF THE ARMY SOLDIERS' TRAINING SCHOOL (ESFORSE) IN THE ACADEMIC YEAR 2018**", le corresponde exclusivamente a: Licenciada María Cristhina Robalino Araujo, Autora bajo la Dirección de la Doctora Elsa de los Ángeles Hernández Chérrez. Magíster, Director del Trabajo de Investigación; y el patrimonio intelectual a la Universidad Técnica de Ambato.



.....
Lic. María Cristhina Robalino Araujo

CC. 180367576-6

AUTORA



.....
Dra. Elsa Hernández Chérrez. Mg.

CC. 180261602-7

DIRECTORA

DERECHOS DEL AUTOR

Autorizo a la Universidad Técnica de Ambato, para que el Trabajo de Investigación, sirva como un documento disponible para su lectura, consulta y procesos de investigación, según las normas de la Institución.

Cedo los Derechos de mi trabajo con fines de difusión pública, además apruebo la reproducción de este, dentro de las regulaciones de la Universidad.

A handwritten signature in blue ink, appearing to read 'María Crsthina Robalino Araujo', is written over a horizontal dotted line.

Lic. María Crsthina Robalino Araujo

CC. 180367576-6

AUTORA

GENERAL INDEX

A LA UNIDAD DE TITULACIÓN	ii
AUTORÍA DEL TRABAJO DE TITULACIÓN	iii
DERECHOS DEL AUTOR.....	iv
GENERAL INDEX.....	v
LIST OF TABLES.....	viii
LIST OF GRAPHICS	ix
AGRADECIMIENTO	x
DEDICATORIA	xii
RESUMEN EJECUTIVO	xii
ABSTRACT	xiv
INTRODUCTION.....	1
CHAPTER I	4
Problem Statement	4
1.1 Theme of the problem.....	4
1.2 Problem statement	4
1.3 Contextualization of the problem.....	4
1.4 Justification	13
1.5 Objective	15
1.5.1 General	15
1.5.2 Specific.....	16
CHAPTER II	17
Theoretical framework.....	17
2.1 Research background.....	17
2.2 Philosophical foundations.....	20
2.3 Legal basis.....	21
2.4 Key Categories.....	23
2.4.2.3.4 Grammar in Context	59

2.5 Hypothesis	62
2.6 Pointing of hypothesis variables	62
CHAPTER III	63
Research Methodology	63
3.1 Approach.....	63
3.2 Basic method of research.....	63
3.3 Level or type of research.....	64
3.3.1 Exploratory Research	64
3.3.2 Correlational Research.....	64
3.4 Population and sample	65
3.5 Operation of variables	67
3.6 Collection of information	69
3.7 Data collection and analysis	69
CHAPTER IV.....	72
Analysis and Interpretation	72
4.1 Analysis of results.....	72
4.2 Students' grammar proficiency in conjunctions, plural nouns, possessives and prepositions.....	78
4.3 Students' grammar proficiency in modals and in countable and uncountable nouns.	79
4.4 Students' grammar proficiency in present simple, simple past and present perfect.	80
4.5 Pre-test and post-test criteria results of the control group.	82
4.6 Pre-test and post-test criteria results of the control group.	83
4.3 Hypothesis verification	84
CHAPTER V.....	85
Conclusions and Recommendations.....	85
5.1 Conclusions.....	85
5.2 Recommendations.....	86
CHAPTER VI.....	88

PROPOSAL..... 88

- 6.1 Informative Data** 88
- Name of the Institution:** 88
- 6.2 Proposal Antecedents** 89
- 6.3 Justification** 89
- 6.4 Objectives 91
- 6.5 Feasibility analysis** 91
- 6.6 Proposal fundamental**..... 92
- 6.7 Methodology**..... 95
- 6.8 Administration of the proposal** 96
- 6.9 Operating Model**..... 97

Bibliography 130

APPENDIX 135

LIST OF TABLES

Table 1. Population and sample.....	66
Table 2. Operation of Independent Variable	67
Table 3. Operation of Dependent Variable 1	68
Table 4. Assessment Rubric	72
Table 5. Pre-Test Control Group.....	73
Table 6. Post-Test Control Group	74
Table 6. Pre-Test Experimental Group	74
Table 6. Post-Test Experimental Group.....	74
Table 7. Pre-test and post-test criteria results of the control group.....	81
Table 8. Pre-test and post-test criteria results of the experimental group	83

LIST OF GRAPHICS

Graphic 1: Problem's Tree	10
Graphic 2 : Key Categories	23
Graphic 3 : Subordination of Independent Variable	24
Graphic 4 : Subordination of Dependent Variable.....	25
Graphic 5. Anatomy of Speech Production	42
Graphic 6. Grammar Proficiency.....	78
Graphic 7. Grammar Proficiency.....	79
Graphic 8. Grammar Proficiency.....	80
Graphic 9. Control group results	82
Graphic 10. Experimental group results.....	83

AGRADECIMIENTO

A Dios padre celestial quien me dio la fuerza y la entereza suficiente para poder culminar esta etapa de mi vida pese a las dificultades con las que me encontré en el camino. A la Universidad Técnica de Ambato por la oportunidad de completar mis estudios en pos de convertirme en una mejor profesional.

De la misma manera mi profundo agradecimiento a la Escuela de Formación de Soldados del Ejército, que me abrió sus puertas para formarme como docente de los señores aspirantes a soldados, por permitirme llevar a cabo y prestarme las facilidades para el desarrollo del presente trabajo de investigación.

Lcda. Robalino Araujo María Cristhina

DEDICATORIA

A mis padres, mi apoyo incondicional en cada segundo de mi existencia, ellos la muestra fehaciente del amor de Dios; quienes han sabido inculcarme la humildad, el respeto pero sobretodo el amor por la vida ya que sin ellos no podría estar de pie. Son mi ejemplo, mi guía y mi luz en los momentos más difíciles que tuve que enfrentar.

A mis hermanos, por su motivación, apoyo y amor sin límites que me demuestran cada día.

A Sergio, Emperatriz, Arnaldo y Noemí.

Lcda. Robalino Araujo María Cristhina

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMOLENGUA
EXTRANJERA

TEMA:

“‘USING CRITICAL READING AS A MEANS TO DEVELOP STUDENTS’
GRAMMAR ACCURACY”

AUTORA: Licenciada María Crithina Robalino Araujo

DIRECTOR: Doctora Elsa Hernández Chérrez. Mg.

FECHA: Julio 31 de 2019

RESUMEN EJECUTIVO

En inglés, la lectura y la comprensión es una de las habilidades que más frecuentemente presentan los problemas, derivada de la falta de estrategias adecuadas por parte del profesor, lo que limita mucho el conocimiento, el uso del vocabulario, las estructuras gramaticales y, sin esta base, el desarrollo del estudiante en clases está limitado. El propósito de este estudio es determinar el impacto del uso de la lectura crítica para desarrollar la precisión gramatical de los estudiantes en contexto en los estudiantes de segundo nivel de la Escuela de Formación de Soldados del Ejército (ESFORSE) en el año académico 2017-2019. El diseño de esta investigación se basó en un estudio correlacional, descriptivo y exploratorio; Como instrumento de investigación, se aplican pruebas cualitativas a 30 estudiantes. Los principales resultados mostraron que la falta de uso de estrategias de lectura adecuadas limita el desarrollo del pensamiento crítico en los estudiantes al responder preguntas sobre las lecturas asignadas por su maestro. La

principal conclusión establecida es que las habilidades de lectura crítica desempeñan un papel importante en el éxito del estudiante; que son capaces de leer críticamente y, por lo tanto, administrar más de una habilidad al mismo tiempo y descubrir lo que contienen los textos. El vínculo entre la lectura crítica y la gramática es realmente obvio, la práctica de la lectura constante hace que los estudiantes adquieran inconscientemente estructuras que, con la guía de los maestros, mejorarán y adquirirán experiencia en ellos.

Palabras clave: Habilidad de lectura, exactitud gramatical, comprensión, alumnos, estrategias adecuadas, desarrollo del pensamiento, impacto del uso, leer críticamente, descubrir, vínculo, lectura crítica, experiencia.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO
MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMOLENGUA
EXTRANJERA

THEME:

“USING CRITICAL READING AS A MEANS TO DEVELOP STUDENTS’
GRAMMAR ACCURACY”

AUTHOR: Licenciada María Cristhina Robalino Araujo

DIRECTED BY: Doctora Elsa Hernández Chérrez. Mg.

DATE: July 31st, 2019

ABSTRACT

In English, reading and comprehension is one of the skills that most frequently present problems, stemming from the lack of adequate strategies on the part of the teacher, which greatly limits the knowledge, use of vocabulary, grammatical structures, and without this base, advancement is limited. The purpose of this study is to determine the impact of using Critical Reading to develop students’ grammar accuracy in context in second level students of the Army Soldiers Training School (ESFORSE) in the academic year 2017-2019. The design of this research was based on a correlational, descriptive and exploratory study; as a research instrument, qualitative tests are applied to 30 students. The main results showed that the lack of use of adequate reading strategies limits the development of critical thinking in students when answering questions about the readings assigned by their teacher. The main conclusion established is that critical reading skills play an important role in student success; that they are able to read critically and, therefore, manage more than one skill at the same time and discover what

the texts contain. The link between critical reading and grammar is really obvious, the practice of constant reading makes students unconsciously acquire structures that, with the guidance of teachers, will improve and gain experience in them.

Key words: Reading ability, grammatical accuracy, comprehension, students, appropriate strategies, thought development, impact of use, reading critically, discovering, linking, critical reading, experience.

INTRODUCTION

English language nowadays is considered one of the principal languages around the world; it is the Lingua Franca since it is used in many areas like politics, science, business, medicine, tourism and obviously education. Besides that, English is spoken in every situation around the world because it is the principal mean of communication among speakers of other languages. For all these reasons, to study English as a second language is really important in order to increase opportunities in many aspects, for example it helps to get better job positions, opportunities to study or live abroad and it is also important to mention that speaking English helps people to maintain the social interaction.

In Ecuador, education has experimented different changes related to the English language. In public education the Ministry has implemented this subject because of the necessity that students have to learn a second language which is of great importance to continue with their superior studies. But in class teachers have to face many difficulties in the second language learning process. The lack of supporting material, strategies and students' motivation is the biggest problem to beat. The idea of this research is to help teachers, facilitating them extra reading activities in order to improve not just reading comprehension or vocabulary, but also reinforce grammar that has been considered boring and confusing for many students.

This study was developed at Army Soldiers' Training School – ESFORSE of El Pisque, Tungurahua – Ecuador, with the candidates to soldiers that belong to the second military year 2017-2019. Since this institution belongs to the superior level students are expected to get the B2 level of proficiency

according to the Common European Framework of Reference. However, the reality in some cases is different, the basis that the trainees have are really low, most of them are the result of the lack of strategies, extra material and problems they carry from Basic education. In the evaluations applied and in the teaching process grammar topics are considered difficult and confusing for the majority of the students. In that regard, the aim of this research is to look for a solution, in order to facilitate students, the use of grammar in context and at the same time to develop the reading skill and increase vocabulary.

The general structure of study is divided into six chapters described as follows:

CHAPTER I. - It contains information about the theme of the problem, the contextualization of the problem at macro, meso and micro levels. Furthermore, it provides a critical analysis and prognosis, a setting-out of the problem, and a justification of the research. The objectives of the study are also presented in this chapter.

CHAPTER II.- Describes the research background, the philosophical foundations, the legal basis and the key categories of the independent and dependent variable; also, the hypothesis that facilitated to determine the foundations of this investigation.

CHAPTER III.- Includes the method of research, the level or type of research, the population and sample, operationalization of variables and the method of data collection.

CHAPTER IV.- This chapter explains the approach to data analysis and interpretation of the results. The results were obtained through a pre-test and a post-test.

CHAPTER V.- It gives the conclusions and recommendations of the research, based on the results obtained in the previous chapter and to the objectives.

CHAPTER VI. - Contains the proposal regarding reading activities to develop grammar accuracy.

CHAPTER I

Problem Statement

1.1 Theme of the problem

Using Critical Reading to develop students' Grammar accuracy in context in second level students of the Army Soldiers Training School (ESFORSE) in the academic year 2017-1019.

1.2 Problem statement

1.3 Contextualization of the problem

Nowadays, education worldwide is considered one of the most important basis for the development of the society, for this reason it has evolved since its beginnings, it has always been looking for the best improvements for the teaching and learning process. The methods, techniques, strategies and also material used in class have been adapted according to the necessities of the teachers and students in order to achieve the best learning results. Thereby, education has left behind the traditionalism to start a new era.

The United Nations handles a paradigm in which four dimensions are detailed: the society, the environment, the culture, and the economy. (UNESCO, 2016). These four dimensions are considered a pivotal factor to carry out education according to the requirements that the society boosts, that is a quality education with relevant content, and the use of new

pedagogical resources to enhance the educational environment. (UNESCO, 2005).

The boom of English in this century has taken a considerable importance; this is because of the globalized world which overcomes the limits of speaking just one language. According to Crystal 2003: "there has never been a language that people use to speak it as a second language more than as a mother tongue"; he makes a reference that English is the principal language around the world and its use and study is important nowadays.

With the time English has become and has been considered a tool for communication. Hernan, 2013: mentions that "To speak English results really important, since every day around the world it is used in many areas of human development"; thus, learning English is nowadays considered fundamental for people who want to have more opportunities in different aspects like the educational, professional, personal etc.

For all the reasons mentioned, many countries around the world have designed programs to teach English in schools applying methods and strategies to improve the teaching and learning process and therefore to get better learning outcomes in students. According to Cambridge 2012: "The need to address effective English teaching methods in schools and universities is urgent." It means that teaching and learning English is fundamental, as well as to endow students with all the necessary tools to learn the language in an effective way.

Learning English involves the development of four skills' therefore in order to become an entire communicator it is important to achieve proficiency in all of them. These four skills provide the speaker the ability to interact with others in real contexts, and also make evident the proficiency he/she has. On the

other hand, the acquisition of the four skills is equally important since the development of one area tends to boost the learning of another.

The English Mate (2017) in its publication mentions that to have a clear view of the four skills, they are divided in two groups; the receptive and productive skills. The two receptive skills are reading and listening because with these learners are able to acquire the language, and the productive skills, speaking and writing which help learners to apply the language to carry out the communication.

Into the passive English skills we have listening and reading, both are relevant in the teaching and learning process and let the learner acquire the knowledge. Furthermore, the reading skill permits the improvement of all the parts of the English language, such as vocabulary, spelling, writing and also grammar. Van Dyk (2016): in her article points out “reading is a great way to expand your knowledge in other areas of potential interest”. Clearly it is understood that developing the reading skill helps to potentiate the other skills as well as other parts of the English language.

Askeland (2013) led a study in which explains that besides the four skills that a speaker has to develop in order to have a proficiency in English it is also necessary to learn grammatical structures which constitute a big problem in many schools around the world. For many people grammar is just learning grammatical structures, and it is often associated with rules, drills, red ink, and boredom (Larsen-Freeman, 2003; Summer, 2011).

Another study made by Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam (2011) indicates that since the 1970 grammar has been seen to be a powerful undermining and demotivating force among L2 learners. In others word, grammar has been seen to be a problem and to stand in the way of helping learners to communicate fluently. The fact that most teachers face

is that learners often find it difficult to make use of the grammar rules taught in the classroom. They may know the rules perfectly, but they are incapable to apply them in their frequent use of the language.

On the other hand, to Morelli (2003), students perceived themselves as having a better attitude towards grammar instruction in context, more than having experienced the traditional grammar instruction. It shows that teachers have to look for specific techniques that help them and their students handle grammar in the best way.

Across the Latin American region many countries have developed national strategies; creating programs and making important investments to expand the access to English learning opportunities, all the contributions made are focused on the need to improve the quality of English language learning. However, the effort made by the schools, English proficiency in Latin America is considerably low.

Cronquist and Fiszbein (2017), state that the educational system in Latin American is not producing the results expected, students are not getting the required level and schools do not provide the appropriate strategies in order to change this fact, so the unique way to improve English learning outcomes is through the analysis of the English teaching policies, teachers' effectiveness and a deep restructuration of the learning programs that would help to reinforce the weak areas of the English teaching-learning process.

In Ecuador the situation is the same, the changes experimented by the Ministry of Education, and according to the curriculum designed and updated in 2016 English Language education in Ecuador has taken different perspectives including new methodologies and at the same time excluding some old ones to teach English since the primary school to the last years in

high schools, taking into account that the population in Ecuador come from different groups with different cultural and linguistic origins. (Ministerio de Educacion. Curriculo 2016).

Despite all the effort made by the Ministry of Education there are no acceptable levels of English learning outcomes, in fact in 2012 all the public English teachers of the country were evaluated with a TOEFL test (Test of English as a Foreign Language), and the results were really worrying just the 2% of the teachers got the B2 level. (Peñafiel, 2014). This percentage totally agrees with a report presented by Education First, which states that English proficiency level in Ecuador is low; the country is located in the 35th position of the countries with the lowest English levels around the world. (Education First, 2014)

Regarding to our study, in the Army Soldiers Training School (ESFORSE) in Ambato, the trainees have the opportunity to study four levels of English, however teachers have noticed that students do not show interest in learning another language despite the facilities and tools they have to do it. The lack of teachers' strategies and the demotivation of the students in the Institution create a big problem at the moment of carrying out the teaching and learning process.

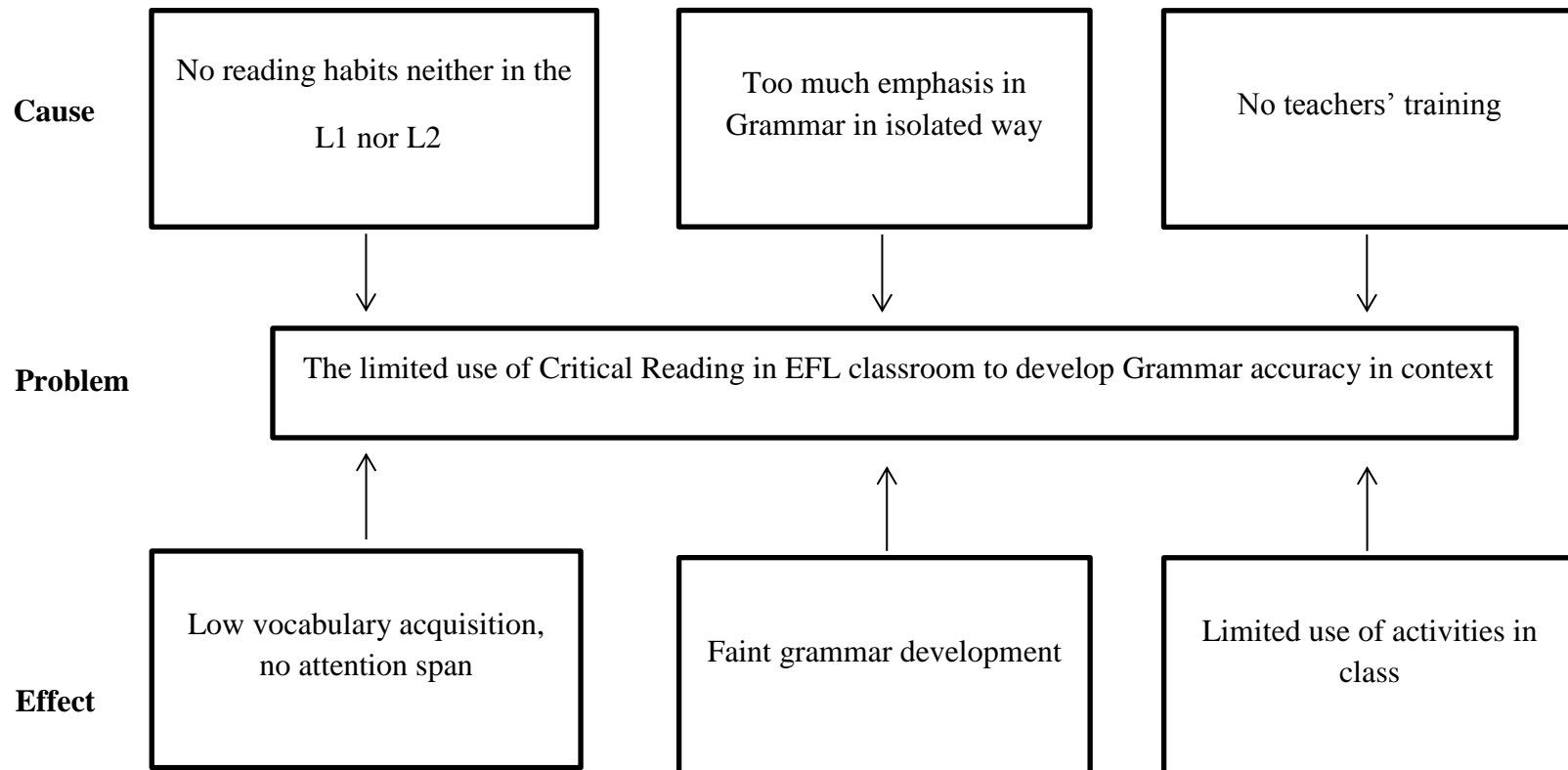
It is absolutely necessary to implement strategies that help both teachers and students during the process with the aim to achieve the goals of the Institution and take advantage of the material they have which is really interesting for them. To include new techniques that can help students to develop the English skills and all the aspects that are part of this language is the principal aim, in this case especially to develop their Grammar accuracy through the use of Critical Reading techniques, so students could understand structures through reading topics they like.

Zabihi's (2011) study emphasize that Critical Reading is a technique that provides the reader a wide perspective and understanding of the texts, promoting the development of receptive skills, as well as the engagement of the reader in the structures presented. On the other hand, Jewett (2007) states that the strategies to develop Critical Reading help learners not just to analyze the content of the reading but also to acquire more vocabulary that can be used to produce the language in a better way.

The Critical Reading skill plays an important role in the success of the students; who are able to read critically and thus to manage more than one skill at the same time and figure out what is contained in the texts. The linkage between Critical Reading and Grammar is really obvious, the constant reading practice make learners unconsciously acquire structures that with the guidance of the teachers will improve and gain expertise on them.

1.3.1 Critical Analysis

Graphic 1: Problem's Tree



Font: Data Collection

Created by: Robalino, C. (2018)

Cause and Effect Relation

The limited use of Critical Reading activities in EFL classroom has influenced the Grammar accuracy in the second level students of the Army Soldiers' Training School, which has affected their development and their learning results.

Reading is considered a fundamental resource in the classroom thanks to it students can analyze and think coherently about a topic in a real context, this gives students the opportunity to understand better and react to situations in a correct way. Having in mind that in our country there are no reading habits neither in L1 nor in L2 and considering that reading is the skill which gives students the opportunity to increase vocabulary and attention span is the teachers' duty to foster on students this habit that is fundamental to succeed academically.

On the other hand, the incorrect use of Critical Reading activities is usual, especially if they are designed to study grammar in context, since reading has been just used in class as an isolated skill and not as a tool to teach grammar structures.

The study of grammar is an organized and systematic process that requires to be developed step by step in order to achieve good results with students. For this reason, an unsuitable application of activities and the emphases in teaching grammar in an isolated way bring about a faint development of grammar correctly,

As it was already mentioned, English Language has been standardized according to the proficiency levels of the Common European Framework, and in the Institution was clear the poor interest on the Reading and Grammar

evaluation in accordance to International standards, this provoke not to evidence in an objective way the progress of the students in Reading and Grammar accuracy. So that, it is clear the weak relation between the Critical Reading and the development of Grammar in context with the aim to get better results combining them.

1.3.2 Prognosis

What would happen if Critical Reading is not applied in class to develop students' Grammar accuracy? The importance of reading in grammar accuracy in context is of great importance to carry out the teaching - learning process. So if there is no solution to this problem with the population under study, there would be several negative effects.

First, the demotivation to develop the reading skill is going to increase not just in teachers but also in students, this can cause several problems in future professionals who won't be able to think and analyze different situations in a coherent way. This fact is going to maintain our country in the same range of the countries with low reading habits.

Besides that, the teaching process will continue in the same way, using the same old strategies to teach grammar, providing students just charts and rules with too much grammar emphasis in an isolated way, which is not correct to develop students' grammar accuracy. The aim of this research is to involve students in reading and through it makes them understand how grammar acts in context and the importance to combine both in order to increase attention span as well as vocabulary and grammar which is the main objective.

Finally, the omission of Critical Reading strategies and the use of grammar in an isolated way can be a problem because there will be unqualified students

in a very demanding society. For all the facts mentioned, the analysis of the influence of the Critical Reading in Grammar accuracy is really important in the professional development of the second level students of the Army Soldiers' Training School.

1.3.3 Setting of the Problem

The use of Critical Reading influence to develop students' Grammar accuracy in context in second level students of the Army Soldiers' Training School?

1.3.4 Research Questions

- What are the advantages and benefits of using Critical Reading in the classroom?
- What is the process to select and apply Critical Reading activities?
- Which activities can be done in order to develop Grammar accuracy in context? How are they evaluated?
- What is the impact of using Critical Reading in the classroom to develop Grammar accuracy in context?

1.3.5 Research Delimitation

- **Field:** Education
- **Area:** Teaching English as a Foreign Language
- **Aspect:** Critical Reading
- **Time:** June 2019
- **Spatial:** Second level students of the Army Soldiers' Training School

1.4 Justification

Having in mind that English has gained a powerful status around the world, learning English have become important and necessary for many people and

in different fields such as: studies, business, technology, medicine and so on. Nowadays, many countries are experimenting the globalization; Ecuador has incorporated English in the curriculum of public schools with the purpose of giving Ecuadorians more opportunities in life. For this reason, the teaching and learning process is essential if we want well prepared students who have the ability to communicate using English.

The present research will contribute with teachers and students so they would take advantage of the technique of Critical reading which is really useful to study English and it is also useful to acquire grammar accuracy because it is based on a structural process focused on developing critical thinking too. This technique has as an aim to achieve a better academic level.

Grellet (2010), states that reading activities require motivation, which is very important to understand texts. Considering this, students have the opportunity to apply this technique not just to analyze and get the principal ideas but also use it to learn grammatical structures through the use of books of their interest.

On the other hand, Deinzer (2007) mentions in his book that the most difficult part of the English language is the study of grammar; grammar sometimes seems to be difficult and confusing to understand because it is just taught with a lot of rules and charts which do not present real examples in context. That is why teachers and some educational specialists are trying to establish and find the best techniques that can help students to understand and teachers to be understood.

Furthermore, learners will benefit from this technique because they will be prepared to face and respond to real situations using English as a mean of

communication inside and outside the classroom. Besides that, students can be aware of the relation of what they learn in class with the real world because this technique would help them to analyze and think coherently.

According to Gillingham (2017), in his article The Importance of Grammar in Reading, he highlights what Timothy Shanahana a university professor said “there is a lot of evidence showing the importance of grammar in reading comprehension. Studies over the years have shown a clear relationship between syntactic or grammatical sophistication and reading comprehension; that is, as students learn to employ more complex sentences in their oral and written language, their ability to make sense of what they read increases, too.”

In this way, this research will help teachers providing a different view point on how to teach grammar using a technique that permits students to practice reading, as well as develop grammar accuracy.

Finally, the use of Critical reading technique would help students not just to get more vocabulary and learn grammar in context but it would also help them to think about what they read and understand better the texts they have to study.

1.5 Objective

1.5.1 General

To determine the impact of using Critical Reading to develop students' grammar accuracy in context in second level students of the Army Soldiers Training School (ESFORSE) in the academic year 2017-2019.

1.5.2 Specific

- To identify the advantages and benefits of using Critical Reading in the classroom.
- To establish the process to select and apply specific Critical Reading activities.
- To design alternative activities to develop grammar accuracy in context.
- To identify the impact of using Critical Reading in the classroom to develop Grammar accuracy in context.

CHAPTER II

Theoretical framework

2.1 Research background

Being the language the most important way of communication, is our duty to improve it using all we have on our hands. The new methods and techniques applied in the teaching and learning process let the learners to develop their skills in order to acquire a second or foreign language in an appropriate way. Reading, Listening, Speaking and Writing are considered the base to execute the communication appropriately, however, English is more that these skills, it also Grammar, Vocabulary, Spelling and so on.

Johnson (2014) mentions that developing the grammar skill is relevant in many aspects like educational, familiar and professional. The proper use of grammatical patterns is essential to learn and understand a second language. Frederick (2015) in her Journal comments that Grammar has been put aside due to the influence of the media that is affecting the coherent use of grammatical structures. The constant use of Internet and other applications is changing the correct use of the written language that is why the need to recover the principal skill to maintain an effective communication.

More that developing the four skills that are part of the English language it is also necessary to recognize the importance of them, since their practice and

study help to perform the teaching and learning process. Therefore, Grammar is considered another skill of English, it is the base of the language, because it permits the correct use of the structures and, it is important to study and practice it in different situations in context, one way of doing it is through the use of Critical reading.

In the article, what is Critical Reading and why do I need to do it? From Cleveland State University (2010) it explains that Critical Reading is a concrete process that helps the reader to construct questions, theories, comments that enhance the understanding over a specific topic. It also makes the difference between Skimming and Critical Reading; when a person skims he/she just has a simple view of the text without paying attention on the characteristics of the text, but with Critical Reading the person is able to get into a deep description of the text, since this is a logical, organized, and consistent process.

Critical Reading is a way of reading that involves the reader into the content expressed into the book, article, magazine, etc., letting him/her to obtain comments, conclusions about the reading.

Lewin (2010) in his book Reading to Learn, indicates that nowadays teachers in all levels of instruction must apply the technique of Critical Reading with the students because it is important to have people who can think, analyze and respond critically in front of different real situations. The present society needs students who read texts critically not just fill in bubbles as many years ago.

In this case, it is clearly exposed that having good reading habits is the base in order to get more coherent vocabulary. Also, reading helps students to develop their thoughts to express ideas in the correct way.

Cassany (2017) remarks that the world and all the situations that people have to face in the present life are necessary to instruct students in schools to form them in an autonomous and democratic way with critical abilities to think, read, speak and write.

According to Cassany, the person who is critical can:

- Comprehend the linguistic purpose of the text.
- Be conscious about the context where he / she is.
- Construct conclusions with his/her own point of view.
- Use all the linguistic resources to defend his/her opinions.

Definitely, a person who is considered critical is who maintains a belligerent attitude in order to achieve his/her purposes with the use of reading and writing forms in a positive way to construct a respectful and progressive community.

So, in other words Critical Reading constitutes the base for the correct way of a learning process because it helps students to develop their abilities of communication in a critical and more intelligent manner.

All of this shows that the reading skill conjugates many aspects for its correct understanding, in this case the grammar which plays an important role in every text presented. The use of the correct grammar rules allows the reader to analyze the content and also gives the opportunity to learn more structures in context.

There is no teaching without grammar; grammar is the key to the language-learning process. So, grammar is the part of the language that helps to classify words in order to make them understandable and easy to use. (Hogan 2013). On the other hand, there are no just words put together,

grammar is a set of rules and structures that allow students to combine words into large units to create statements in different tenses and with different meanings. (Greenbaum and Nelson 2009).

Rutherford (2014) observes that there is no a common order for L2 learners to acquire the grammar structures, all depends on the constant use that the learner has of them. It means that while grammar structures are taught in context they become easy to understand and to handle even if they do not follow a sequence, the fact is that reading provides the learner the opportunity to identify the structures and how to use them correctly.

Grammar in context allows the learner to see how it works, the action it takes and how it can be understood in an easy way. (Barton 1999). The study of grammar in context will help students understand better the structures and the rules that studied isolated are a little difficult and confusing, so with the use of this technique the principal objective is to encourage students the use and practice grammatical rules which are very important for the development of the language correctly.

2.2 Philosophical foundations

This investigation is based on the Critical-Propositional paradigm. This paradigm focuses on social issues and the interpretation and analysis of them. It is Critical because it constitutes a link between the theory and the praxis since this paradigm seeks to apply new techniques or ideologies to change the structure.

Creswell (2014) states that Critical Paradigm is based on the investigation-action methodology, which possess three phases:

“observar (que constituye la construcción de un diagrama del problema de estudio y la recolección de datos), pensar (comprende el análisis e interpretación de la construcción significativa encontrada) y, la fase que caracteriza la investigación acción y que lo diferencia del resto de diseños cualitativos, el actuar (que engloba el momento en el cual la investigación busca la resolución de los problemas detectados mediante la implementación de mejoras).”

In regard to this, the phases seek the expected change after applying the technique, in this case the Critical reading technique to develop the Grammar accuracy.

It is also propositional, because this research proposes the use of Critical Reading technique as an alternative to help students develop their Grammar accuracy, as well as the capacity to think critically in front of real contexts.

2.3 Legal basis

This project was developed under some legal basis exposed in the Constitución de la República del Ecuador (2008); Modelo Educativo de las FF.AA (2016); Plan Nacional del Buen Vivir (2012), detailed next:

Art. 27 Que "La educación se centrará en el ser humano y garantizará su desarrollo holístico y el desarrollo de competencias y capacidades para crear y trabajar". (Constitución de la República del Ecuador, 2008).

El art. 343 de la Constitución expresa: "El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales...". (Constitución de la República del Ecuador, 2008).

El art. 347 numeral 11 de la Constitución se expresa "Garantizar la participación activa de los estudiantes...y docentes en los procesos educativos". (Constitución de la República del Ecuador, 2008).

El subsistema de Educación Militar de la Fuerza Terrestre está administrado por el Comando de Educación y Doctrina de la Fuerza Terrestre (CEDE), cuya misión es "Participar en el Desarrollo de las Capacidades Militares, mediante la Educación Militar, Doctrina Militar Terrestre, Estudios Históricos y Educación Regular a fin de contribuir al cumplimiento de la misión de la Fuerza Terrestre" y regenta a los institutos de educación militar de la Fuerza. (Modelo Educativo de las FF.AA, 2016).

Objetivo 4. Fortalecer las capacidades y potencialidades de la ciudadanía. (Nacional del Buen Vivir, 2013-2017).

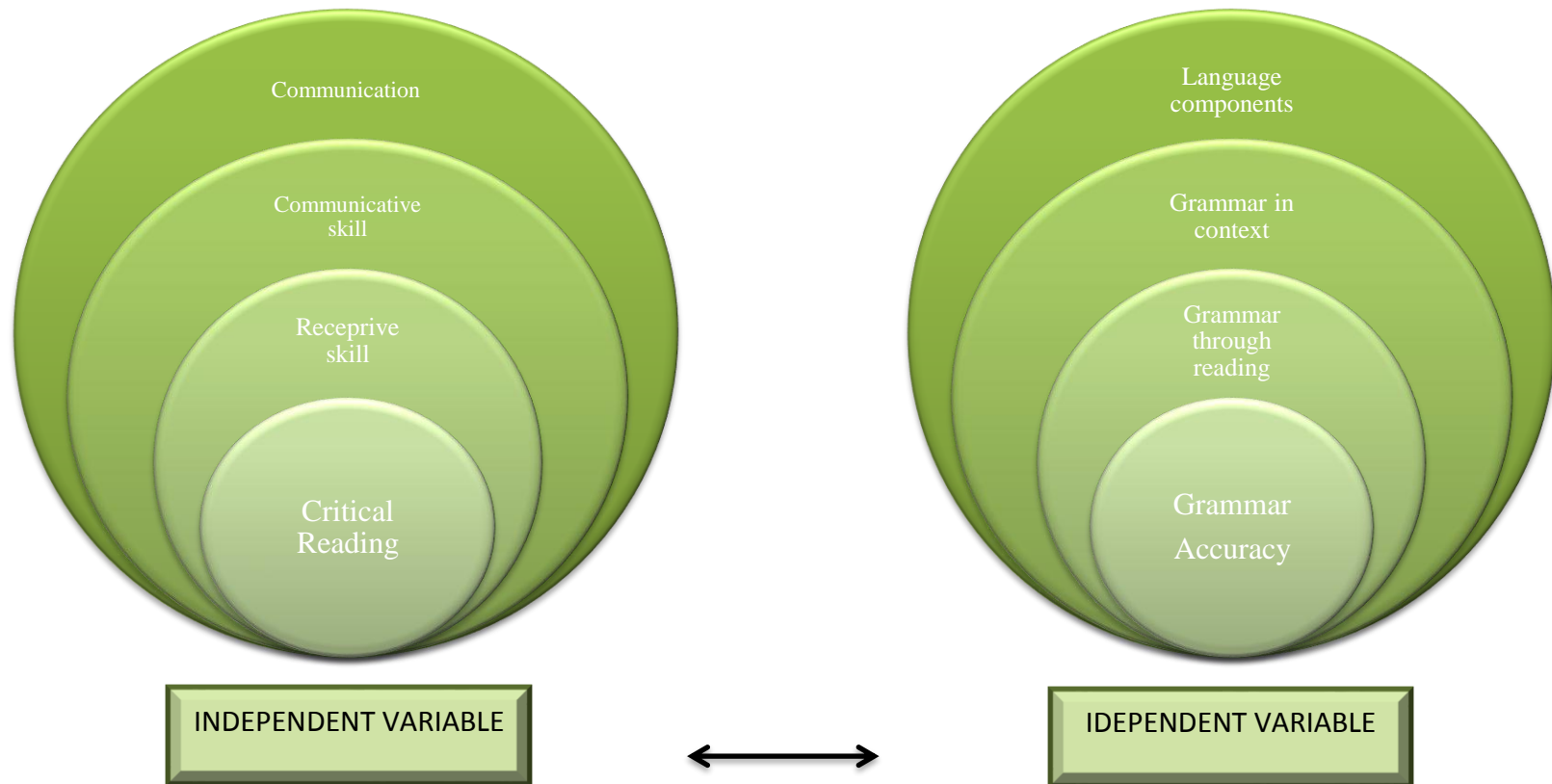
4.1. Alcanzar la universalización en el acceso a la educación inicial, básica y bachillerato, y democratizar el acceso a la educación superior.

f. Generar mecanismos de acceso al sistema educativo para la población históricamente excluida en función de territorio, etnia, género, ingreso y edad, personas privadas de la libertad y migrantes, mediante acciones afirmativas.

i. Generar mecanismos para reconstruir y evitar la reproducción de prácticas discriminatorias excluyentes (patriarcales, racistas, clasistas, sexistas y xenofóbicas) dentro y fuera del sistema educativo.

2.4 Key Categories

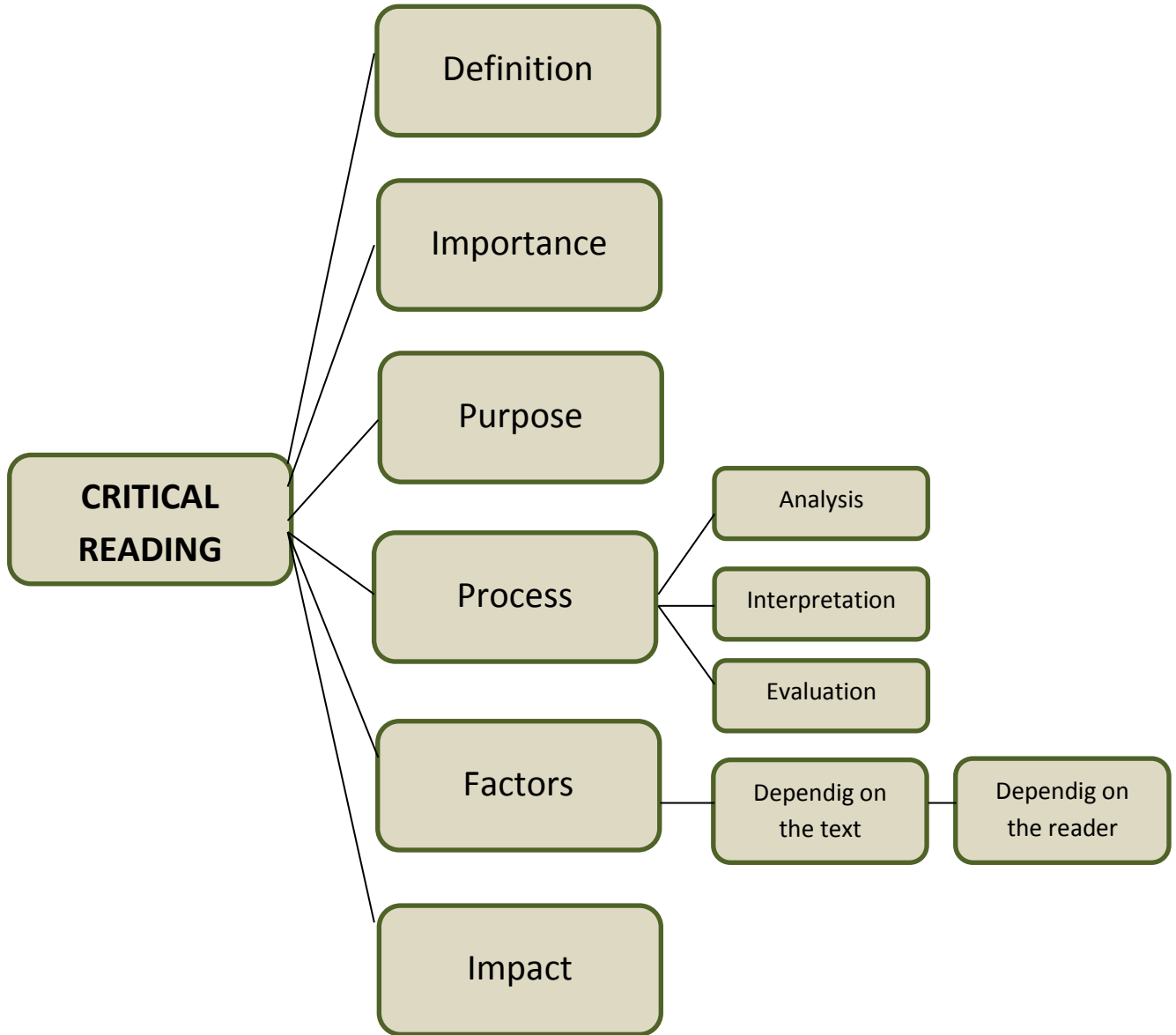
Graphic 2 : Key Categories



Font: Data Collection

Created by: Robalino, C. (2018)

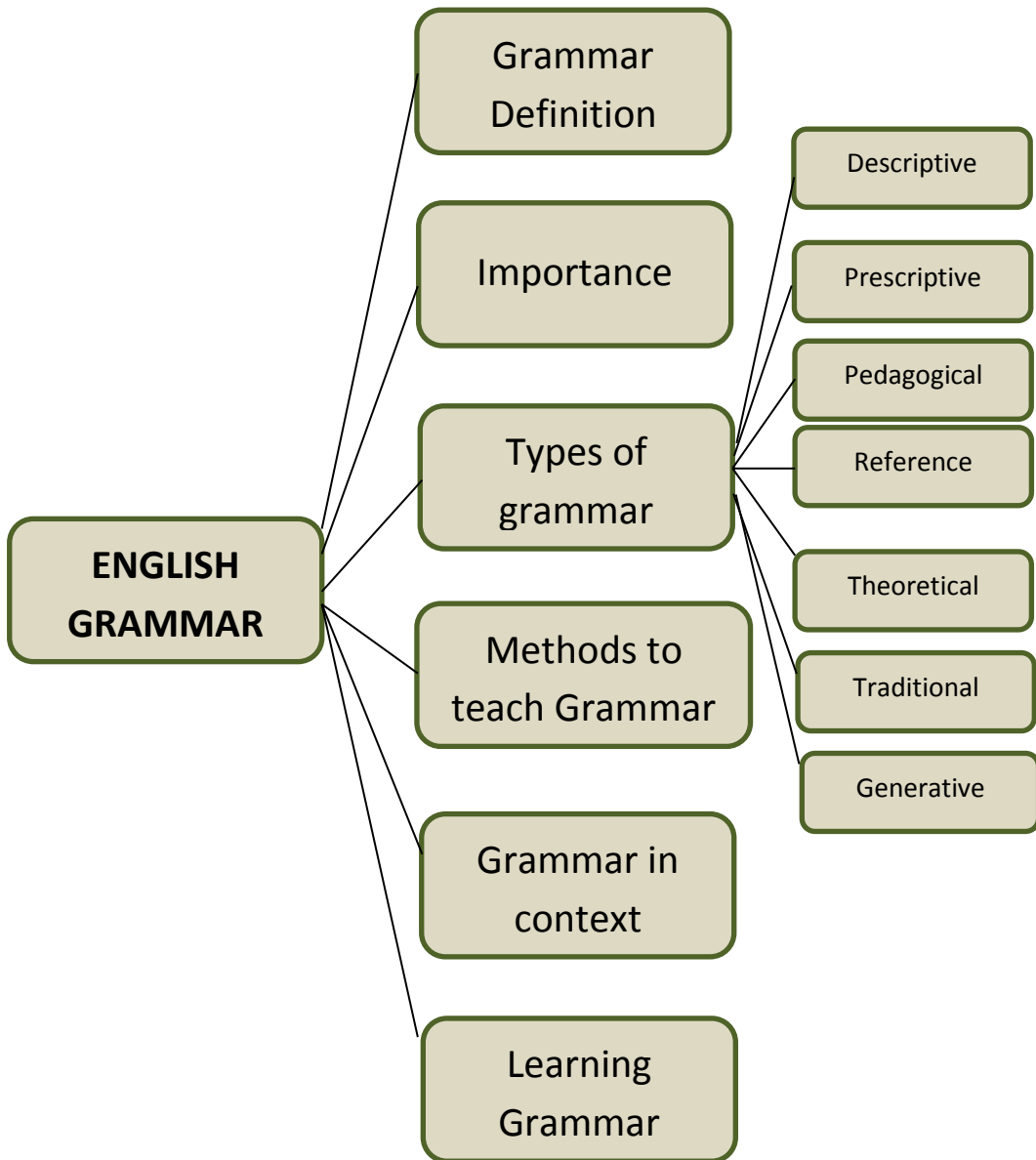
Graphic 3 : Subordination of Independent Variable



Font: Data Collection

Created by: Robalino, C. (2018)

Graphic 4 : Subordination of Dependent Variable



Font: Data Collection

Created by: Robalino, C. (2018)

INDEPENDENT VARIABLE THEORETICAL FOUNDATION

2.4.1 Communication

Definition of communication

Communication can be defined as the exchange of information between several people. It can be done verbally and it is evidenced when two people speak. It can also be non-verbal, reflected in the expression of a person's face that probably lets another person know that they are angry. The communication can be negative, positive, effective or ineffective (Bambaeeroo & Shokrpour, 2017).

In that regard, communication is considered as interaction among people who enter it as subjects. It is not the influence of one subject in another, but the interaction takes places when there are at least two people, each one of them which acts as the subject of the communication.

Carnicero (2005) states that, for all human interaction, communication is a basic element. It can occur between an individual with a group, individuals, or different subgroups of people. These elements are substantial for the life of organized human groups and, therefore, for the life of the institutions.

Tarvin (2015) conceptualizes communicative competences as the capacity to use the language for communication purposes in a culturally-appropriate way to make sense and achieve social tasks with efficiency and eloquence through interaction. Chomsky (1965 as cited in Tarvin, 2015) makes a clear

distinction between the terms competence, the knowledge of language and performance or the actual use of language in particular situations.

That is, communication is the way human beings have to exchange information between two or more people in order to achieve positive interpersonal relationships.

Importance of communication

According to Soria (2004), communication is of great importance to people because the interaction between human beings is of great importance. This interaction can be understood as the process of sharing and analyzing an idea. The communication is transmitted not only through what is said, but also the way of expressing it in writing or verbally.

In summary, all people share the need to interact with other human beings. Communication is essential to maintain good relationships in all areas of our lives, particularly in the family, work and with people closest to us.

2.4.1.1 Communicative Skill

Being able to communicate effectively is one of the most important life skills to learn. Communication is defined as transferring information to produce greater understanding. It can be done vocally (through verbal exchanges), through written media (books, websites, and magazines), visually (using graphs, charts, and maps) or non-verbally (body language, gestures, pitch of

voice, and tone). All of these means of communication are essential Soft Skills that are vital for a successful Career.

Communicative skills refer to the ability to carry out procedures with certain aspects of the language such as pronunciation and grammar. Furthermore, communicative skills are considered as “know-how of the language” which includes socialization, living, vocation and profession, and leisure (Common European Framework of Reference, 2001).

Harmer (2007) claims that communication skills are divided into two main types: receptive and productive skills. Receptive skills deal with listening and reading while productive skills are speaking and writing. Productive skills refer to skills which enable the language user to produce the language independently. Even though these language skills are separately analyzed, they are not isolated in real life. Furthermore, productive skills are considered as active skills; indeed, during speaking, human beings produce a kind of language activation when producing communication. For example, in a conversation people are encouraged to listen carefully for making sense and then interact with the other person. Moreover, people who address speech generally use notes which are written by themselves and read them. Reading also makes humans communicate because comments about it are necessary. Finally, writing is not produced in isolation because language learners read first, then, they analyze and write to reply messages. Productive skills are also considered as an output of the language where teachers can reinforce by providing enough feedback to their students. Finally, it is advisable that teachers combine those receptive and productive skills in order to maximize the learning opportunities in class.

2.4.1.2 Receptive skill

Reading and listening are the skills we use to receive information – this makes it inherently more difficult to receive feedback from others. We all come with a filter that the information we receive passes through. This filter is informed by our age, background, education and life experience. We have personal interest areas, curiosities and expertise.

Harmer (2007) states the term “receptive skills” is used for reading and listening skills. Those skills help the language user to make sense from the language discourse. These language skills are considered passive ones. However, they also need high motivation by the reader and listener because language users must get meaning from oral or written texts. Most of the received information comes from this input; for example, teachers provide reading texts for students read extensively. Even though reading is considered a passive skill, students need to involve multiple processes such as questioning, understanding words, concluding, and inferencing, among others. Harmer (2007) argues that reading has been divided into subskills such as skimming and scanning, reading for gist, and for details which are used during language teaching. Additionally, international exams have made teachers focus on reading subskills which take a lot of time of classes (Schellekens, 2011).

Reading is a receptive skill that provides the readers with an input through written texts produced by others. There are some reading activities like: reading for general orientation, for information, for following instructions, and for getting pleasure. Besides, the reader may do it for gist, for specific information, and for understanding in detail (Council of Europe, 2001). Students struggle with this languages skill because they read and try to

remember everything they can. They try to answer questions when they finish reading a text. Sometimes, they are not able to answer questions. That is the reason why they have to re-read the text until they have understood it. It is almost impossible to remind everything students read because there is not enough time to do it. Consequently, this skill is not developed appropriately (Thanh, 2004). It is a cognitive language process involving a procedure before, during, and after reading through the use of word strategies like main idea and details, summarizing, cause and effect, sequence of events, making predictions, drawing conclusions, making inferences, compare and contrast, fact or opinion, author's purpose, where engage factors like: vocabulary and metacognitive knowledge of the second language structure such as grammar, syntax, and critical thinking (Lenz, 2018).

2.4.1.3 Critical Reading

According to Oxford dictionary critical Reading is a way of reading with the aim to analyze, evaluate and obtain a judgement from an issue. (Oxford Advanced Learners Dictionary, 2016). Critical Reading means the way in which teachers and students interact in class in order to analyze and comprehend texts in a deeper way. Combs (1992) in his article highlights that Critical reading is a process that involves students to read between lines and not just the word printed, it requires to think carefully, make observations and set some questions to get the correct hypothesis of the text. In accordance to this, read critically is to go beyond the simple reading, it is to develop the whole skills simultaneously. It also helps to identify authors' viewpoints arguments, evidence, potential biases, and conclusions.

Flynn (1989), states that Critical Reading involves "an interactive process using several levels of thought simultaneously" (p.664). It means that the reader or the student that is going to use the Critical reading has to be able to

develop their mental capacities at the same time in order to get immersed into the Critical Reading to understand the text in the correct way.

On the other hand Commeyras (1990) also raises this issue: “The claim that critical thinking is closely related to reading comprehension is similar to the view that reasoning is an integral part of reading”. This author clearly states a link between Critical Thinking and Critical Reading which is a different point of view from other authors. She mentions that both have a strong relation especially at time of reader’s reasoning which is a process that helps to determine the content of a text, and the process of reasoning belongs to Critical Thinking. Newton (1985) goes further than that. She states: “To read critically is to think critically. Critical thinking is a manner of assimilating and processing information and evaluating ideas.

In this regard, with what has been mentioned, it can be determined that Critical Reading and Critical Thinking are fundamental parts of the English Language teaching and learning process , since its main aim is to develop in L2 learners the ability to interpret a wide range of texts, make interpretations, make inferences, predict outcomes, distinguish facts from opinions, identify an author’s bias, evaluate the writer’s authority, compare and contrast, classify, categorize, analyze, and synthesize information from various sources; make judgments, get conclusions, make generalizations, among others, are a prerequisite. All of this contributes academically and psychologically to the learner. Academically, because a better reading can provide a greater competence in the language. Psychologically since a motivated student can gain more and better reading habits which can help to develop the mental abilities.

2.4.1.4 Importance

Reading can become a challenge for students of English as a foreign language in aspects such as vocabulary, content and unknown grammar, and complex organization of texts or even unknown texts, that's why learn to read most of the time is considered a difficult skill to develop because it is necessary to know how to learn in order to get all the details from a text.

Rodríguez & Lager (2003) in their book "La Lectura", empathize that for many educators reading is as important in mother tongue as in foreign language as a principal base to carry out the learning process since it permits to gain knowledge and it is principal in all educational levels.

It is important to bear in mind that the skill of reading is an interactive process that demands from the reader to activate all the capacities to interpret and understand a text. With this process all the structures and knowledge storage into the mind are activated to build new ways of thinking and react in front of different situations in a reflexive way.

Therefore, Critical Reading plays an important role in the learning process since it allows learners to increase their critical thinking in order to select the important information from books and texts that need to be analyzed.

Taglieber (2008) mentions in his paper that with the extensive information available in all areas, it is common to feel overwhelmed so it is necessary to learn to read selectively classifying the most important information and getting the principal idea of them, to do so Critical Reading is the most indispensable tool.

2.4.1.5 Purpose

Reading is the skill that has as a principal purpose to get general information from a text, as well as get ideas, make questions, activate the reasoning, evaluate books, understand the content of a text and even get distracted.

Martin (1991) in his book, *How to be a Successful Student* establishes that the principal purpose of the Critical Reading is to improve comprehension because this is the most relevant issue that L2 learners have to do to obtain the results needed in front of a content of a book. For this reason he details some specific points that permit to reach the purpose set.

Develop a broad background, it means to be interested in the events that are happening around the world or that occurred in the past.

Know the structure of paragraphs, the information that comes in books, magazines, newspaper or online publications are divided in paragraphs which permit the reader get the ideas better and organize them to get the final view.

Identify the type of reasoning, analyze what the authors are transmitting in the text.

Anticipate and predict, with the correct critical reading, readers are able to guess what will happen in the coming pages, and get predictions of future ideas.

Look for the method of organization, a good critical reader is able to organize the information chronologically, serially, logically, functionally, spatially or hierarchical.

Pay attention to supporting cues, get all the details of each section of the book or text.

Highlight, summarize and review, read twice is better than once and it permits the reader to mark the ideas that are consider relevant.

Build a good vocabulary, definitely reading is the best way to get more vocabulary and it is a good option to use a dictionary depending on the type of text in use.

Monitor effectiveness, a good reader knows when an idea or a detail was missed and monitor the attention is principal to carry out the critical reading.

2.4.1.6 Process

To read critically, it is also to think critically. This involves analysis, interpretation, and evaluation. Each of these processes helps to interact with the text in different ways: highlighting important aspects and examples, taking notes, testing answers to questions, brainstorming, outlining, describing aspects of the text or argument, reflecting on own reading and thinking, raising objections to the ideas or evidence presented, etc

Wheeler (2004) in his publication about Critical Reading and the process to do it mentions three specific aspects that help readers to obtain the expected results using critical reading; these are: Analysis, Interpretation and Evaluation.

In the **analysis** the reader is in the capacity to look at the general aspects of the text and try to guess the author's ideas and arguments. To do this point is necessary to establish some questions like:

- What is the thesis or the theory?
- What are the supporting points that create the argument?
- How to relate to each other?

- How do relate to the thesis?
- What are the examples used as evidence for the supporting points?
- How to relate to the points to support the thesis?
- What techniques of persuasion are used (appeals to emotion, reason, authority, etc.)?
- What strategies are used (e.g. definition, explanation, description, narration, elaboration, argumentation, evaluation)?
- What modes of analysis are used (illustration, comparison/contrast, cause and effect, process analysis, classification/division, definition)?

The **interpretation** has to see directly with the reading itself, that is necessary to pay attention to all the details, content of the text, author's ideas and life and to do that the questions are:

- What details engage the author and the text?
- What kinds of reasoning (historical, psychological, political, philosophical, scientific, etc) are employed?
- What methodology is employed and what theory is developed?
- How might the reading of the text be biased? Am I imposing 21st century ideas or values on the text? If so, is this problematic?

Finally the **evaluation** is how to make judgments about the reading, to get conclusions, and also have a complete review that can fill the reader's expectations.

It is important to establish some questions as follows:

- How do judgments contribute?
- Are the conclusions original?
- Does the evidence and reasoning support the theory/theories presented?

- Are the sources reliable?
- Is the argument consistent? Ct of the Critic
- Are any experiments, questionnaires, statistical sections, etc. designed and executed in accordance with the accepted standards of the relevant discipline?
- What are the strengths and weaknesses of the theory?
- How could the author reply?
- In other words, what are its comparative strengths and weaknesses?
In reading critically we need to keep competing theories in mind.

2.4.1.7 Factors

The principal object of the Critical Reading greatly depends on some factors which play a pivotal role to carry out the reading process. These factors depend:

- On the text and
- On the reader

2.4.1.7.1 Factor depending on the text

The text structure and its content are two important components that influence on the comprehension of the reading. The text structure principally is referred to the organization of the idea in the content of the text and the relation among them. Every text is characterized by a logical organization of the presented information.

The structure of the text is the ideas that an author puts together in an organized way in order to be read and understood for someone else. He also mentions that it is a significant part which content must be well structured so that it can facilitate a coherent reading; it means these ideas have to be

connected and maintain a relation in order to let the reader get the desired information.

Sánchez (1993) states that understanding a text involves going over its meaning, build with the words of the text ideas (propositions), connect ideas with each other, composing an order or thread (thematic progression) assume and build the existing hierarchy between those global ideas (superstructures). He also says that to get into the meaning of the text it exists three levels:

1. The microstructure is when reading a text, the reader gets the same meaning that this text wants to transmit, and it is also called the text base. The functions are: identify the elementary ideas of the text, establish thematic continuity between these ideas, and relate some ideas with others.
2. The macrostructure refers to the global meaning of a text, responds to the fact that as readers have to take into account the central ideas and the global meaning of what have been read.
3. The superstructures make reference to the different ways in which texts are organized. Readers have to be able to read and to recognize what types of book have on their hands; generally there are two types of superstructures; narrative and expositive texts.

2.4.1.7.2 Factor depending on the reader

The principal purpose of reading is to understand what is exposed in a text, but this is considered a concrete process most of the time difficult for students to develop since they have a poor reading comprehension. It is intend to emphasize that in order to achieve a better level of understanding, students must take into account certain factors that depend on them (readers) that play a very important role in reading comprehension.

1. The age of the reader, because the interests are different and the experience reading mark a concrete deference to understand a text.
2. The time is also a factor that influences the reader, in any way it conditions the person.
3. The context, because it has to be the adequate to be able and motivated to read.
4. The approach in which the reading is being developed; for amusing or for academic purposes.
5. The intention, for need, habit or interest.
6. Strategy, a competent reader uses different reading strategies to achieve the objective; select ideas, get relevant information, determine important aspects.

2.4.1.8 Morphological – Syntactic Impact

The syntax refers to the study how rules to form sentences are set. It means the organization and the formation of the words to make sentences and how the different combinations change their meaning. On the other hand, the morphology is study of the form of the words and the changes they can experiment to generate a new meaning. (Van Valvin, 2001)

A research called “Morphological and Syntactic Awareness in Poor Comprehends: Another Piece of the Puzzle”, Tong, Deacon, & Cain, (2013) mention that, who poorly understand a text have no completely developed the reading skill and they do not understand what they read.

Tong, Deacon, & Cain, (2013) carried out a study where the participants had to perform many activities which included some morphological and syntactic characteristics and who showed problems with them were the participants who have less reading comprehension. Therefore, this study put into

evidence that the lack of reading comprehension it is related to a weak morphological and syntactic awareness.

Additionally, Shiotsu & Weir, (2007) state that this study put in contrast the assertions which mention that the vocabulary is relatively more important in the reading predictions than in the syntactic or grammatical knowledge. In the article Vocabulary and Syntactic Knowledge Factors in Reading Comprehension, Kouider Mokhtari y Dale Neiderhauser, conclude over the impact of the vocabulary and syntax over the reading comprehension. It is established that the vocabulary strongly contributes to the reading prediction and reading comprehension linked this result to the National Center for Education Statistics' results where was evident that students who got better in vocabulary they also got good grades in reading comprehension.

All of this demonstrates that the vocabulary plays a very important role in reading comprehension, not just when reading in the mother tongue but it also in reading in a second language. It is also demonstrated that syntactic factors help to get better in Critical Reading since it permits modify, recognize and analyze some structures.

DEPENDENT VARIABLE THEORETICAL FOUNDATION

2.4.2 Language Components

Marin (2008) in her essay “What is human language?” mentions that language is an elaborated system that human beings use to communicate ideas even thoughts with words, this fact makes people different from animals which cannot use words phrases to communicate.

Having into account that language is a system; linguists have identified five basic elements found across the language.

- Phonology = speech sounds.
- Morphology = words’ formation.
- Semantics = meaning.
- Pragmatics = language use in context.
- Syntax = related to grammar; structures of sentences.

2.4.2.1.1 Phonology

According to the Cambridge dictionary Phonology is defined as the study of the sounds of a language; it also describes the nature of the linguistic sounds which compose the language across languages.

When talking about phonology, it must be determined that, although throughout history there have been many linguistic professionals who have determined the development of it, one of the most important has been, without a doubt, the Russian Nikolai Trubetzkoy who mentions in his book Principles of Phonology (1939) that to understand better this are about phonology it is important to cover two branches:

1. The phonology is the science that studies the sounds of the language, and it uses strictly a linguistic method.
2. The phonetics is the science that studies the speech sounds and it is based on the acoustic aspects.

For Trubetzkoy (1939) the principal objective of the phonology is the study of the phonemes, which are known as the minimal distinctive units not significant. These phonological units are next:

- Culminate function that refers to the quantity of units. (How many units there are).
- Restrictive function that refers to the limit of the unit. (How far the unit can get).
- Distinctive function that refers to the difference amount units.

From these three the last one is the most important since it permits to establish the phonological oppositions.

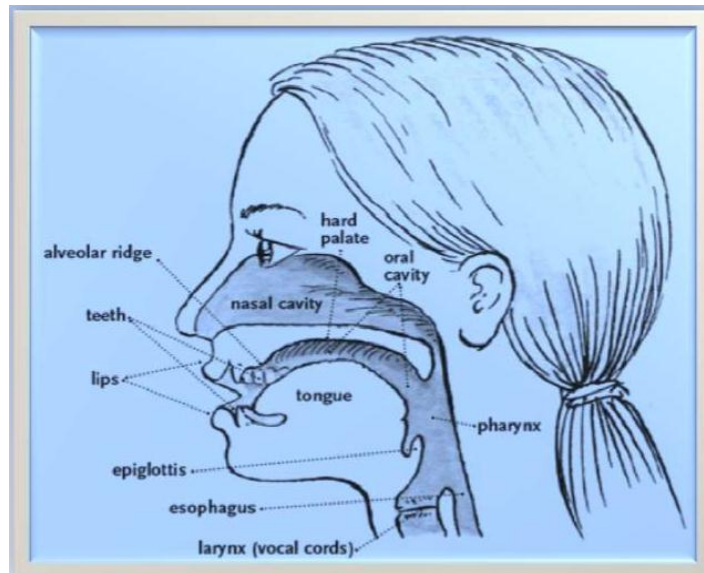
Every phoneme possesses a series of characteristics that holds a distinction, since each phoneme must be defined according to its features.

So, Phonology is essentially the description of the systems and patterns of speech sounds in a language, it also concerns about the abstract or mental aspects of the sounds in a language. In order to continue describing what the Phonology is, it is necessary to mention that in this field there are some aspects that can be highlighted and learned first; when a physical sound of the language is going to be used, it has to be expressed under two slashes. i.e. /p/, /t/, /k/, they are called phonemes.

On the other hand, if a mind sound or abstract units are going to be expressed, they must be done using square brackets such as [p], [t], [k]; they are called phones.

However, it is important to mention that the principal source of the sound is the human body, especially the lungs. The lungs produce the adequate airflow and air pressure to make the vocal cords vibrate. They vibrate modulating the air that is expelled from the lungs producing the sounds during the process of phonation. The next pictorial description will help to understand how human organs intervene in the process of phonation.

Graphic 5. Anatomy of Speech Production



Cognitive Psychology: Mind, Research, and Everyday Experience, 2nd Ed. by Bruce Goldstein. Copyright © 2008 by Wadsworth Publishing, a division of Thomson Learning. All rights reserved.

2.4.2.1.2 Morphology

Aronoff and Fudeman (2011) state that linguistically morphology refers to the system of words formation and their internal structure to delimit

classify and organize every class of words with the aim to obtain new ones.

Castillo (2013), in her publication “Morfología Lingüística” agrees that morphology is a linguistics discipline that studies the internal structure of the words, the rules of their formation and the different ways how they are related to other words or the same language.

In this sense, the term morphology is composed of two particles or morphemes. The first is -morf (form) and the second is -ology (branch of knowledge). Thus, it means "branch of knowledge concerning to forms".

Thus, the morphology is the study of the mental system that involves the formation of the words; is the branch that studies the words and their formation process.

Its study is highly important since it permits the development of some aspects specially applied to reading because a reader who recognize morphemes can easily read quickly and accurate. Readers also increase vocabulary; at the same time the knowledge of morphemes helps to increase the comprehension of the text; finally, regarding to the spelling, morphemes are units that can be easily spelled.

Understanding the words' formation permits people to recognize the words and their meaning in contexts as well as they are able to realize how words are separated into morphemes.

2.4.2.1.3 Semantics

It is the science of the meanings, the linguistic signs or of the oral or written statements. This term is derived from the Greek sema or semeion

(sign). In modern linguistics, "sema" is the minimal unit of meaning, also called trait or semantic component. Semantics does not determine the meaning of the word on the basis of the dictionary or the use only in the context account, but rather the examination of the plurality of semantic values, such as rhetorical figures (similarity, metaphor, metonymy, etc.). (Von, 1979, page 6).

2.4.2.1.3.1 Types of Semantics

Linguistic Semantics: Linguistic semantics is the study of the meaning of the words of language. Linguistic semantics contrasts with two other aspects that intervene in an expression with meaning: syntax and pragmatics. Semantics is the study of meaning attributable to syntactically well-formed expressions. The syntax studies only the rules and principles on how to construct semantically interpretable expressions from simpler expressions, but in itself it does not allow to attribute meanings. Semantics examines the way in which meanings were attributed to words, their modifications through time and even their changes by new meanings. The lexicography is another part of the semantics that tries to describe the meaning of the words of a language at a given time, and usually shows its result in the making of dictionaries. On the other hand, pragmatics refers to how circumstances and context help to decide between alternatives of use or interpretation. In addition, the pragmatic reduces the ambiguity of the expressions, selecting only a suitable set of interpretations in a certain context. (Crowario, 2011, page 3).

Logical Semantics: The logic of first order predicates is the simplest type of logical-mathematical system where the concept of semantic interpretation appears. This logic is formed by:

- A set of signs (connectives, parentheses, quantifiers, ...).
- A set of variables and constants.
- A set of predicates about the variables.
- A set of rules of good formation of expressions from simple expressions.

In the first logic order the set of variables and constants play a role similar to the lexicon of natural languages, since under a semantic interpretation are the elements that admit referents. In turn, the set of rules of good expression, formation plays the role of syntax in natural languages. To interpret the formal expressions of a logical system of the first semantically order, we need to define a structured model or set on to interpret the formal statements of the logical system (Crowario, 2011, pp. 4-5).

Philosophical Semantics: Philosophical semantics is a current analysis that focuses on the philosophical problems around language. This is the primary reason to study this topic. Philosophical semantics studies the distinction between organized semantics about truth values and the semantics of speech acts. Critics of this theory maintain that its true function is to analyze the meaning of communication related to the signs of knowledge of the speakers and listeners, instead of relating the signs with what they designate semantic aspect or formal relations that exist between the signs syntactic aspect. Those who carry out this critic claim that semantics should be limited to assigning the interpretations that correspond to the signs, regardless of who are the speaker and the listener. (Echavarria, 2010, page 4).

Structural Semantics: This trend observes the language as a perfectly structured system. This is developed in different ways in Europe and the United States. While in Europe the study of Semantic Field Theory is

considered important, in the United States this analysis is imposed. The basic difference between both streams is that, while in Semantic Field Theory it is considered that there is interdependence between different linguistic subsystems, in componential analysis the meaning of words is divided into independent units it means that for componential analysis the Subsystems are independent. (Wagner, 1977, page 20).

2.4.2.1.4 Pragmatics

Pragmatics is one of the fields that study the language; it has been developed during the last decades of the twentieth century. That is why, it is still quite unknown.

According to Reyes (1995) pragmatics is a linguistic sub discipline, and its object is the study of the meaning of language in use. It begins with the lectures of John Austin (1955) and Paul Grice (1967) at Harvard University, under the Williams James Lectures. It arises, from the philosophy of language; it gets strength at the beginning of the 70s. From its beginning and up to the present, researchers ask themselves for their essence (what is it?). Although, with the time there were fewer and fewer doubts about its real purpose and existence. It has very different theoretical models: Speech Theory, Relevance Theory, Theory of Grammatization, Conversational Analysis, Theory of Argumentation or Theory of Linguistic Courtesy.

2.4.2.1.5 Syntax

The words Syntax comes from the Latin root syntaxis, which at the same time is derived from the Greek language, it means coordinate. It is the branch of the Grammar that establishes guidelines in order to know how to build sentences and express concepts in a coherent way. As a sub discipline

framed in the field of the Linguistics, the syntax focuses on the study of the combination of words and the emergence of superior units, as is the case of phrases and sentences.

Some specialists in this field clearly establish that the principal function of the syntax is to study the combination of words and the position in which they are located within a sentence and the concrete order they must have in a phrase, so that it is correctly written.

Throughout history, the way of dealing with the study of syntax has been changing. The traditional paradigm was established by Leonard Bloomfield (1933), who developed the structural linguistics and applied its conclusions to syntactic study. For him, the syntax was "the study of free forms composed entirely of free forms", which is a very technical definition. Something that was important for first time was to consider language in this case statements that could be studied as structures and as related structures systems.

Later, with the linguistic revolution originated by the generative and transformational theory of Noam Chomsky (1969), the study of syntax evolved into new paradigms. The structural theory was not abandoned, but it was enriched, and the sentences were analyzed through diagrams, it became very popular in many schools since then. This system allowed a double objective: to continue studying the structural root that has every statement, and therefore to continue using the rich intellectual framework of the structural grammar, while introducing the importance of the order of the words so important for Generative grammar. In fact, the same group of words or syntagmas may not change the meaning of the sentence at all when changing places, but sometimes it does.

2.4.2.1 Grammar in Context

Scrivener (2010) in his book *Teaching English Grammar* mentions that most of the time teachers have to present grammar topics in class just following and describing some established rules that have to be learnt by heart and it does not permit students a comprehensible understanding and even an easy and real practice, that is because text books and other material usually contain and provide ready – made material which is not enough to get the specific role of grammar in the learning process.

In this regard, teachers always look for strategies that permit to get students motivated at the moment to learn grammar structures, that's why the necessity to find new ways to do it creating a specific context and environment in which students can analyze the context, ask questions, give ideas and the most important to use the target language while they are getting the grammar without established rules copied on the board.

Moreover, Scrivener also presents ideas that can be used in order to use grammar in context, such as:

- Eliciting permits to give cues to encourage students to participate in class.
- Modeling present or pronounce something that students need to see or listen clearly.
- Drilling makes students to practice examples using maybe a specific grammar item.
- Dialogue building lets students to create a conversation short or long by using the language they need to practice.
- Paik work permits students to interact, use language and work simultaneously.

- Mingling permits students to meet each other while learn and use the target language.
- Engagement has to see with the appropriate activities used in class to get students attention, create a good environment and make the class interesting.

The need of teaching grammar in context comes from the desire to awake in students the joy for learning a language component that is considered the principal to produce language, letting aside the formal rules, the charts presented on the board and the boring practices that do not motivate students to use and learn grammar correctly.

Mier (2010) states that language is taught as system of isolated signs out of the socio-cultural context of the students; he also says that is a mechanical practice of exercises that contributes little or nothing to the critical development that students through language must make part of their reality.

Teaching Grammar in context is a teaching strategy with a strong base on the communicative and cognitive competence that takes into account the socio-cultural framework of the students that produces and enables the understanding in the act of communication. Using grammar in context links fields like semantics and pragmatics that permit to go beyond the literal and to explain in the discourse, the processes of cognition and meaning that establish the strategies used by the speaker to achieve their purposes.

Teaching Grammar in context would become one of the most effective ways of exploring, researching and forging knowledge in a practical and pleasant way. Its application requires teachers committed to knowledge and their search, intelligent, critical, organized, adaptable, proactive, coherent, and

innovative and recursive, who can help to strength the intellectual capacities of the learner.

Gardner (1999) mentions that learning is not just based on contextual realities which teachers and some books tend to create, but also in real contexts that permit students to develop their intelligence in a productive way. This idea is shared by Garzón and Vivas (1999) who state that knowledge is a construction of the subject based on interactions with the real world and with others, this way of learning is based on the students' previous knowledge and the experiences that include attitudes, expectations, and motivations in a dynamic process that facilitates the grammar learning.

2.4.2.1.1 Advantages of teaching Grammar in Context

- Permits studies to go beyond institutional walls.
- The conception of class is enlarged by dynamiting the processes in the different environments.
- Strengthens learning; when relating knowledge with doing, the theory is confronted with practice verifying and constructing knowledge, as well as integrating and deepening knowledge.
- Promotes shared knowledge; by cooperative learning, group work allows collective construction.
- Generates curiosity; when the context is explored, the desire to know more about its components and the behaviors they carry out is awakened.
- Encourages criticality; when reality is known and what it should be, the critical spirit awakens making judgments about it.
- Fosters creativity; knowing and being critical encouraged innovative solutions to the problems worked or arising during the work.

- Increase interest in one's own language and culture; when fieldwork focuses on national and regional contexts.

2.4.2.1.2 Disadvantages of teaching Grammar in Context

- Failures in the organization and methodology.
- Lack of teachers' preparation.
- Lack of availability of time and budget.
- Student demotivation.
- Unsuitable behaviors.

2.4.2.2 Grammar through Reading

It should be remembered that the grammar knowledge contributes directly to the development of the expressive skills.

Lomas (1992) points out that, to the extent the grammatical knowledge ascribed to any of the mechanisms of language functioning, and to the extent the metalinguistic reflection is aimed at promoting the student's awareness of linguistic and cultural factors that affect in the linguistic use of people, knowledge of grammar can be very useful as a tool for improving comprehension and expression of messages.

Ultimately, grammar should provide the student with the knowledge to help him use the language in a correct, coherent and adequate way in the various communication situations.

Thus, one of the biggest problems that the teacher in the area of Communication has to solve is how to integrate grammar in reading comprehension activities and specifically determine what content is necessary to develop the students' comprehensive skills, as well as how to

take advantage of the reading activities in order to make students to understand grammatical structures in context.

Sánchez (2014) in her study mentions that grammar is the principal and the structural basis of any language, and the mastery of grammatical structures plays an important role in the development of the English Communicative Competence, taking into account that all the elements must be acquired in perfect harmony.

Traditionally, the Grammar English teaching was carried out just following purely deductive approaches; it means that from the determined grammatical rules the examples emerged to complete the explanations.

That is why one of the principal means to get grammatical structures without following rules and practice isolated examples is the use of reading activities that allow students realize how grammar works in context. Ramirez (2008) states that grammar should never be an objective itself, but it must be a mean to master the use of a foreign language, which should be oriented towards the communication.

2.4.2.3 English Grammar Accuracy

Language is a social system of communication that uses signs and as a system it needs a discipline that explains its structure and functioning, this is the role of grammar.

According to Bosque (1999) Grammar is the discipline that studies the classes of words, the possible combinations between them and the relationships between expressions and the meanings that can be attributed to them. Marin (2011) also mentions that Grammar is a set of regulations of a language and the description of its functioning. These two descriptions clearly

show that Grammar accuracy is the correct usage of words in order to build sentences and expressions with an appropriate meaning to be easy to understand and produce.

On the other hand, Richards (2016) in his website publication exposes at the moment to talk about grammar and its definitions it is important to bear in mind that there are two fields to discuss, the first one is the use of grammar accuracy to build sentences correctly it has to see with the parts of speech, since it helps to recognize the types of words and the role they play in a sentence. Besides that, the second field is the grammar accuracy in the process to create spoken and written texts which is totally different since it can be used in long texts and speeches.

2.4.2.3.1 Importance

Grammar refers to the compendium of rules, regularities and exceptions that govern a specific language. Its importance lies in the fact that it serves as a reference text to questions regarding the use of language, to establish correct ways of expressing oneself or to analyze this language.

"Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English."

David Crystal, "In Word and Deed," TES Teacher, April 30, 2004

The use of grammar accurately does not refer to correct mistakes or avoid errors in speaking or writing activities, it refers principally to understand its

functioning in context and how it can maintain or change the meaning of the ideas if it is not well used, so grammar is of great importance.

Grammar as well as writing, listening, reading and conversation is a very important aspect when learning any language since it permits the correct understanding of the ideas.

Woodford and Chávez (2019) say that grammar is really important in many aspects, especially in formal moments when the speaker has to present a speech or just to talk with a native speaker in a meeting or in an interview. For them the correct use of grammar refers to a well prepared person who is not going to have problems writing or speaking. On the other hand they also mention that a good grammar can open doors to study in English speaking countries.

McMillan (2017) states that grammar accuracy is a really important factor that helps reader to understand what the writers want to transmit, it means that grammar is important to have a clear communication between writers and the audience that want to get information.

2.4.2.3.2 Types of Grammar

- **Descriptive:** It is the most detailed way why speakers use a language; it also describes the language construction of a language.
- **Prescriptive:** This type of grammar establishes a set of rules that show the speaker the correct way to use a language, highlighting what is correct to achieve good grammatical outcomes.
- **Pedagogical:** It is a type of grammar that is strictly used for teaching an L2, it also help students to develop their grammar accuracy in class.

- **Reference:** In this type of grammar in which is really important the use of examples in order to get the idea and that are used as reference to others.
- **Theoretical:** It is the set of basic rules that governs the natural languages; it studies the properties of language, above the particularities of a certain language.
- **Traditional:** Traditional grammar brings together all the ideas of grammar that Western societies inherited from Rome and Greece. Its objective is not to analyze the structures of each language, but to create a specialized jargon to facilitate the use and learning of languages.
- **Generative:** This type of grammar provides a set of rules or principles that predict in a correct way the combinations that appear in correct sentences. Psycholinguistics, promoted by Noam Chomsky (USA, 1928), comes from this approach.

2.4.2.3.3 Methods to teach Grammar

Macfadyen (2015) comments that learning grammar is hard and difficult for students of any language, and obviously for teachers it is a topic that requires attention at the moment to plan the class and the activities to teach some grammar topics. Many years ago the unique way to teach grammar was through the use of boring charts and repetitive exercise that were not helpful for students, nowadays technology, new literacy and teachers' preparation are helping to find new methods and techniques to adapt grammatical rules in order to have effective results.

Sánchez (2010) mentions that to teach a language the teacher is the central figure to carry out this process because this has to know which are the most important and effective methods to teach grammar in class.

A good teacher is not only a person who has a broad and deep knowledge of the language to teach at the same time this academic knowledge must be completed with the knowledge of grammar and what techniques and methods are going to function with a non-native speaker in order to success in the process of teaching an L2.

Tornberg (2000) mentions that the process of teaching grammar has changed for the last thirty years so that it is necessary to take advantage of the new methods and techniques, even it is a good idea to mix them in order to get the best way to teach grammar since students need learn grammar to be used in a real situation.

2.4.2.3.3.1 Deductive method

In the deductive approach, the teacher explains the grammar rules so that students practice it individually and mechanically. It means from the rules given in class new examples are created. (Thorén, 1964). Sánchez (2010) emphasizes that in the deductive method the responsibility and protagonism rests on the teacher. Ellis (2005) describes the deductive approach as a teaching technique that requires students to pay conscious attention to the forms presented and the goal is to make for students to understand and learn them. In other words, the teacher gives his students an explanation of the forms. Ellis (2005) also calls the deductive approach as didactic teaching.

2.4.2.3.3.2 Inductive method

In the inductive method students go from the individual to the general, they start receiving some grammar examples to solve and these are going to help them to get the rules and how they work in different situations, getting from their own the grammatical rules.

Martín Sánchez (2010) emphasizes that the inductive method focuses on the student and not on the teacher. Ericsson (1989) states that the inductive method of teaching grammar is often considered an advantage. This is because students need to be more active using this method. However, we have to take into account that students are different individuals and that they learn in different ways. The theory of Ericsson (1989) supports what Thorén (1964) says that the best method of teaching grammar is the inductive method. Thorén (1964) says that the teaching of grammar should be based on grammatical examples and not on rules. At the same time, he says that with this method the students can feel the joy of having discovered for themselves the grammatical system. Thorén (1964) emphasizes that it is not until students can apply the rules in real contexts is when students have learned the grammatical use. A good way to realize that a student has learned the grammar rule is when the student forgets the rules and only uses it without thinking. This is what is called the sense of language; which means to know how to use the grammatical rules but in an unconscious way. In the 1880s it was said that "retournons à la nature!" (See Thorén, 1964: 75). It means that students need to use the natural methods; that is, students need to learn to read, speak and write and then they have acquire grammar naturally.

Boström and Josefsson (2006) propose a theory which they have named Konstruktiv Didaktik (Constructive Didactics). This method says that the

students have to construct their own knowledge and not just be a passive receptor of rules and content. This knowledge is acquired through a process where the learner organizes the world.

According to Boström & Josefsson (2006), Jean Piaget (1968), has pointed out that the most important factor is the understanding of the real world; as Lev Vygotsky (1962), who mentions the importance of social aspects at the moment to learn.

A disadvantage of this inductive method, it may be that it is difficult to develop the knowledge of the students, if they do not have previous knowledge of an area of study (Boström and Josefsson, 2006).

2.4.2.3.2.3 Learning-by-Doing

This method was developed by John Dewey (1997). According to Boström and Josefsson (2006), Dewey has found the inspiration of this theory in the philosopher Hegel. He argued that one of the most important things for the realization of a person's own aspirations is the job. Dewey (1997) says that by doing something is easy to more learn things about ourselves.

The learning-by-doing method emphasizes that a student learns more by applying all the knowledge and the skills acquired in a real context which permits to put into practice what was learned in the school (Boström, Josefsson, 2006). Its starting point is the desire of the individual to find out new things and also the desire to think creatively. The best way to acquire knowledge, according to Dewey (1997), is first, to do something practical and then discuss and analyze what has happened. The practice creates the theory, which is then used in practice. According to this method, it is needed a cooperation between practice and theory. The role of the teacher here is to support students to develop their knowledge (Boström, Josefsson, 2006).

A disadvantage with this method may be that it is difficult to do activities that are always useful and effective. Then, it is only about occupying the students, instead of teaching them something (Boström, Josefsson, 2006). Dewey (1997) defends himself by saying that exercises cannot be a hobby, but they must include a purpose. So, in this method is necessary teachers' preparation to design exercises that let students to develop their knowledge and as well as contain connection with the reality.

2.4.2.3.4 Grammar in Context

Grammar and its processes of teaching and learning process have been for much, issues that generate debate in the academic field of education. Teachers, students and grammar specialists agree that its study is really important, but no one pays attention on how to carry out this process avoiding isolated exercises that demotivate students.

When studying grammar lots of teachers prefer to use one of the most traditional methods to do it which is the three Ps "Presentation, Practice and Production" (Larsen-Freeman, 2009, p.523).

Long & Doughty(2009) express that the usage of this traditional model has some specific disadvantages, the principal one is that students are not able to use grammar correctly when they are communicating with others. Another disadvantage is that there is no connection with the explicit knowledge got by students; it means the correct use of the grammar rules with the implicit use, which means to use grammar in context.

Learning grammar in context will help learners to acquire a language in a natural way and also it will help them to realize how words are connected and how they work together. A correct use of grammar can help students to build

clear sentences and phrases to communicate ideas in a clear way. Besides that it the use of grammar contributes not just to write correctly but also to tu understand when they read.

Harmer (1991) states that one of the best ways to learn grammar is trough context; it is a mean to understand how words function. Wajnryb (1990) agrees with the idea of using and presenting grammar in context gives more opportunities to the learners to acquire a language and let the students to develop oral and written skills.

Nunam (2005) explains that in the real communication grammar and context are totally linked because one with the other is impossible since both working together permits to have a clear communication and a coherent understanding of the ideas. As well as Anderson (2005) states that learners need to experiment the way to use grammar in context since it will permit them to grammar correctly.

There are different ways to use grammar in context, one of the is the application of it in a real conversation with students, it can be done assigning a topic to a group of students and make them to develop the conversation applying what they have learned. Thornbury (1999) defends the idea of having a conversation is a good way to apply grammar since one way students learn us by talking each other and this is a clear example of using grammar in the real world.

On the other hand, Riddell (2003) mentions that most of the grammar rules are exposed with any problems and restrictions in books, what means that reading is another important patter that teachers should include in their plans to teach grammar in context. The use of readings help students to see the

functions of the words, the order in which they are connected to transmit an idea and they also help to increase vocabulary.

2.4.2.3.5 Learning Grammar

Learning grammar is a process that allows the development of discursive skills in students; it has been one of the most discussed issues, mainly in regard to the ability to handle the lexicon, since this is essential in the discursive training of students.

Grammar learners have on their hands the opportunity to get involved with a really important topic that can develop on then them writing, reading and speaking skills, since grammar has the role to be connected with them in order to provide the learner a way to improve language communication. But all this is learned when you listen carefully to others and when you pay attention when you read, in that way you acquire the correct structure of the language. This makes it easier for you to master the grammar and you will not find it so heavy.

Rodríguez Gonzalo (2012) in her publication mentions that in the process of learning grammar is important the role that teachers play since they have to look for the correct activities to make students learn grammar rules but obviously not in an isolated way just memorizing structures that turn the learning into a traditional way moving away from what a learner really needs to improve the communication.

Additionally, García (2010) mentions that in the process of learning grammar a learner can understand the rules and the structures perfectly, but the complete learning just is proved when the learner use the grammar naturally in the daily life.

2.5 Hypothesis

Critical reading develops students' English Grammar accuracy, with the second level students of the Army Soldiers Training School.

2.6 Pointing of hypothesis variables

Independent Variable.- Critical reading

Dependent Variable.- Grammar accuracy

CHAPTER III

Research Methodology

3.1 Approach

According to the mixed research paradigm, the approach that was used to develop this research is Qualy-Quantitative since this permits to collect, analyze, interpret and at the same time link data to find the most suitable answer to the research problem. (Samperi. Fernandez-Collado, & Lucio, 2006). In this way this research presents a Qualy-Quantitative approach. Qualitative since with the use of qualitative techniques we comprehend the problem and the hypothesis will be proved during the research process with the use of surveys before and after applying the technique.

Quantitative because through statistical tools and tests results the hypothesis will be proved as well.

3.2 Basic method of research

In order to conduct this study a quasi-experimental research design was implemented. Quasi-experimental designs test causal hypotheses administering a treatment or stimulus to only one of two groups whose members are randomly assigned, both groups must be as similar as possible in terms of pre-intervention characteristics (White & Sabarwal, 2014). In this case, two groups were used, a control group and an experimental group, and

the data was collected, processed and analyzed relying on a statistical method.

3.3 Level or type of research

3.3.1 Exploratory Research

Behar (2008) states that this kind of research is done in order to obtain relevant information about the topic of the study, which constitutes as a base for future researches simplifying and suggesting research lines for futures proofs.

The principal objective of the exploratory research is to examine or explore a topic or research problem that has not been studied or has never been addressed before. Therefore, it serves to become familiar with the relatively unknown phenomena, in this case it helped to identify the lack of interests that students have to study Grammar structures, and find solutions with the application of new alternatives to develop grammar skills through the use of Critical Reading.

3.3.2 Correlational Research

Bernal (2010) comments that this type of research shows a clear relation between variables and the level in which both influence each other.

Using the level of correlational research, allows us to measure the degree of incidence that exists between the independent variable and the dependent variable; it measures the relationship between the variables through the hypothesis and statistical techniques to be used. "This type of descriptive

study aims to determine the degree of relationship or non-causal association between two or more variables" (Ibarra, 2011)

3.4 Population and sample

According to Behar (2008), the population is described as the universe which is going to be used to carry out the study but in this case from the population established (210 students) there is a sample that will be selected. Hernández-Sampieri (2014) explains that there are two types of sample that can be obtained from the population, and these are: the probabilistic and non-probabilistic way.

For this research the sample was 60 students, thirty of the are going to be the control group and the other thirty the experimental group which is going to work with the pre and post-test, who are the second level students of the Army Soldiers Training School that are going to be selected applying the non-probabilistic way, which is not done by a statistical criteria. The advantage of using the non-probabilistic way is that the researcher has the opportunity to select the sample based on the characteristics of the population; in this case the sample is going to be selected bearing in mind the level of the students, the previous knowledge and the interest they show for learning another language.

At the end the use of non-probabilistic way provided the results expected by the researcher which are going to help to analyze and de data accurately. The research was done through the use of a pretest and a posttest that will be applied to the experimental group and the grades will be compared at the end.

Table 1. Population and sample

UNIVERSE	SAMPLE	CONTROL GROUP	EXPERIMENTAL GROUP
210 students	60 students	30 students	30 students
6 courses	2 courses	1 course	1 course
POPULATION DATA	60 STUDENTS	30 STUDENTS	30 STUDENTS

Source: Escuela de Formación de Soldados

Author: Robalino, C. (2018)

3.5 Operation of variables

Table 2. Operation of Independent Variable

INDEPENDENT VARIABLE: Critical Reading				
Characterization	Categories	Indicators	Item	Tools
Critical Reading It is an organized, logical, and consistent teaching - learning process which permits to get involved with the text in order to develop the reading skill through the application of specific reading activities to help students improve understanding as well as increase vocabulary.	Teaching- Learning Process	Teacher – Students	Class work activities. Guided reading.	
	Reading Skill	Receptive Skill	Critical reading activities Skimming exercises Scanning exercises	Pre- tests Post- test
	Reading Activities	Collaborative Individual Guided	Rubrics to evaluate the activities. 0 to 5 scale	

Produced By: Cristhina Robalino Araujo

Table 3. Operation of Dependent Variable 1

INDEPENDENT VARIABLE: Grammar Accuracy				
Characterization	Categories	Indicators	Item	Tools
Grammar accuracy	System of a language or languages	Syntax Semantics Morphology Phonology	Structure of sentences Meanings Formation of words Sounds in a language	
It is a system of a language or languages that studies the correct usage of words, the combinations between them and the relationship between expressions and meaning that help to build coherent sentences easy to understand and produce.	Usage of words	Parts of speech	Adjectives Adverbs Conjunctions Interjections Nouns Prepositions Pronouns Verbs	Pre- tests
	Coherent sentences	Word order Meaning	Syntax (structures) Semantics (meaning)	Post- test

Produced By: Cristhina Robalino Araujo

3.6 Collection of information

The research was done through the application of a pretest and a posttest that will be applied to all the students.

3.7 Data collection and analysis

At the end of the data collection the information obtained through the application of the pre and posttests, see appendix B-C; as well as the surveys was processed manually. The average grades collected were tabulated and represented by means of graphics, see graphic 9-10, with its interpretation, for this part it was used the Excel program.

Hernández-Sampieri (2014) indicates that to carry out the data collection analysis is important to establish the procedures that the research is going to follow in order to get the data. In the development of this research the procedures to follow are the next:

1. - Pre-test for students, with the application of this test many relevant aspects related to grammatical previews knowledge was identified before applying the technique described in this research.
- 2.- Application of the treatment, in this stage the technique of the Critical Reading was applied to students in order to improve their grammar accuracy.
- 3.- Post-test, with the use of it the impact of the treatment was proved as well as the desired aim after applying the Critical Reading technique.

At the end, the results were explained with the support of the theoretical framework as well as related to the objectives and the hypothesis stated for this research. The results obtain will be used to set the conclusions and recommendations.

3.8 Intervention Plan

In order to start with the intervention to students, a validated pre-test was applied to measure students' knowledge related to grammar to both groups, control and experimental at the beginning of the process. 60 students took part of this process 30 of them belonged to the control group and the rest (30 students) were part of the experimental group.

The test designed to assess students was based on the grammar topics according their lever A1+.

In the intervention process six reading activities were applied during four weeks to the experimental, activities which contain different strategies addressed to develop grammar accuracy.

The strategies implemented were:

Week 1: Story re-creation	Active reading
Week 2: Sequence	Scanning
Week 3: A carousel of ideas	Skimming
Week 4: Snake preview	Structure-proposition-evaluation
Week 5: Q and A activity	SQ3R
Week 6: Jigsaw reading	Detailed reading

After having done the intervention with the experimental group, a post test (see appendix B) was applied in order to realize the effect of the proposal and to get relevant information to be compared between the two groups.

CHAPTER IV

Analysis and Interpretation

4.1 Analysis of results

The analysis of the results gotten was done after the application of the Pre-test and the Post-test see appendix B-C, to the second level students of the Army Soldiers' School (ESFORSE). These tests were designed based on the syllabus and the content material they use, and taking into account the grammar they study.

The following assessment rubric was made to evaluate students' grammar accuracy in a scale from 1-10:

Table 4. Assessment Rubric

After finishing collecting the data, and having analyzed it applying the correct parameters, the results are explained in the graphics below:

CRITERIA	POOR 1 - 3	FAIR 4 - 5	GOOD 6 - 7	VERY GOOD 8 - 9	EXCELLENT 10
PART #1					
Effective and accurate use and identification of connectors "SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PREPOSITIONS"	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers
PART # 2					
Effective and accurate use and identification of " CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS"	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers
PART # 3					
Effective and accurate use and identification of the tenses "SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT".	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers

Produced By: Cristhina Robalino Araujo

4.1.1 Test results gotten by the Control group

Table 5. Pre-Test

STUDENT	PART #1	PART #2	PART #3	PROFICIENCY LEVEL
	(SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PREPOSITIONS)	(CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS)	(SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT)	
				/30
S1	5	4	2	11
S2	3	4	2	9
S3	2	1	2	5
S4	5	2	3	10
S5	3	3	2	8
S6	2	4	3	9
S7	4	2	3	9
S8	2	2	1	5
S9	3	2	1	6
S10	3	2	3	8
S11	2	1	1	4
S12	4	2	1	7
S13	2	2	2	6
S14	3	5	2	10
S15	2	3	2	7
S16	1	1	1	3
S17	4	4	2	10
S18	4	4	5	13
S19	3	4	6	13
S20	2	4	5	11
S21	6	4	4	14
S22	4	4	2	10
S23	5	4	3	12

S24	4	5	5	14
S25	2	1	7	10
S26	6	5	3	14
S27	5	5	3	13
S28	4	5	4	13
S29	6	5	4	15
S30	8	6	3	17
	3,63	3,33	2,90	9,87

Produced By: Cristhina Robalino Araujo

It can be observed that the arithmetic mean, in the control group, for the pre test is 9,8 out of 30.

4.1.2 Test results gotten by the Control group

Table 6. Post-Test

STUDENT	PART #1	PART #2	PART #3	PROFICIENCY LEVEL
	(SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PREPOSITIONS)	(CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS)	(SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT)	
S1	7	8	7	22
S2	7	7	8	22
S3	8	5	6	19
S4	7	8	8	23
S5	5	7	8	20
S6	5	5	5	15
S7	6	5	7	18
S8	5	6	5	16
S9	7	5	4	16
S10	7	7	4	18
S11	6	5	6	17

S12	7	5	3	15
S13	5	5	3	13
S14	4	5	6	15
S15	5	5	3	13
S16	5	5	4	14
S17	5	4	2	11
S18	5	5	5	15
S19	5	7	6	18
S20	7	6	4	17
S21	6	4	4	14
S22	7	7	4	18
S23	6	6	6	18
S24	5	4	5	14
S25	5	5	7	17
S26	6	4	4	14
S27	6	7	5	18
S28	6	5	5	16
S29	8	5	4	17
S30	7	7	5	19
	6,00	5,63	5,10	16,73

Produced By: Cristhina Robalino Araujo

It can be observed that the arithmetic mean, in the Control group, for the post test is 16,73 out of 30.

4.1.3 Test results gotten by the Experimental group

Table 7. Pre - test

STUDENT	PART #1	PART #2	PART #3	PROFICIENCY LEVEL
	(SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PREPOSITIONS)	(CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS)	(SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT)	
				/30
S1	6	4	4	14
S2	5	4	1	10
S3	6	5	5	16
S4	7	5	3	15
S5	6	3	4	13
S6	2	4	3	9
S7	5	4	3	12
S8	4	3	0	7
S9	7	3	1	11
S10	3	5	3	11
S11	4	2	2	8
S12	6	6	5	17
S13	7	5	3	15
S14	4	5	2	11
S15	5	5	4	14
S16	7	3	2	12
S17	7	5	5	17
S18	4	5	5	14
S19	4	3	5	12
S20	4	4	3	11
S21	6	4	4	14
S22	5	2	2	9
S23	7	4	2	13
S24	4	3	5	12
S25	5	4	2	11
S26	6	2	3	11
S27	5	5	3	13
S28	7	5	2	14
S29	5	4	2	11

S30	6	4	1	11
	5,30	4,00	2,97	12,27

Produced By: Cristhina Robalino Araujo

It can be observed that the arithmetic mean, in the Experimental group, for the pre-test is 12,27 out of 30.

4.1.4 Test results gotten by the Experimental group

Table 8. Post - test

STUDENT	PART #1	PART #2	PART #3	PROFICIENCY LEVEL
	(SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PREPOSITIONS)	(CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS)	(SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT)	
				/30
S1	8	7	7	22
S2	8	8	5	21
S3	9	8	6	23
S4	8	7	7	22
S5	8	5	8	21
S6	6	6	5	17
S7	9	8	6	23
S8	8	7	5	20
S9	9	8	5	22
S10	7	7	6	20
S11	9	5	7	21
S12	9	8	8	25
S13	10	8	7	25
S14	8	8	8	24
S15	7	5	8	20
S16	10	6	4	20
S17	9	8	7	24
S18	9	7	7	23

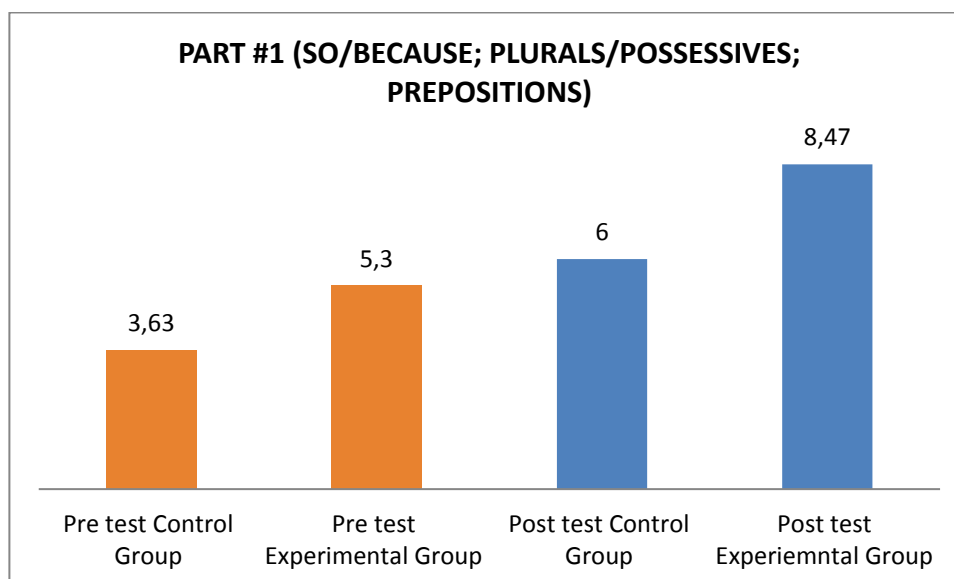
S19	8	7	6	21
S20	9	8	6	23
S21	8	8	6	22
S22	7	5	5	17
S23	9	8	7	24
S24	8	7	7	22
S25	9	7	6	22
S26	10	8	8	26
S27	7	8	7	22
S28	10	9	8	27
S29	8	8	5	21
S30	10	9	7	26
	8,47	7,27	6,47	22,20

Produced By: Cristhina Robalino Araujo

It can be observed that the arithmetic mean, in the Experimental group, for the post test is 22,2 out of 30.

4.2 Students' grammar proficiency in conjunctions, plural nouns, possessives and prepositions.

Graphic 6. Grammar Proficiency /10



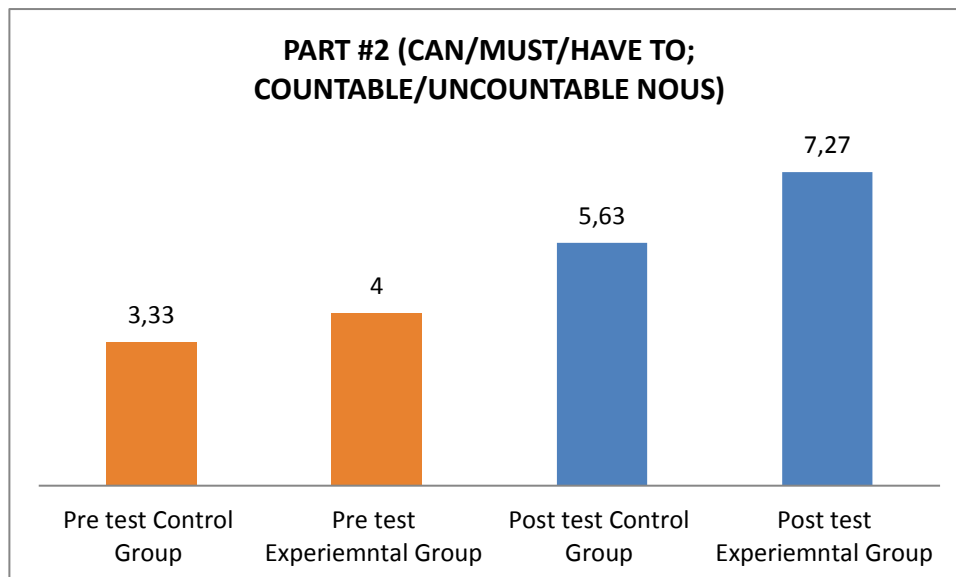
Produced By: Cristhina Robalino Araujo

In graph 6., it can be seen that there is an increase in grammar knowledge between the pre-test and the post-test after carrying out the reading activities stated in the "Reading Manual" proposal with the Experimental group. The activities done in class were designed to cover the following grammatical aspects: so/because; plurals/possessives; prepositions according to the curriculum stated in the syllabus.

The manual of reading activities to develop grammar accuracy proposed in the current study facilitated students' abilities to make broad, accurate and effective use of conjunctions, plural nouns, possessives and prepositions.

4.3 Students' grammar proficiency in modals and in countable and uncountable nouns.

Graphic 7. Grammar Proficiency /10



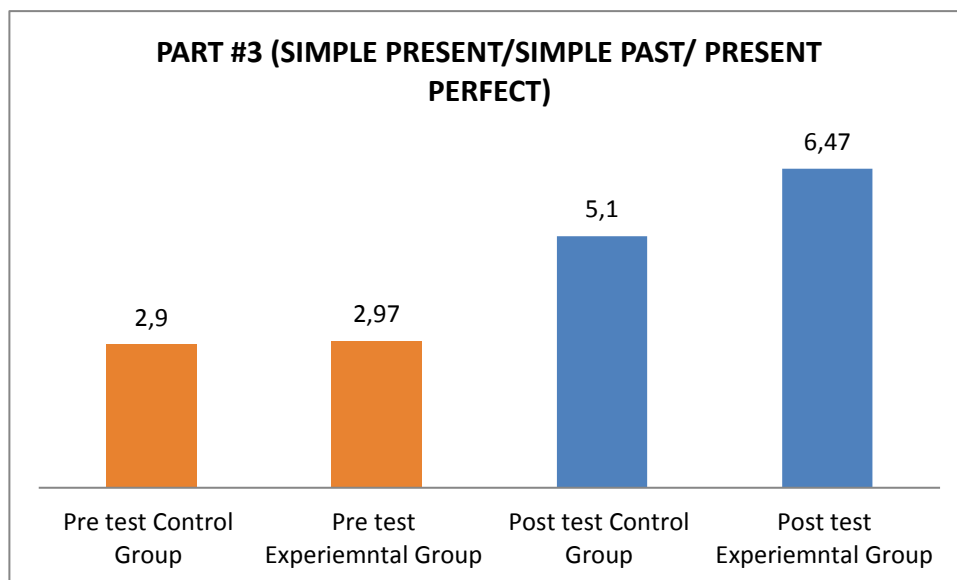
Produced By: Cristhina Robalino Araujo

In graph 7., As shown in the previews graph, it can be seen that there is an increase in grammar knowledge between the pre-test and the post-test after applying the reading with the Experimental group, based on the following grammatical aspects: can/must/have to; countable/uncountable nouns. The results obtained are evidenced that reading activities helped students to understand better these grammatical topics, according to the curriculum stated in the syllabus.

Post- test questions were answered with a high degree of correctness which can be attributed to the implementation of the proposed manual of reading activities to improve grammar accuracy in classes in the current study.

4.4 Students' grammar proficiency in present simple, simple past and present perfect.

Graphic 8. Grammar Proficiency /10



Produced By: **Cristhina Robalino Araujo**

In graph 8. Based on the previous graph, it can be said that the weaknesses found in the experimental group in the pre-test regarding to simple present, simple past and present perfect has been overcome when applying the post test. Hence, the most of the students upgraded their grammar skills as well as reading and vocabulary proficiency.

Through the implementation of the proposed manual of reading activities to improve grammar accuracy, students had a remarkable improvement in the tasks of making broad, accurate and effective grammar use in the topics covered. Accordingly, there was a meaningful learning of the grammatical structures in classes.

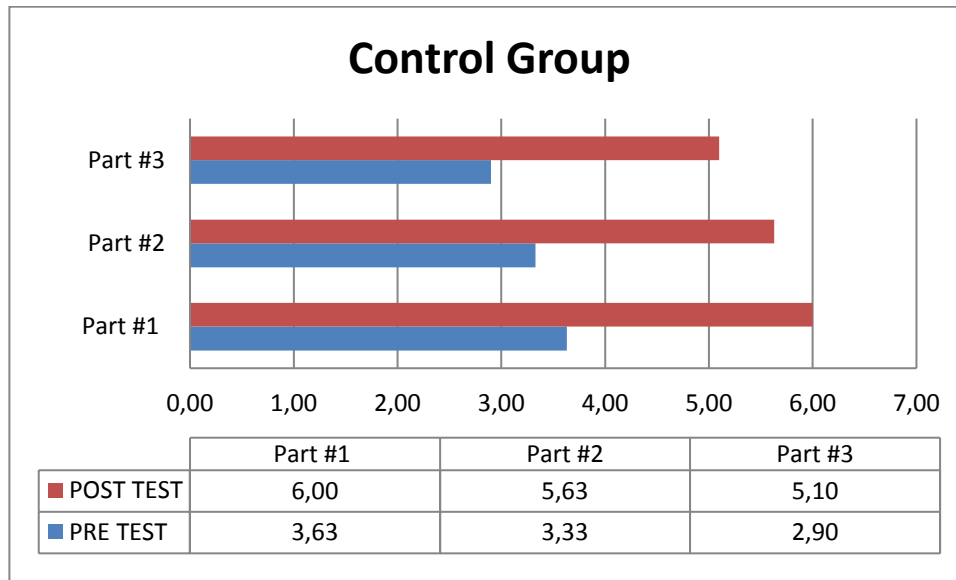
Table 7. Pre-test and post-test criteria results of the control group

GRAMMAR PROFICIENCY		
	PRE TEST	POST TEST
Part #1	3,63	6,00
Part #2	3,33	5,63
Part #3	2,90	5,10

Produced By: Cristhina Robalino Araujo

4.5 Pre-test and post-test criteria results of the control group.

Graphic 9. Pre-test and post-test criteria results of the control group



Produced By: Cristhina Robalino Araujo

The results gotten from the control group show that there is an increasing in the post-test related to the pre-test even if this group did not use the proposal. The activities that were carried out with this group were those ones planned by the teacher and done in the common way as usual.

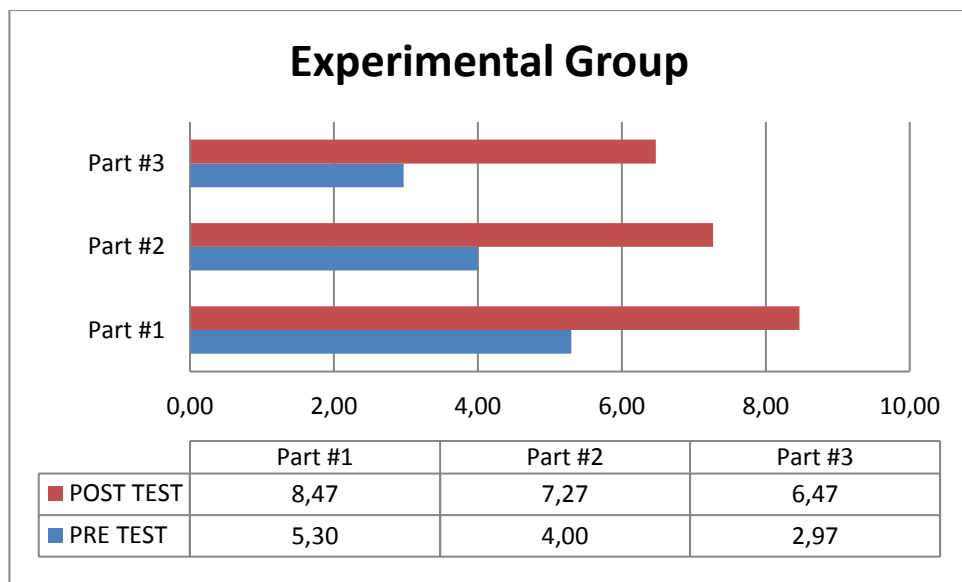
4.6 Pre-test and post-test criteria results of the control group.

Table 8. Pre-test and post-test criteria results of the Experimental group

GRAMMAR PROFICIENCY		
	PRE TEST	POST TEST
Part #1	5,30	8,47
Part #2	4,00	7,27
Part #3	2,97	6,47

Produced By: Cristhina Robalino Araujo

Graphic 10. Pre-test and post-test criteria results of the Experimental group



Produced By: Cristhina Robalino Araujo

In contrast to the Control group, the results gotten from the Experimental group are obvious higher, they present a significant difference, it means that the proposal applied has produced the expected effect on students since the reading manual to develop grammar accuracy helped to understand and use grammatical structures in the correct way. These reading activities provided

the opportunity to develop different aspects like vocabulary, interpretation, imagination and the principal part of this study the English grammar.

4.3 Hypothesis verification

Based on the results obtained, it has been demonstrated that Critical reading develops English grammar accuracy of the second level students of the Army Soldiers Training School.

CHAPTER V

Conclusions and Recommendations

5.1 Conclusions

The current study was developed in order to determine the incidence of the use of reading activities as a mean to develop grammar accuracy in the Army students. The conclusions from the analysis of this research can be stated as follows:

- The findings of this research clearly showed the advantages and benefits of using Critical reading activities in class; first of all to develop the reading skill and through this improve grammar accuracy.
- Taking into account that grammar is considered hard and boring for students, teachers must develop new strategies in order to facilitate students' grammar practice; to select carefully activities that combine more than one skill can be useful. The inclusion of critical reading to study grammar is a good option that mixes different necessary aspects to get an L2.
- Teacher did not make use of alternative activities and complementary material that help students to develop English grammar accuracy; classes were just text-based; the proposal provided them extra ideas to use in class.

- There is notably relation between the use of the critical reading activities and the improvement of grammar accuracy, bearing in mind that there was a considerable upgrade outcome on the experimental group after the proposal implementation, since the use of critical reading allow students to think, analyze and get the principal ideas of a text, all of this addressed to develop grammar.
- To improve classes, it is necessary that teachers make use of strategies and activities that can motivate students and promote the engagement in the learning process, trying to provoke a significant learning.

5.2 Recommendations

- Teaching levels should improve reading strategies to provide knowledge and motivate students to activate memory, understand the connection of previous thoughts and therefore develop the grammar of language.
- Teachers have to complement the texts used in class with extra material, especially to reinforce confusing aspects like English grammar and try to make the class fun, active and entertaining.
- English teachers must look for different strategies and methods, as well as extra material according to the subject to facilitate understanding and interaction.

- Leave behind the traditional methods and find new strategies to catch students' attention in class. This study proposes some reading activities that can be use in class as a mean to develop grammar accuracy.

CHAPTER VI

PROPOSAL

Topic: “Manual of reading activities to develop English grammar accuracy in second level students’ of Army Soldiers’ Training School Vencedores del Cenepa-Ambato”

6.1 Informative Data

Name of the Institution:

Army Soldiers’ Training School “Vencedores del Cenepa-Ambato”

Location:

Panamericana Norte Km41/2. El Pisque

Beneficiaries:

The direct beneficiaries are the trainees to soldiers of the Army Soldiers’ Training School “Vencedores del Cenepa-Ambato” but if this manual is applied and shared with other students and adapted to their necessities it would be a great tool to incorporate reading in order to develop grammar accuracy.

Estimated execution time:

Academic Military period promotion 2017-2019. Second military year.

a. Technical team on charge:

Researcher: Lic. María Crsthina Robalino Araujo

6.2 Proposal Antecedents

According to the Educational Model of the Ecuadorian Army, trainees to soldiers of the “Escuela de Formacion de Soldados” in the process they have to follow to achieve their military grade as Soldiers and their professional degree as technologist in Military Science, they have to get the B1 of the CEFR level which specifies that an English learner can talk about different aspects and react in situations like personal information, job, future plans, health, leisure, participate in negotiation, discuss in a polite way and others. Having in mind all these aspects the inclusion of a manual which contains extra reading activities to develop grammar accuracy is the perfect tool to motivate students to get the required level.

The fact to design and implement a manual to develop grammar accuracy through reading activities came from the necessity to catch students’ attention using military topics since the environment where they carry out their studies is considered a little difficult because they have to complete many activities related to the Army. More than the material used in class there were detected some flaws in the study of grammar structure and demotivation from students to face this part of the English learning. Include extra material to learn that permit students experiment a different way of studying grammar can be considered a solution to wake up the class in front of this topic that for a long time was considered boring and confusing.

6.3 Justification

In the process of learning a new language there are many factors that must be taken into account and one of them is the correct use of grammar. Using grammar accurately is considered a problem since not all the students are motivated to do it. Manage appropriately the grammatical rules permit

students to gain a correct use of the language as well as to get good way to communicate with others.

Haussament (2002) mentions the importance of grammar since it permits and makes possible to talk because grammar names the different types of words and groups of words not only in English but also in other languages, it helps to build sentences and describe how they are constructed. Therefore, it is necessary to include new options for teachers and students to work with grammar using activities that can conjugate different aspects like grammar, vocabulary, reading and others. The manual proposed could facilitate and motivate students to study grammar through the use of reading activities related to their environment and it could turn the activities fun and attractive to develop the class.

Taking into account that teachers and also the institution do not have enough extra material related to reading skill that includes grammar activities too, this manual will provide them activities that can combine both at the same time, as well as vocabulary activities to enhance students' accuracy related to grammar. Consequently, this manual can be consider as a complementary tool to the textbooks used in class in order to motivate students and also to engage them in the process of learning a new language by means of reading activities based on their areas of study and also social topic that will increase knowledge.

It is also important to mention that the institution and the authorities provide the legal support to carry out the process of applying the proposal and to collect the required data.

6.4 Objectives

6.4.1 General

To design a reading manual that permits to develop the English grammar accuracy of the second military year at Army Soldiers' Training school promotion 2017-2019.

1.4.2. Specific

- To choose the most suitable activities to be included in the reading manual.
- To plan the structure and the outline of the reading manual.
- To elaborate the reading manual.
- To apply the activities proposed in the manual to students during the English classes' period.

6.5 Feasibility analysis

The feasibility of this proposal is based on the following aspects:

Technical: the staff in charge on is the experiment teachers that belong to the institution, who are able to apply strategies in order to develop students' capacities and skills on the grammar topics using the reading manual to motivate the class to learn grammar structures.

Administrative: this proposal was applied at the Army Soldiers' Training school of Ambato, Tungurahua, with the approval of the Director and the officer of the Education Department as well as with the supervision of the teachers, instructors and all the students' commitment to carry out this process with the unique aim to improve their English learning.

Economic: for the design and implementation of this proposal, the researcher covered all the costs generated in its elaboration process.

6.6 Proposal fundamental

6.6.1 Theoretical

This proposal was designed to improve grammar accuracy with the use of critical reading activities.

Critical Reading

Flynn (1989), states that Critical Reading involves “an interactive process using several levels of thought simultaneously” (p.664). It means that the reader or the student that is going to use the Critical reading has to be able to develop their mental capacities at the same time in order to get immersed into the Critical Reading to understand the text in the correct way.

On the other hand Commeyras (1990) also raises this issue: “The claim that critical thinking is closely related to reading comprehension is similar to the view that reasoning is an integral part of reading”. This author clearly states a link between Critical Thinking and Critical Reading which is a different point of view from other authors. She mentions that both have a strong relation especially at time of reader’s reasoning which is a process that helps to determine the content of a text, and the process of reasoning belongs to Critical Thinking. Newton (1985) goes further than that. She states: “To read critically is to think critically. Critical thinking is a manner of assimilating and processing information and evaluating ideas.

Critical Reading Techniques

- 1. Story Re-creation**, is a nice activity that conveys reading with other skills that students have, it is reading a text and after having it understood, students must act it out to other students with the aim to transmit the message.
Teacher has to choose the right stories to share with students who must read them and get the principal ideas to have the content clear to show to the audience.
- 2. Active Reading** has a specific purpose; it is to get into the reading deeply in order to understand the text and obtain the principal ideas and the whole details presented in it. For active readers it is not possible to get in deep knowledge just by skimming or scanning a text, so it is completely necessary to read everything since with this process the reader is actively involved with the text.
- 3. In the Detailed Reading** the reader has to be able to read every word from the whole text in order to extract the exact and the most important information from it. In this careful reading it is possible first to do a skim to know the general idea of the text and then go back to the beginning and read in detail.
- 4. Structure-Proposition-Evaluation** an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*. This reading technique is mainly applicable to non-fiction writing.
- 5. Survey-Question-Read-Recite-Review (SQ3R)**, this technique was introduced by Francis Robinson in 1946 in his book *Effective Study*. Robinson mentions that this strategy helps readers to formulate some questions while they are reading, which are going to be answered in the active process of reading.

6. **Scanning** is a useful tool that helps to read and to get the specific facts and details to understand a text without reading everything just paying attention to the most important information.
7. **Skimming** is a technique that looks for the gist of the text; it means that it permits the reader to get the general and main ideas before reading in detail.

Grammar Accuracy

According to Bosque (1999) Grammar is the discipline that studies the classes of words, the possible combinations between them and the relationships between expressions and the meanings that can be attributed to them. Marin (2011) also mentions that Grammar is a set of regulations of a language and the description of its functioning. These two descriptions clearly show that Grammar accuracy is the correct usage of words in order to build sentences and expressions with an appropriate meaning to be easy to understand and produce.

Types of Grammar

- **Descriptive:** It is the most detailed way why speakers use a language; it also describes the language construction of a language.
- **Prescriptive:** This type of grammar establishes a set of rules that show the speaker the correct way to use a language, highlighting what is correct to achieve good grammatical outcomes.
- **Pedagogical:** It is a type of grammar that is strictly used for teaching an L2, it also help students to develop their grammar accuracy in class.

- **Reference:** In this type of grammar in which is really important the use of examples in order to get the idea and that are used as reference to others.
- **Theoretical:** It is the set of basic rules that governs the natural languages; it studies the properties of language, above the particularities of a certain language.
- **Traditional:** Traditional grammar brings together all the ideas of grammar that Western societies inherited from Rome and Greece. Its objective is not to analyze the structures of each language, but to create a specialized jargon to facilitate the use and learning of languages.
- **Generative:** This type of grammar provides a set of rules or principles that predict in a correct way the combinations that appear in correct sentences. Psycholinguistics, promoted by Noam Chomsky (USA, 1928), comes from this approach.

6.7 Methodology

With the implementation of this proposal it is expected that students will develop their knowledge on grammar topics as well as be motivated to study it since most of the time it is considered hard and boring, but with the reading activities the structures are going to be presented in context based on some readings of different topics. This proposal will be implemented according to the schedule, it means 3 days a week during five weeks, and it will be done to support the grammar part of the unit used as complementary material in class.

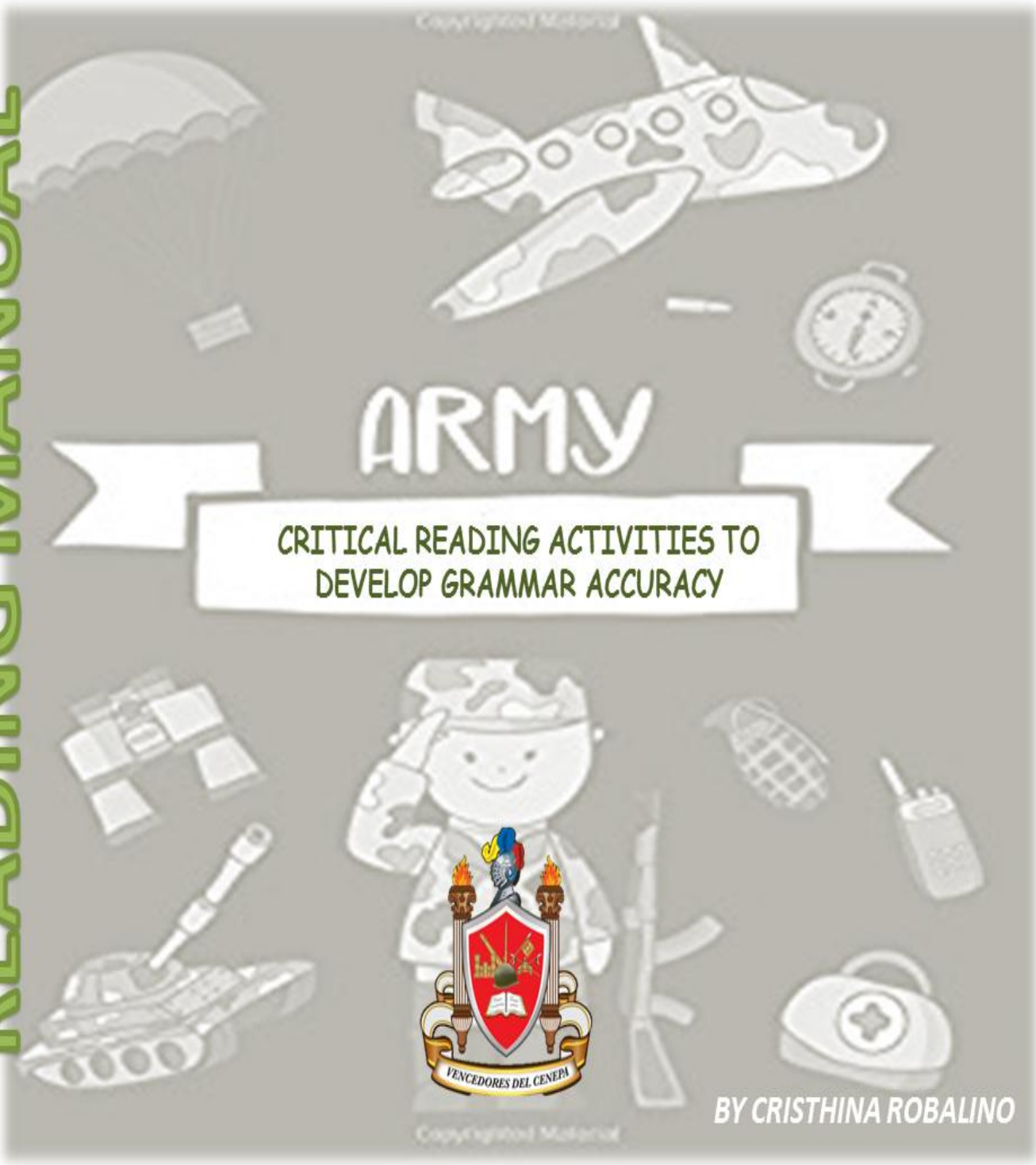
6.8 Administration of the proposal

The manual of reading activities to develop grammar accuracy is designed to be applied with the Army Soldiers' Training School (ESFORSE) of Ambato. The activities proposed in the manual will be carried out by the researcher with the support of the military instructor during 5 weeks in the second military year.

The proposal is going to be applied based on the schedule and the hours assigned to the subject and as a complementary material of the book, it will be done 3 days a week (2 hours a day) during 5 weeks. Before starting with the manual activities a Pre-test is going to be applied in order to know the students' level related to grammar; and at the end of this process and to measure the results a Post – test will be applied to realize the if there were in grammar accuracy according to the topics studied.

6.9 Operating Model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1.- PLANNING	To present the complementary material and the extra activities to develop grammar accuracy.	Preparation of the activity. Planning and creating the proposal.	Bibliography Computing Internet	Author of the proposal (teacher)	2 weeks
2.- SOCIALIZATION	To socialize with students the extra activities to be used in class.	Socialization of the critical reading activities to students and how they are going to work with them.	Laptop Projector Board and markers Extra sheets	Author of the proposal Teacher	1 day
3.- APPLICATION	Students develop the critical reading activities with the teacher's guide to get the purpose.	Teacher provides instructions to students to do the assigned activity.	Board and markers Extra sheets Pictures	Author of the proposal. Students.	5 weeks
4.- EVALUATION	To test students the comprehension of the grammar topics.	Teacher checks and monitors students job in class and homework.	Board and markers Extra sheets	Teacher student	Ever week



CRITICAL READING ACTIVITIES TO DEVELOP GRAMMAR ACCURACY

BY CRISTHINA ROBALINO

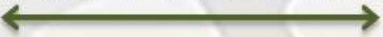
OBJECTIVES

GENERAL OBJECTIVE:



To offer teachers complementary reading activities that permit to develop English grammar accuracy in second military year trainees.

SPECIFIC OBJECTIVES:



To increase teachers' strategies and activities to turn the class motivated and entertaining.

To help students to understand grammar structures in context through reading topics.

To make students feel confident using grammar structures accurately and according to the situation.

To encourage students learn through reading.

To develop students' learning skills in order to facilitate meaningful learning.

READING MANUAL

AUTHOR'S NOTES

This manual was designed as a support for English teachers at the Army Soldiers' Training School. This manual proposes critical reading activities that include vocabulary exercises, reading comprehension and grammar practice that help to develop the grammar accuracy in students, as well as some techniques that can be used to motivate students in class and to work in a different way avoiding to fall in the old methods to teach.

The strategies proposed do not have to be used in every class; the idea is to apply them according to the necessities of the lesson in study and to support and practice the grammar explanation given by the teacher. It is also important to highlight that the activities can be used to reinforce the reading skill and vocabulary as well. Its use and application in class is highly recommended for students and teachers in order to find a way to study and learn grammar putting together different aspects which will bring positive changes for the class.

TABLE OF CONTENTS

OBJECTIVES2
General2
Specific2
AUTHOR’S NOTES.....3
ACTIVITY 1: STORY RECREATION.....4
The Aral Sea5
ACTIVITY 2: SEQUENCE8
Detroit, then and now9
ACTIVITY 3: A CAROUSEL OF IDEAS.....11
Communal Table12
ACTIVITY 4: SNAKE PREVIEW.....16
The first year of life17
ACTIVITY 5: Q AND A ACTIVITY.....20
Return to river town21
ACTIVITY 6: JIGSAW READING.....24
Life on Seine25
RUBRIC29
PICTURES30

ACTIVITY 1: STORY RE-CREATION

In this activity students must act it out what they get from the reading in order to transmit the message to the rest of the class.

READING TECHNIQUE	Active Reading
AIM	To develop active reading in students in order to learn conjunctions to link phrases to express cause and effect.
MATERIAL NEEDED	Reading activity photocopies
TOPIC	The Aral Sea

STAGES

PRE-READING

Students are divided in groups and are given a part of the story they have to act in front of the class.

DURING-READING

Students have to read the assigned part. While they read, students have to pay attention to the specific details in order to act the out in front of the class. Make sure they focus on the conjunctions, if possible ask questions to them so that they have answer using SO/BECAUSE.

AFTER-READING

Give the necessary time to organize their presentations and make the whole class to understand to message. After finishing their presentations make students realize how did they use the conjunctions asking questions.

Finally in the same groups make students to complete the extra activities and ask them to create their own examples to practice grammar structures.

The assessment rubric for this activity is provided on page 29

The Aral Sea

In 2009 in Kazakhstan, a group of fishermen met on a Sunday afternoon. They were on the beach of the North Aral Sea. They ate food. They did some sports. Afterwards, they told stories and sang songs about the Aral Sea and fishing. It was a good party. The fishermen were happy because there were fish in the water. For many years, there weren't many fish. At one time, the Aral Sea in Central Asia was the fourth largest lake in the world. It had an area of 67,300 square kilometres. Two of the biggest rivers in Central Asia, the Amu Darya and the Syr Darya, went into the Aral Sea. But the water almost disappeared.

The Aral Sea was a busy place. Almost 20 percent of the Soviet Union's fish came from here. 40,000 people lived and worked near the lake. Then people used the water in the two rivers for agriculture, so the water didn't arrive at the Aral Sea. Also, it didn't rain for many years.

Then, in 2005, the Kazakh government and the World Bank built a dam. The dam separated the north and south parts of the sea. Then the north part of the Aral Sea started to fill with water again.

Philip Micklin is a scientist. He studies the Aral Sea. In 2010 he said 'Nature can come back.' But in 2014, he saw satellite pictures of the east part of the Aral Sea. It was completely dry.

In June 2015 a scientist from Uzbekistan, Yusup Kamalov, and a National Geographic reporter visited the Aral Sea. They found a huge desert. They stood on the sand. Once it was the edge of the water. Now the water is 80 kilometres away. They drove to the water. On the way, they passed oil and natural gas rigs. Kamalov said that every year there are more oil rigs. They arrived at the edge of the Aral Sea. The water was very salty. There were no fish. Kamalov said, 'This is what the end of the world looks like'.

Reading Comprehension

Read the article and choose the correct option. 1 Where is the Aral Sea?

- a) in Central Asia b) in Kazakhstan c) in Uzbekistan

2 What is the problem in the Aral Sea?

- a) It's full of oil.
- b) It's getting bigger.
- c) It's getting smaller.

Read the article again and choose the correct option.

According to paragraph 1, which sentence is true?

- a) Kazakh fishermen are good at sport.
- b) Kazakhstan is next to the North Aral Sea. c) The c) fishermen met every Sunday.

Why did the fishermen meet?

- a) because it was Sunday b) to go fishing c) to have a party

Which word describes the fishermen in 2009?

- a) pleased b) rich c) sad

According to paragraph 2, which sentence is true?

- a) The Amu Darya and Syr Darya are the biggest rivers in the world.
- b) The Aral Sea is one of the biggest lakes in the world.
- c) he biggest lake in the world is bigger than 67,300 square kilometers.

Extra Activities

1 Write the Keywords from the box that are connected to water:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Complete the points on the compass with words from the Keywords box.



Complete the paragraphs with words from the Keywords box. 5 and 6. Use the same words.

The Sahara ___ is in _____ Africa. It's a very big area of _____ with no plants or trees. It doesn't _____ very often there. There is a _____ in Europe called _____ Geneva. It's between France and Switzerland. The main _____ that goes into it is called the Rhone. The Alps mountains are to the _____

Grammar Activities

Find these sentences in the article and complete them.

The fishermen were happy ____ there were fish in the water.

People used the water in the two rivers for agriculture; ____ the water didn't arrive at the Aral Sea.

Complete the sentences with **so** or **because**.

The water is very salty ____ there are no fish.

I'm happy ____ I passed my exam.

We went to the beach ____ it was a sunny day.

The water was cold ____ we didn't go swimming.

It was a long way to the
lake ____ we went by car.

I didn't sing the song ____ I can't sing very well.

We're having our party on Sunday
____ nobody works that day.

It rained all day ____ we stayed at home.

ACTIVITY 2: SEQUENCE

In this activity students must put in order Specific aspects taken from pictures to Create a story, and in that way get the principal ideas.

READING TECHNIQUE	Scanning
AIM	To use the scanning technique to follow a sequence in a story and to manage plural and possessives to talk about things in a city.
MATERIAL NEEDED	Reading activity photocopies, pictures
TOPIC	Detroit: then and now.

STAGES

PRE-READING

Select a group of appropriate pictures that Describe the aspects about the city they are going to read, characters, events, places, etc.

Ask students to describe what they see, and make them to organize in sequence the pictures according their own ideas. Address students to use singular and plural forms to present the sequence. Respect ideas presented.

DURING-READING

Students have to read the story by themselves and realize if they guess the correct sequence or not. While they read, ask them to organize the pictures the correct order, and at the same time make them to highlight the singular and plural forms.

AFTER-READING

Check the activity by making students repeat the sequence aloud. Design a chart on the board to take the nouns out and write the correct singular and plural forms, as well as the possessives.

Finally make students to complete the extra activities as homework, and ask them to find some more singular and plural nouns.

You will find some pictures on page. 30

The assessment rubric for this activity is provided on page 29

Detroit: then and now

A message from Life co-author, Helen Stephen-son

The story of Detroit is very interesting. It's a city that was rich, then it was poor and now it's becoming rich again. I think it's a 'good news' story. I hope you agree with me!

The American city of Detroit was like Paris, some people said. It had a big river, beautiful wide streets and important buildings. Then, in the 20th century, it was called 'Motor City' because of the number of car factories there. Workers in the car factories had good jobs and they earned good money. It wasn't unusual to own a home, a boat and even a holiday home. In the 1950s, new highways were built and lots of people moved from the city center to the suburbs. Life was good. But at the beginning of the 21st century, Detroit became America's poorest big city.

In a period of fifty years, more than half the people left Detroit. Houses and buildings were empty. Poverty and crime increased. Plants and trees grew in the empty houses. What happened in Detroit?

The city's population fell for several reasons. One reason is people moved to the suburbs in the 1950s. Another reason is that in 1967 there were terrible riots. A lot of people were scared of coming to the city. Also, the big car companies like General Motors and Chrysler had huge problems. And in 2008, the world financial crisis had a big effect on many cities, especially Detroit. Now, a lot of people in Detroit are poor. Half of the city's families have less than 25,000 dollars a year.

In 2013, the city of Detroit was bankrupt. It was the biggest bankrupt city in American history. But then something began to change. It was a new beginning for the city. It had some money to improve small things like lights in the streets and so people felt safe. The police came quickly when there were problems. Old, empty buildings were demolished. There is now space for new buildings. And there are new businesses too. The city gave 10,000 dollars to 30 new small businesses. Now there are grocery stores, juice bars, coffee shops and even bicycle makers. Finally, the city is working again.

Glossary

suburbs (n) the areas where people live outside of a town or city, away from the center

poverty (n) the state of being very poor

riot (n) violent actions by a large group of angry people

demolish (v) to destroy a building

bankrupt (adj) not able to pay money that you owe

Reading Comprehension

Read the article and choose the correct option

In the city of Detroit ...

- a) things are better than before.
- b) things are the same as before.
- c) things are worse than before.

In Detroit ...

- a) a lot of people are very poor.
- b) a lot of people are very rich.
- c) a lot of people are very scared.

Read the article again and choose the correct option.

People thought Detroit was ...

- a) better than Paris.
- b) bigger than Paris.
- c) similar to Paris.

There were a lot of car factories ...

- a) in Detroit.
- b) in Paris.
- c) in Paris and Detroit.

Some people in Detroit ...

- a) had two cars.
- b) two houses.
- c) had two jobs.

At the end of the 20th century ...

- a) lots of people moved away from Detroit.
- b) many people came to live in Detroit.
- c) people moved into empty houses in Detroit.

Which statement is true?

- a) Detroit had a number of problems.
- b) Detroit's biggest problem was crime.
- c) there was one big problem in Detroit.

Which statement is True?

- a) in 2008, half of the people in Detroit were poor.
- b) lots of cities had problems in 2008.
- c) the car factories closed in 2008.

After 2013, which of these things happened?

- a) The city had no money.
- b) The streets were safer.
- c) There were problems with the police.

Which sentence describes Detroit today?

- a) New businesses are opening.
- b) There are 30 grocery stores.
- c) There are no empty buildings.

Extra Activities

Vocabulary practice

Match a verb or noun from A with a noun or verb from B. One of the nouns in A matches two verbs in B.

A	B
flower (n)	fall (v)
move (v)	grow (v)
price (n)	house (n)
English	improve
(n) leave	(v)
(v)	increase
	(v) school
	(n)

Complete the sentences with the past simple form of verbs.

The price of a liter of petrol from 1.10 euros to 1.20 euros yesterday.

My dad to a new house in the country

When I was ten, we school.

The flowers in my garden well this summer.

My English after I made friends with some Australians.

Mobile phones are cheaper now. The price by 25 percent last year.

Grammar Activities

Write the plural of the noun. How do you say each one? Listen to the article again and check.

building
 factory
 worker
 House
 tree
 city
 Family
 business
 Store

Look at the underlined part of the sentences.

Write (P) possessive or (A) abbreviation.

1 The city's a good place to live.

2 The city's car factories closed.

3 My family's house is near here.

4 My family's moving house.

5 Detroit was America's poorest city.

6 America's an interesting country to visit.

7 That tree's growing quickly.

8 That tree's leaves are huge.

9 The factory made its first car 100 years ago.

10 It's not unusual to have two cars now.

ACTIVITY 3: A CAROUSEL OF IDEAS

This activity permits students to expose their own ideas about the topic they are going to study and read.

READING TECHNIQUE Skimming

AIM To teach students to skim a text in order to give their own ideas and manage the uses of prepositions to talk about activities in specific places and time.

MATERIAL NEEDED Reading activity photocopies, a ball

TOPIC Communal Table, a special meal.

STAGES

PRE-READING

Sit students in a circle; Present the topic of the reading, throw the ball to a student and ask him question related to the topic.

Questions can be: *Where do you have a meal?; Where do you prepare the meal? When do you have a special meal?* All the ideas given are written on the board.

Encourage students to answer the questions using prepositions.

DURING-READING

After organizing the ideas on the board, make students read the whole text to concrete the ideas given and to relate them with the ideas on the board.

AFTER-READING

Share with the students the following graphic to organize ideas related to prepositions, let them think how to use them:



Teacher must address students to talk about grammar using examples from the text.

The assessment rubric for this activity is provided on page 29

Communal table A special meal

Milpa Alta is a region to the south of Mexico City. It has a famous volcano Teuhtli –and twelve villages and towns. Milpa Alta is also famous for a traditional meal every Christmas, called La Rejunta. The meal is part of the Christmas celebrations and it feeds huge numbers of people. The cooks make about sixty thousand tamales. Tamales are made from corn and have different fillings. They also make about fifteen thousand liters of hot chocolate. They make all of this food and drink in less than one week. The meal is one of the activities for people who go on a walk to the cave of El Señor de Chalma. It's an important place for people from the region at Christmas. The cave is about eighty kilometers away and the walk begins on the 3rd of January. About 20,000 people go on the walk each year. That's 20,000 hungry people! Every year, the organizers of the meal change. This year, Virginia Meza Torres and her husband Fermín Lara Jiménez are the organizers, or majordomos. They waited for 14 years to do this. Lots of people want to organize the meal because it's a very important tradition. They put their names on a list. At the moment, the list has names for every year until 2046.

The preparation for the meal takes a whole year. At the start of the year, men collect wood from the forest. They store it near the home of the major-domos so that it will be dry and ready to use. The wood burns in the fires that they use to cook the food. The farmers in the area grow the ingredients for the meal, such as corn, meat and vegetables. Everything is natural; there's no ready-made food. Lots of volunteers help to cook and serve the meal. Tradition is very important to the people of Milpa Alta, and one of the most important activities is eating together. One woman, Josefina García Jiménez, says that sitting together at the table shows love to your family. Everybody stays at the table after the meal finishes and they talk, tell stories and laugh together. At Christmas, La Rejunta is like a huge family meal.

Reading Comprehension

the article and choose the correct option.

What is the article about?

- a) a special tradition
- b) a town in Mexico
- c) farmers in Milpa Alta

What is La Rejunta?

- a) a meal
- b) a person
- c) a place

Read the article again and choose the correct option.

Where is Milpa Alta

- a) in Mexico
- b) n Mexico City
- c) near Mexico

Which sentence is true?

- a) People eat for a week at La Rejunta.
- b) Twenty thousand people go to El Señor de Chalma.
- c) People take their own food to La Rejunta.

At La Rejunta, ...

- a) there's drink but no food.
- b) there's food and drink.
- c) there's food but no drink.

What do majordomos do?

- a) cook the tamales
- b) organise the meal
- c) pay for the food

Which sentence is true?

- a) Only men prepare the food.
- b) Some of the food comes from shops.
- c) They cook the food on wood fires.

Which sentence is true?

- a) Eating together is a tradition in Milpa Alta.
- b) osefina García Jiménez says her family loves her cooking.
- c) osefina García Jiménez's family only eats together at Christmas.

Extra Activities

Vocabulary practice Keywords

cave (n) a very big hole in the side of a mountain or under the ground
filling (n) the food that is inside a sandwich or cake, for example

huge (adj) very big

ingredient (n) one of the different types of food that you put together to make meal

list (n) names, numbers, or items written one below another

preparation (n) the process of making something ready to happen in the future

region (n) a part of a country

tradition (n) something that people have done for a long time as part of their culture or way of life

volunteer (n) someone who does some work because they want to and without being paid

walk (n) a journey you make on foot, usually for a pleasure

Complete the sentences with words from the Keywords.

I always make a shopping__before I go to the supermarket.

Meat is the main_____in burgers.

We go for a__along the beach every Sunday.

Elephants are_____animals.

It's a_____to swim in the sea on 1st January in many places.

The sandwiches have two__cheese or egg.

The_____for making pizza is easy.

There are lots of mountains in the_____of Scotland where I live.

Grammar Practice

Choose the correct option, to or for

They use fires to / for cook the food.

The farmers grow the vegetables to / for the meal. 3

They make tamales to / for the villagers.

4 They go to the cave to / for celebrate a tradition. 5

They collect wood to / for make a fire.

They get together to / for talk and laugh.

We bought some sandwiches to / for a picnic. 8 I did a lot of preparation to / for my exam.

ACTIVITY 4:

SNAKE PREVIEW

This activity permits students to get as many words as they can, it also help them to exercise their brain and use their retention.

READING TECHNIQUE	Structure-Proposition-Evaluation
AIM	To evaluate students arguments, ideas, reasons and conclusions given by the students in order to use plural nouns to talk about life situations.
MATERIAL NEEDED	Reading activity photocopies, projector
TOPIC	The first year of life.

STAGES

PRE-READING

Show students the reading text for just 20 seconds. The idea is for them to get as much information as possible in a short space time. Students mas get the key words, look for the most important information as well.

Organize words they remember in a chart like this:

VERBS	NOUNS	ADJECTIVES	ARTICLES	ADVERBS

DURING-READING

When they have finished organizing the words, make students to read the whole text with the class and make them find the words they got from it.

AFTER-READING

Students have to analyze the correct endings to turn the singular nous into plurals. Alternatively you could show students a few key words from the text, headings and accompanying visuals and they guess their relevance in the text.

Teacher must address students to talk about grammar using examples from the text.

The assessment rubric for this activity is provided on page 29

The first year of life

A new-born baby can see, hear and feel. By the age of five, a child can talk and ride a bike. How does this development happen? We don't really understand the way language and thinking develop in the brain. Now scientists are using new technology to help them in their studies. They are discovering new information about the way a baby's brain develops.

A study in 2010 showed that the experiences a child has in their first few years are important. These experiences affect the development of the brain. The study showed when children receive more attention, they often have higher IQs. Babies receive information when they see, hear and feel things. This information makes connections between different parts of the brain. There are a hundred trillion connections in the brain of a three-year-old child. One experiment studied how new-born babies' brains react to different sounds. The sounds were in different patterns. For example, the sounds mu-ba-ba make the pattern 'A-B-B'. And the sounds mu-ba-ge make the pattern 'A-B-C'. The results of the study showed that babies know the two patterns are different. Patterns are important in language.

The order of words is important to grammar and meaning. For example, 'John killed the bear' doesn't mean the same as 'The bear killed John.' Both sentences have the same words, but they are in a different order. The experiment shows that babies start to learn grammar rules from the beginning of their life.

Language is important for child development. Babies can hear language in various ways:

listening to television, audio books or the Internet and interacting with people.

A scientist, Patricia Kuhl, compared two groups of nine-month-old American babies. Both groups heard Mandarin Chinese sounds. The first group watched videos. In the second group, people spoke the same sounds to the babies. Then they tested the babies. The second group recognized the different sounds. The first group learned nothing. Patricia Kuhl said this result was very surprising. It shows that social interaction is important to successful brain development in babies.

KEYWORDS

feel (v) to notice something that is near you or is happening to you

hear (v) to be aware of a sound in your ears **listen (v)** to give something your attention using your ears

ride (v) to travel on a bicycle, horse or motorbike

see (v) to notice things with your eyes

sound (n) something that you can hear

speak (v) to say something using your voice or to be able to communicate in a particular language **talk (v)** to say something to someone **understand (v)** to know the meaning of something such as words or ideas

watch (v) to look at something and give your attention to it

Reading Comprehension

Read the article and choose the correct option. 1 The article ...

- a) compares the brains of adults and children.
- b) describes studies into brain development in babies.
- c) explains how human brains work.

According to the article, which sentence is true?

- a) Different languages influence the brain in different ways.
- b) Interactive experiences are important in brain development.
- c) Babies can learn Mandarin Chinese easily.

Read the article again and choose the correct option.

According to the first paragraph ...

- a) most five-year-olds ride bikes.
- b) scientists understand child development very well.
- c) technology is useful in child development studies.

Why are early experiences important?

- a) They affect a baby's relationships.
- b) They affect brain development.
- c) They affect how babies feel.

What information is given in the second paragraph?

- a) Attention and IQ are connected.
- b) It's difficult to change a baby's IQ.
- c) Some three-year-old children have a high IQ.

According to the second paragraph, what makes new connections in the brain?

- a) experiencing new information
- b) having a high IQ
- c) the child's age

Which statement is true?

- a) Babies' brains can't recognise different sound patterns.
- b) The pattern 'A-B-B' is easier to understand than 'A-B-C'.
- c) The pattern 'A-B-C' is easier to understand than 'A-B-B'.

Experiments with sound patterns show that babies ...

- a) can begin to understand grammar.
- b) understand different words.
- c) understand Mandarin Chinese.

The experiment in the third paragraph used sound patterns because ...

- a) word order is part of grammar.
- b) words have different sounds.
- c) different languages have different grammar.

The study described in the last paragraph shows that

- a) babies can understand television at the age of nine months.
- b) social interaction has a big influence on the brain.
- c) watching videos is a good way to develop a child's brain.

Extra Activities

Vocabulary practice

Choose the correct option.

Hear / Listen to me, I'm talking to you!

Can you see / watch that house on the corner? I live there.

I can speak / understand French, but I can't speak / understand it.

My friends and I speak / talk about music a lot. 5 Can you hear / listen that noise?

Do you see / watch television on the internet?

Complete the sentences with words from the keywords.

I like the _____ of the sea at the beach.

Do you know how to _____ a horse?

I like to _____ to the radio in the car.

I can _____ a cold wind – is the window open.

Can you _____ ringing? I think it's your phone.

Be quiet! Try not to make a _____

Grammar Activities

Complete the table with the correct plural form of the noun.

singular	plural		
adult		person	
baby		study	
child		video	
family		woman	

Change the sentences to plural forms.

A new-born **baby** brain is already well-developed.

Scientists are studying the **baby** development.

A **child** is playing with some toys.

An **Adult** brain is very complex.

That **man** phone is very loud!

I like watching a **woman** football matches.

This bed is great for a **child** bedroom.

The airline lost a **family** suitcases.

ACTIVITY 5:

Q AND A ACTIVITY

This activity permits students to generate questions to be answered for others in class. It helps to remember the way to build questions in the tense in study.

READING TECHNIQUE Survey-Question-Read-Recite-Review (SQ3R)

AIM To formulate questions in order to practice simple past to describe a past event.

MATERIAL NEEDED Reading activity photocopies.

TOPIC Return to River town

STAGES

PRE-READING

Have a short discussion about the topic, direct students to use past simple. Help them with difficult vocabulary. Ask general questions.

Divide the class in groups to work.

DURING-READING

Assign a section of the article for each group to focus on. Tell them to read their section of the article and create a series of questions based on what they have read focusing on the tense of the text.

AFTER-READING

After finishing reading and creating the questions, interchange them among the groups. Give enough time to answer them. Each group has to read the questions and answer them.

Teacher must address students to talk about grammar using examples from the text.

The assessment rubric for this activity is provided on page 29

Return to River Town

From 1996 to 1998, Peter Hessler was a Peace Corps volunteer. He was an English teacher in China. He worked in a region near the Yangtze River. It is now part of the Three Gorges Dam. Last year, he returned to the region on a visit.

I am in the White Crane Ridge Underwater Museum. It's a very strange museum – it's under 40 meters of water on the side of the Three Gorges Dam. The director of the museum is Huang Dejian. I knew him before the museum existed and before the Three Gorges Dam existed. I taught English at the local college in the town of Fuling. Fuling was quiet and isolated. There wasn't a motorway or a railway line. The river ferry to the city (Chongqing) took seven hours. Foreigners were very rare. When I ate my lunch in the town center, a crowd often came to watch me. The city had one escalator and one nightclub. There weren't any traffic lights. I didn't know anybody with a car.

From 1996 to 1998, I worked at Fuling Teacher's College. My students came from rural homes but they wanted to be English teachers. I learned many things from my students. They helped me to understand people's experiences of moving from the countryside to big cities. My students didn't have much money, but they were optimistic and they had opportunities.

During my visit, I meet about 15 of my old students. They tell me about their old classmates. Many of them have left Fuling. One is a Communist Party official in Tibet, another started a taxi company and became a millionaire. One woman is a radio presenter.

Another now teaches English to the children of rich factory owners. My old students are interested in analyzing their society. One student, Emily, tells me about her rich cousin. She says that he is richer now but he isn't happier.

My last meeting on this visit is with Huang Zongming and his brother Zongguo. When I lived here, they were fishermen. When the first stage of the dam was completed, they left their home. I was sure that their lives were changed forever. But now I discover that everything is almost the same for them. They are still fishermen. The fishing on the river is still good. The dam has not changed some things in Fuling.

Reading Comprehension

Read the article and choose the correct option.

The town of Fuling ...

- a) is near the Three Gorges Dam.
- b) is under the water now.
- c) is the same as in the 1990s.

Peter Hessler describes ...

- a) his job at the Fuling Teachers College.
- b) Fuling and its people.
- c) the Three Gorges Dam project.

During his visit, Peter

- a) eats in the town center.
- b) teaches some English classes.
- c) meets old friends.

Read the article again and choose the correct option.

Why is the museum strange?

- a) It didn't exist in 1998.
- b) It's only 40 metres long.
- c) It's under water.

Huang Dejian ...

- a) knew Peter Hessler when he worked in Fuling.
- b) was one of Peter Hessler's students.
- c) was Peter Hessler's teacher.

Peter's students ...

- a) were experienced teachers.
- b) came from the city.
- c) taught him about a lot of things.

After Peter's students left college...

- a) they also left Fuling.
- b) they all worked as teachers.
- c) they did many different things.

What does one of Peter's students say about her cousin?

- a) He has more money than before.
- b) He is happier than she is.
- c) His life is better than her life.

What has changed in the lives of the two fishermen?

- a) Everything
- b) not very much
- c) their jobs

Extra Activities

Vocabulary practice

Choose the correct option in the sentences about transport. Some of the words are in the Keywords box.

I take a **ferry / helicopter** across the river to work every day.

We usually take a **road / taxi** to the airport – the driver helps us with our bags.

The speed limit on **motorways / railway lines** in the UK is 70 miles per hour.

Stop at the **taxis / traffic lights** if they are red. 5 The **bus / ferry** was stuck in traffic for an hour!

We drove to the end of the mountain road / path. 7

There's no railway **line / road** to my town but the bus service is very good.

It's a nice walk along this **motorway / path**.

Grammar Practice

Match these adjectives from the text with the opposite adjectives in the expressions (1–7).

old	rich	happy	
optimistic	quiet	good	big

- 1 I had an apartment in the town center.
- 2 I knew my students very well.
- 3 There was a restaurant in the college.
- 4 Peter has visited the region this year.
- 5 There were a lot of fish in the river.
- 6 We lived in China for six years.
- 7 I have spoken to my old students.
- 8 I ate fish every day.
- 9 I left college last year.
- 10 We met the director of the museum.

Write true sentences with five verbs from the reading text. Compare with your partner.

ACTIVITY 5:

JIGSAW READING

This activity permits students to get the exact and the most important information from the text.

READING TECHNIQUE	Detailed Reading
AIM	To scan the text in order to get the important details to use modals in order to talk about things people can / can't do.
MATERIAL NEEDED	Reading activity photocopies
TOPIC	Life on the Seine

STAGES

PRE-READING

Divide the class in groups to work.
 Divide the article into approximately four sections equal length.
 Hand out one section of the article to each group.

DURING-READING

Assign a section of the article for each group to focus on. Each group reads the section silently to themselves for a few minutes.

AFTER-READING

After finishing reading organize new groups so that they can discuss what they understood. Direct students to include in the discussion the uses of modal: can/can't-must/mustn't-could-couldn't/ have to-don't have to.

Teacher can organize the uses of modal in a chart on the board to clarify doubts, students can use examples from the text to help teacher with the explanation.

The assessment rubric for this activity is provided on page 29

Life on the Seine

We're in Paris, on the Île de la Cité, in front of the Cathedral of Notre Dame next to the River Seine. This is point zero. The distances from Paris to all parts of France are measured from here. And at the heart of Paris is the Seine. 'For Parisians the Seine is the way to know where you are in Paris,' says the art historian Marina Ferretti.

I love my boat

One day 34 years ago, Claude Tharreau was walking along the Seine looking for an apartment to buy when he saw the Cathare: a 70-foot-long boat built in 1902 and for sale. It was Sunday. On Wednesday he bought the boat. 'Afterwards I noticed it was a boat with no electricity or water,' he says. He has lived on it since then. It's one of the 199 houseboats in Paris.

Instant beach

The beach-on-the-Seine was the idea of Paris Mayor Bertrand Delanoë. Every summer, the road on the Right Bank of the river is closed for four weeks. The project manager Damien Masset lists the ingredients for an instant beach: 5,500 tons of sand, 250 blue umbrellas, 350 deck chairs, 800 chairs, 250 loungers, 200 tables, four ice-cream sellers, eight cafés, 250 people to build the beach and 450 people to work there.

River rules

It's a hot summer day. You can see the heat rising from the road. The river looks cool. 'Can you swim in the Seine?' I ask the head of police Sandrine Berjot. 'Non,' she says. '38 euros.' That's the fine for swimming.

'What about your feet?' 'No, you can't put your feet in.' Here are some other things you can't do: go waterskiing or tie your boat around a tree with rope. And if you see a person in the water you mustn't jump in. You must call the police. This is serious: the fine for jumping in may be 75,000 euros and five years in jail.

The river

All kinds of objects float in the water: plastic toys, balloons, cigarettes, empty bottles. They float past the famous architecture of Paris and the river changes all the time. The painters Claude Monet and Henri Matisse had studios on the river. In their paintings we can see the changing and dancing light on the river.

Glossary:

houseboat (n) a boat that people live on

deck chair (n) a type of chair that folds. Used outside.

Keywords:

cool (adj) a bit cold, but nice

danger (n) if you are in danger it is possible that something bad will happen

empty (adj) with nothing inside

fine (n) money you must pay if you break a law or rule

historian (n) someone who knows a lot about history

ingredient (n) a thing you need to make something

painting (n) a picture made with paint

Parisian (n) a person who lives in Paris

studio (n) a place where an artist works

toy (n) a thing you play with

lounger (n) a type of chair you can lie on. Used outside.

Reading Comprehension

Read the article and choose the correct option. 1

Which statement is true?

- a) Parisians don't know the Seine very well.
- b) The river is an important part of Parisian life.
- c) The Seine is cleaner now than it was in the past.

Which statement is true?

- a) The river goes around the outside of Paris.
- b) The Seine is changing all the time.
- c) You can do different water sports on the river.

Read the article again and choose the correct option.

According to the first paragraph ...

- a) distances to places in France are counted from the Île de la Cité.
- b) the Seine goes through the centre of France.
- c) you can get to all parts of France on the Seine.

What did Claude Tharreau want to do?

- a) buy a place to live
- b) find a place to work
- c) go on a trip on the river

What is the Cathare?

- a) a houseboat
- b) an apartment
- c) an area next to the river

According to the third paragraph ...

- a) beaches are built at different places along the river.
- b) both sides of the Seine become a beach.
- c) Parisians can enjoy a month on an artificial beach.

Which statement is true?

- a) You can only swim from the beach.
- b) You can't go waterskiing on the Seine.
- c) You mustn't jump in the river.

If you see a person with problems in the river, you should ...

- a) go in a boat to the person.
- b) jump into the river.
- c) call the police.

According to the final paragraph, Monet and Matisse ...

- a) painted Parisian architecture.
- b) painted the river.
- c) shared a studio.

What is the Cathare?

- a) a houseboat
- b) an apartment
- c) an area next to the river

Extra Activities

Vocabulary practice

Choose the logical option. The words are from the Keywords box.

My aunt is a historian / Parisian. She wrote a book about the Romans.

I like the cool / empty days of the autumn.

What was your favorite fine / toy when you were a child?

There are lots of paintings / ingredients in this museum.

Here's a photo of Picasso in danger / his studio.

Look at how these three words for people from the article are formed. Complete the other words with -ian or -er.

history → historian Paris → Parisian paint → painter

electric _____

Build _____

Dance _____

Library _____

London _____

Music _____

Politic _____

Teach _____

technic _____

Write _____

Grammar practice

Choose the correct option. Then check your answers in the article.

1 You can / can't swim in the Seine.

2 You can / can't tie a boat to a tree in the Seine.

3 You must / mustn't help a person in the water.

4 You have to / don't have to call the police if a person is in the water.

Look at the information in CAPITALS. Complete the sentences with can, can't, have to or don't have to.

NO SMOKING

You _____ smoke.

PARK IN THE CAR PARK ONLY

You _____ park in the car park.

WE ACCEPT CREDIT CARDS

You _____ pay with your credit card.

PICNIC AREA

You _____ eat your own food here.

NO MOBILE PHONES

You _____ make a phone call here.

WE TAKE CARDS AND CASH

You _____ pay by cash.

PETS WELCOME, TEN EUROS

You _____ pay ten euros to take your dog.

BOOK NOW, PAY LATER

You _____ pay immediately.

RUBRIC

Rubric

Name _____ Date _____

Comprehension Elements	Score	Score	Score	Score
Story Grammar <input style="width: 40px; height: 40px;" type="checkbox"/>	Even with prompting, reader is unable to state or confuses elements of story grammar.	With prompting, the reader includes most of the elements of story grammar ({}characters, {}setting, {}problem, {}event sequence, {}resolution).	Without prompting, reader includes most of the elements of story grammar ({}characters, {}setting, {}problem, {}event sequence, {}resolution).	Without prompting, reader includes all elements of story grammar ({}characters, {}setting, {}problem, {}event sequence, {}resolution).
Details <input style="width: 40px; height: 40px;" type="checkbox"/>	Even with prompting, reader does not include accurate details or gives inaccurate details.	With prompting, reader includes some accurate details.	Without prompting, reader laces retelling with some significant & accurate details.	Without prompting, reader laces retelling with all significant & accurate details and some minor ones in a subordinate way.
Inferences, Predictions, & Conclusions <input style="width: 40px; height: 40px;" type="checkbox"/>	Even with prompting, reader does not convey understanding of or confuses story inferences, predictions, and/or conclusions.	With prompting, reader conveys understanding of story inferences, predictions, and/or conclusions.	Without prompting, reader explains inferences, predictions, and/or conclusions drawn; however, they are weak or minimal.	Without prompting, reader explains critical inferences, predictions, and/or conclusions drawn.
Connections to Reader's Life & Other Texts <input style="width: 40px; height: 40px;" type="checkbox"/>	Even with prompting, reader is unable to make or confuses connections with other texts and/or life experiences.	With prompting, reader makes connections with other texts and/or life experiences.	Without prompting, reader explains connections with other texts and/or life experiences that vaguely relate to this text.	Without prompting, reader explains connections with other texts and/or life experiences that closely relate to this text.

<http://teacher.scholastic.com/lessonrepro/lessonplans/profbooks/assessrdggrowth.pdf>

PICTURES





● "Learning through readings" ●

Teacher's Manual



Bibliography

- Behar, D. (2008). *Metodología de la Investigación*
<http://rdigital.unicv.edu.cv/bitstream/123456789/106/3/Libro%20metodologia%20investigacion%20este.pdf>
- Bernal, C. (2010). *Metodología de la investigación*. Bogotá: Pearson. From
<https://www.teachingenglish.org.uk/article/using-graded-readers>
- Claridge, G. (2012). Graded readers: How the publishers make the grade. *Reading in a Foreign Language*, 117,118.
<http://nflrc.hawaii.edu/rfl/April2012/articles/claridge.pdf>
- Elder, A. D. (2004). *The handbook of applied Linguistics*. Oxford: Blackwell.
From
http://samples.sainsburysebooks.co.uk/9780470756751_sample_390203.pdf
- Hernández, R., Fernández, C., & Baptista, P. (2010). *Metodología de la Investigación*. México D.F.: McGraw Hill.
<https://drive.google.com/file/d/0B7qpQvDV3vxvWfK3YkltMTJxb3M/edit>
- Cassany, D. (2017). *Aproximaciones a la Lectura Crítica*. From
<https://revistas.uam.es/tarbiya/article/viewFile/7275/7623>
- Peñafiel, F. (25 de Marzo de 2014). *Entrevista al Ministro de Educación subrogante, Freddy Peñafiel. (M. Holguín, Entrevistador) GamaTV*.
Obtenido de <http://www.gamatv.com.ec/ministerio-de-educacion-revelo-que-ni-el-2-de-los-profesores-pasaron-el-examen-toefl/>

Cronquistand, K. & Fiszbein, A. (2017, September). English Language Learning in Latin America. *The Dialogue*. Retrieved from <https://www.thedialogue.org/wp-content/uploads/2017/09/English-Language-Learning-in-Latin-America>

UNESCO. (2016). Obtenido de <http://www.unesco.org/new/es/education/themes/leading-the-international-agenda/education-for-sustainable-development/sustainable-development/>

Wan-a-rom, U. (2010). Self.assessment of word knowledge with graded readers: A preliminary study. *Reading in a Foreign Language*, 333. Obtenido de <http://files.eric.ed.gov/fulltext/EJ901550.pdf>

What is Critical reading, and why do I need to do it?. (n.d.). Retrieved 2017, from Cleveland University website, <http://www.csuohio.edu/writing-center/critical-reading-what-critical-reading-and-why-do-i-need-do-it>

Currículo Lengua Extranjera. (n.d.). Retrived 2016, from Ministerio de Educación website, <https://educacion.gob.ec/curriculo-lengua-extranjera/>

Developing The Four Essential Skills–Listening, Speaking, Reading & Writing. (2017). Retrieved from: <http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing/>

Brown, D. (2003). *Language Assessment: Principles and classroom practices*. San Francisco: Longman.

Cashdan, A. (1979). *Language, Reading and Learning*. Oxford: Blackwell Publishers.

Colle, J., & Slater, S. (2007). *Literature in the Classroom*. Cambridge: Cambridge University Press. 125

Van Dyk, S. (2018). *The Importance of Improving your Reading Skill*. Educational Article. 6 Liberty Place Unit 293 Boston, MA. 02109

Lewin, L. (2010). *Reading to Learn*. Lincoln St., Eugene. Educacional Leadership. Volume 67, Number 6.

Lewis, P. (2015). *Ethnologue. Languages of the world* (Eighteen Edición ed.). Dallas, Texas: SIL International.

Hogan, G. (2013). *Building better Grammar*. (First Edition). Citrus Community College. USA.

Greenbaum, S. & Nelson G. (2009). *An Introduction to English Grammar*. (Third Edition). New York, NY: Routledge.

Rutherford, W. (2014). *Second Language Grammar: Learning and Teaching*. New York, NY: Routledge

Creswell, J. (2014). *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches Fourth Edition*. California: SAGE Publications

Barton, G. (1999). *Grammar in Context*. Oxford, UK: Oxford University Press.

- Grabe, W. (1991). Current developments in second language reading research.
- Johnson, J (2014). *Why is grammar important?*. Daily Grammar.
- Grellet, F. (2010). *Developing Reading Skills*. Cambridge, UK: Cambridge University Press.
- Jewett, P. (2007). *Reading knee-deep*. *Reading Psychology*, 28, 149-162
- Frederick, N. (2015). The Professional Importance of Grammar and How it Should *be Taught*. Published by the PIT Journal: Cycle 6, 2015
- Deinzer, E. (2007). *Teaching Grammar Approaches and Methods*. Nordstedt, Germany.
- Askelnad, E. (2013). *Grammar Teaching in the EFL Classroom: An Analysis of Grammar Tasks in Three Textbooks*. University of Bergen: Norway.
- Zahibi, R. (2011). An Investigation of Critical Reading in Reading Textbooks: A Qualitative *Analysis*. English Department, Ferdowsi University of Mashhad- Iran
- Gillingham, O. (2017) *The Importance of Grammar in Reading Comprehension*. Orton Gillingham Online Academy.

Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam (2011). *Difficulties in teaching and learning grammar in an EFL context*. International Journal of Instruction: Oman.

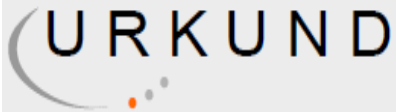
Modelo Educativo de las FF.AA (2016)-CEDE (Fuerza Terrestre), Constitución Ecuatoriana 2008.

UNESCO. (2005). *Contribuir a un Futuro Más Sostenible: Educación de Calidad, Habilidades de Vida y Educación para el Desarrollo Sostenible*. París.

Education First. (2014). *English Proficiency Index*.

APPENDIX

APPENDIX A: Urkund Analysis Result



Urkund Analysis Result

Analysed Document: tesisROBALINOC. 31 de julio.docx
(D54643461) Submitted: 7/31/2019 11:20:00 AM
Submitted By: crsthinarobalinoambjlm@gmail.com
Significance: 1 %

Sources included in the report:

tesis karla URKUND.docx(D46839248)
Thesis Hussein Faraj Albozeidi (GJ0669) AMU.docx (D45519993)
PROYECTO MONSERRATE ARROYABE-MERCEDES PEREZ.docx(D11306973)

Instances where selected sources appear:

3

APPENDIX B: Pre – test

Technical University of Ambato

Pre - test

Student's name: _____

Level: _____

Choose the correct answer.

1. I her every day and she never says hello to me.

- (a) see (b) am seeing (c) will see

2. They never the cinema next week?

- (a) go (b) going (c) goes

3. Sometimes I what the teacher says to me.

- (a) don't understand (b) am not understanding (c) understand not

4. Yesterday, I to remember your name but I'm afraid I can't remember it.

- (a) tried (b) am trying (c) will trying

5. Ithem to go out for a short walk.

- (a) tell (b) told (c) telling (d)
will tell

6. Heto the new class last week.

- (a) did go (b) had gone (c) went (d)
have gone

7. Sam and Liza the whole job yesterday morning.

- (a) will do (b) do (c) does (d)
did

8. Many people tried but no-one has succeeded so far.

- (a) did (b) have been (c) were (d) have

9. Do you mind the door as I find it very hot in here?

- (a) to open (b) opened (c) opens (d) opening

10. I honestly think that the time come when we should celebrate our success.
 (a) has (b) had (c) will (d) having
11. ever heard of this writer before?
 (a) Did you (b) Have you (c) Do you (d) Will you
12. They were eating dinner when the lights out.
 (a) go (b) are going (c) went (d) goes
13. I go to see the doctor last week because I was very ill.
 (a) must (b) must to (c) had to (d) has to
14. I go now because I am already late for my class.
 (a) must (b) had (c) have (d) must to
15. I live in the big house the corner.
 (a) on (b) in (c) of (d) to
16. Were you the church yesterday?
 (a) at (b) to (c) on (d) for
17. Ralph was late work again. He may be fired.
 (a) on (b) at (c) for (d) to
18. is measured by the Richter Scale?
 (a) What (b) Which (c) Where (d) Who
19. does the word "alphabet" come from?
 (a) What (b) Which (c) Where (d) When
20. was the first man in space?
 (a) When (b) Where (c) Which (d) Who
21. We will visit Australia New Zealand during our next vacation.
 (a) and (b) but (c) so (d) because
22. My teeth were hurting I made an appointment to go the dentist.
 (a) or (b) so (c) but (d) and
23. Have you seen heard the latest musical by Andrew Lloyd Webber?
 (a) but (b) so (c) or (d) and
24. Builders use plywood in the construction of small boats it is easy to shape.
 (a) although (b) because (c) after (d) while

25. Many were on the street last Friday.
 (a) persons (b) people (c) peoples (d) person
26. There is some left in the fridge.
 (a) milks (b) milk (c) milkie (d) milkes
27. That is new house, he bought it some days ago.
 (a) Carlos's (b) Calos (c) Carlos' (d) Carlo's
28. exam was excellent.
 (a) Liz and Anas' (b) Liz's and Ana's (c) Liz and Ana's (d) Liz' and Anas'
29. Oliver loves to the stadium.
 (a) going (b) to go (c) goes (d) to going
30. I enjoy romantic music at night to relax.
 (a) listen (b) to listening (c) listening (d) listens

APPENDIX C: Post– test

Technical University of Ambato

Pre - test

Student's name: _____

Level: _____

Choose the correct answer.

1. I her every day and she never says hello to me.
(a) see (b) am seeing (c) will see
2. They never the cinema next week?
(a) go (b) going (c) goes
3. Sometimes I what the teacher says to me.
(a) don't understand (b) am not understanding (c) understand not
4. Yesterday, I to remember your name but I'm afraid I can't remember it.
(a) tried (b) am trying (c) will trying
5. Ithem to go out for a short walk.
(a) tell (b) told (c) telling (d) will tell
6. Heto the new class last week.
(a) did go (b) had gone (c) went (d) have gone
7. Sam and Liza the whole job yesterday morning.
(a) will do (b) do (c) does (d) did
8. Many people tried but no-one has succeeded so far.
(a) did (b) have been (c) were (d) have
9. Do you mind the door as I find it very hot in here?
(a) to open (b) opened (c) opens (d) opening
10. I honestly think that the time come when we should celebrate our success.
(a) has (b) had (c) will (d) having
11. ever heard of this writer before?

- (a) Did you (b) Have you (c) Do you (d) Will you
12. They were eating dinner when the lights out.
 (a) go (b) are going (c) went (d) goes
13. I go to see the doctor last week because I was very ill.
 (a) must (b) must to (c) had to (c) has to
14. I go now because I am already late for my class.
 (a) must (b) had (c) have (c) must to
15. I live in the big house the corner.
 (a) on (b) in (c) of (d) to
16. Were you the church yesterday?
 (a) at (b) to (c) on (d) for
17. Ralph was late work again. He may be fired.
 (a) on (b) at (c) for (d) to
18. is measured by the Richter Scale?
 (a) What (b) Which (c) Where (d) Who
19. does the word "alphabet" come from?
 (a) What (b) Which (c) Where (d) When
20. was the first man in space?
 (a) When (b) Where (c) Which (d) Who
21. We will visit Australia New Zealand during our next vacation.
 (a) and (b) but (c) so (c) because
22. My teeth were hurting I made an appointment to go the dentist.
 (a) or (b) so (c) but (c) and
23. Have you seen heard the latest musical by Andrew Lloyd Webber?
 (a) but (b) so (c) or (c) and
24. Builders use plywood in the construction of small boats it is easy to shape.
 (a) although (b) because (c) after (d) while
25. Many were on the street last Friday.
 (a) persons (b) people (c) peoples (d) person

26. There is some left in the fridge.
(a) milks (b) milk (c) milkies (d) milkes
27. That is new house, he bought it some days ago.
(a) Carlos's (b) Calos (c) Carlos' (d) Carlo's
28. exam was excellent.
(a) Liz and Anas' (b) Liz's and Ana's (c) Liz and Ana's (d) Liz' and Anas'
29. Oliver loves to the stadium.
(a) going (b) to go (c) goes (d) to going
30. I enjoy romantic music at night to relax.
(a) listen (b) to listening (c) listening (d) listens

APPENDIX D: Validation Tests



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PRE - TEST VALIDATION

CRITERIA	PART #1 (SO/BECAUSE; PLURAL NOUNS AND POSSESSIVES, PREPOSITIONS)			OBSERVATIONS	PART #2 (CAN/MUST/HAVE TO; COUNTABLE AND UNCOUNTABLE NOUNS)			OBSERVATIONS	PART #3 (SIMPLE PRESENT / SIMPLE PAST/ PRESENT PERFECT)			OBSERVATIONS						
	Adequate	Difficult	Not adequate		Adequate	Difficult	Not adequate		Adequate	Difficult	Not adequate							
	✓			SN	✓		-	SN	✓			SN						
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <i>INTE. DE CB. Lic. JONNY CHAVEZ</i> NAME </td> <td style="width: 20%; text-align: center;"> <i>060397929-5</i> ID NUMBER </td> <td style="width: 30%; text-align: center;"> SIGNATURE </td> </tr> <tr> <td style="text-align: center;"> <i>ESFORSE</i> WORK PLACE </td> <td style="text-align: center;"> <i>DPTO. EVALUACION ACADÉMICA</i> JOB POSITION </td> <td style="text-align: center;"> <i>0999000372</i> MOVIL NUMBER </td> </tr> </table>													<i>INTE. DE CB. Lic. JONNY CHAVEZ</i> NAME	<i>060397929-5</i> ID NUMBER	 SIGNATURE	<i>ESFORSE</i> WORK PLACE	<i>DPTO. EVALUACION ACADÉMICA</i> JOB POSITION	<i>0999000372</i> MOVIL NUMBER
<i>INTE. DE CB. Lic. JONNY CHAVEZ</i> NAME	<i>060397929-5</i> ID NUMBER	 SIGNATURE																
<i>ESFORSE</i> WORK PLACE	<i>DPTO. EVALUACION ACADÉMICA</i> JOB POSITION	<i>0999000372</i> MOVIL NUMBER																



UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADOS
MASTER'S DEGREE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

PRE - TEST VALIDATION

CRITERIA	PART #1 (SO/BECAUSE; PLURAL NOUNS AND POSSESSIVES, PREPOSITIONS)			OBSERVATIONS	PART #2 (CAN/MUST/HAVE TO; COUNTABLE AND UNCOUNTABLE NOUNS)			OBSERVATIONS	PART #3 (SIMPLE PRESENT / SIMPLE PAST/ PRESENT PERFECT)			OBSERVATIONS						
	Adequate	Difficult	Not adequate		Adequate	Difficult	Not adequate		Adequate	Difficult	Not adequate							
	✓				✓				✓									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <i>Dra. Sonia Marcelo Ruiz</i> NAME </td> <td style="width: 20%; text-align: center;"> <i>060290661-2</i> ID NUMBER </td> <td style="width: 30%; text-align: center;"> SIGNATURE </td> </tr> <tr> <td style="text-align: center;"> <i>ESPOCH</i> WORK PLACE </td> <td style="text-align: center;"> <i>English Teacher</i> JOB POSITION </td> <td style="text-align: center;"> <i>0992537942</i> MOVIL NUMBER </td> </tr> </table>													<i>Dra. Sonia Marcelo Ruiz</i> NAME	<i>060290661-2</i> ID NUMBER	 SIGNATURE	<i>ESPOCH</i> WORK PLACE	<i>English Teacher</i> JOB POSITION	<i>0992537942</i> MOVIL NUMBER
<i>Dra. Sonia Marcelo Ruiz</i> NAME	<i>060290661-2</i> ID NUMBER	 SIGNATURE																
<i>ESPOCH</i> WORK PLACE	<i>English Teacher</i> JOB POSITION	<i>0992537942</i> MOVIL NUMBER																

APPENDIX E: Authorization

Ambato, 29 de mayo de 2019

SEÑOR. CRNL DE E.M.C
Luis Acosta Rojas
DIRECTOR ESCUELA DE FORMACIÓN DE SOLDADOS DEL EJÉRCITO
En su Despacho

De mi consideración:

Por medio de la presente extiendo a usted un atento y cordial saludo, a la vez me permito solicitar de la manera más respetuosa se me autorice la ejecución de mi trabajo de investigación de la Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera con el tema "USING CRITICAL READING TO DEVELOP STUDENTS' GRAMMAR ACCURACY IN CONTEXT" con los señores aspirantes a soldados. Proyecto que fue diseñado por mi persona en el periodo en el cual me desempeñaba como docente de la asignatura de Inglés en esta Institución.

Espero contar con su autorización para llevar a cabo la actividad antes mencionada. Me despido en espera de su pronta respuesta.

Atentamente,


Lic. Gasparino Echebarría Arsujo
C.I 180367576-6 *


Vicente Reyes
Tato de CB
29/1103-1711-019

Autorizado, nuestra de 2
Luis P. Acosta P. / JAS
CRNL DE E.M.C. Prácticas del Batallón I. //

APPENDIX F: Assessment Rubric

CRITERIA	POOR 1 - 3	FAIR 4 - 5	GOOD 6 - 7	VERY GOOD 8 - 9	EXCELLENT 10
PART #1 Effective and accurate use and identification of connectors "SO/BECAUSE; PLURAL NOUS ANS POSSESSIVES; PRRPOSITIONS"	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers
PART # 2 Effective and accurate use and identification of " CAN/MUST/HAVE TO; COUNATBLE AND UNCOUNTABLE NOUS; VERB PATTERNS"	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers
PART # 3 Effective and accurate use and identification of the tenses "SIMPLE PRESENT/ SIMPLE PAST/ PRESENT PERFECT".	Choose correctly between 1-3 answers	Choose correctly between 4-5 answers	Choose correctly between 6-7 answers	Choose correctly between 8-9 answers	Choose correctly 10 answers

Produced by: Cristhina Robalino Araujo

Comments: _____

APPENDIX G: Test Application



APPENDIX H: Proposal Application

