

UNIVERSIDAD TÉCNICA DE AMBATO



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

**TEMA: “INTENSIVE READING STRATEGIES TO DEVELOP
THE ORAL INTERACTION”.**

Trabajo de Investigación, previo a la obtención del Grado Académico de Magister en
Enseñanza del Idioma Inglés como Lengua Extranjera.

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A LA UNIDAD ACADÉMICA DE TITULACIÓN DE LA FACULTAD

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UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSGRADO

**MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA
EXTRANJERA**

TEMA:

“INTENSIVE READING STRATEGIES TO DEVELOP ORAL INTERACTION”

AUTOR: Licenciado Jorge Santiago Santamaría Serrano.

DIRECTOR: Lic. Mg. Manuel Xavier Sulca Guale.

DATE: August 05th, 2019

RESUMEN EJECUTIVO

El trabajo presentado a continuación ha sido enfocado en evaluar la expresión oral como resultado de la exposición a la lectura intensiva en los estudiantes de Cuarto Semestre de la Escuela Politécnica Superior de Chimborazo de la ciudad de Riobamba, provincia de Chimborazo. Con la ayuda de un pre-test como instrumento de evaluación se realizó la recolección de datos y de esta manera evidenciar el poco uso de lectura intensiva dentro de las aulas de clase para promover el desarrollo de la expresión oral en los estudiantes. Los resultados fueron analizados con la prueba estadística T-estudiante para comprobar la validación de la hipótesis planteada. Se tomó en cuenta a una población de 25 estudiantes y se realizó la presente investigación demostrando que la lectura intensiva brinda mejor práctica de la expresión oral fomentando el proceso comunicativo de los estudiantes en el idioma inglés. El resultado fue 3,75. Por lo tanto en este estudio se realizó la creación de una guía metodológica en el cual consta la aplicación de material de lectura intensiva dentro de la clase para mejorar la expresión oral. La guía metodológica, además, incluye una rúbrica de evaluación de las actividades y así constatar el avance de los estudiantes. Es por esto que en base a los resultados se sugiere el uso de lectura intensiva para reforzar la expresión oral.

DESCRIPTORES. Lectura intensiva, expresión oral, competencia comunicativa oral, guía metodológica, competencias lingüísticas, habilidades productivas, herramientas tecnológicas, grupo de control, grupo experimental, pre-test, post-test.

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RESEARCH TOPIC:

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EXECUTIVE SUMMARY

This research work was focused on evaluating oral interaction as a result of exposure to intensive reading material in the Fourth semester students of Escuela Politécnica Superior de Chimborazo of Riobamba, Chimborazo. A pre-test as an assessment instrument was applied, the data collection was done and, so, it was evident the lack of use of intensive reading material within classrooms to promote the development of oral interaction in students. The results were analyzed using T-student statistical test to check the validation of hypothesis. A population of 25 students was considered and the present research was carried out demonstrating that intensive reading provides a better practice of oral interaction, promoting the communicative process of students in the English language. The result was 3.75. Due to this very favorable result, this study concluded in the creation of a methodological guide including the application of intensive reading material within the class to improve oral interaction. The methodological guide also includes a rubric for evaluating activities and thus to verify the advance of the students. This is why, the use of intensive reading material is suggested to reinforce oral interaction based on the results.

KEY WORDS: Intensive reading, oral interaction, oral communicative competence, methodological guide, language skills, productive skills, technological tools, control group, experimental group, pre-test, post-test.

INTRODUCTION

In the English Language, there are four important skills: speaking, reading, writing and listening which are unquestionably interrelated. Nevertheless, it is important to develop the speaking skill in order to have a good and effective communication. Nowadays, the development of the speaking skill is one of the most necessary tools at the moment to learn the target language.

Speaking is the most difficult skill to develop because students practice inefficiently time as it requires due to its complexity. This project has the purpose to help students in their oral interaction and how to develop it through intensive reading. One of the best tools is the application of intensive reading material in the Fourth Semester students of Escuela Politécnica Superior de Chimborazo of Riobamba, Chimborazo.

The study done has been established on assessing oral interaction as a product of exposure to intensive reading in the Fourth Semester students of Escuela Politécnica Superior de Chimborazo of Riobamba, in Chimborazo province. Using a pre-test as an evaluation instrument, the data collection was done and, in this way, it was shown the absence of use of intensive reading within classrooms to stimulate the growth of oral interaction in learners. The outcomes were examined with the T-student arithmetic examination to validate the hypothesis. A population of 25 students were carefully measured in the current research demonstrating that intensive reading material provides an enhanced training of oral interaction, stimulating the communicative process of students.

For instance, having has a result 3.75 resulting favorable, this study developed in the design of a methodological guide that includes the presentation and the application of intensive reading material within the class to develop oral interaction. In addition, the methodological guide, includes a rubric of evaluation of the activities to authenticate the improvement of the students. Based on the outcomes, the use of intensive reading is recommended to strengthen oral interaction.

Chapter I: The problem statement is presented. Furthermore, the problem is contextualized in an institutional, national, and international level. In addition, this chapter contains critical analysis, justification, general, and specific objectives.

Chapter II: The theoretical framework is presented in this chapter. The research background, philosophical and pedagogical foundations, legal basis, key categories, hypotheses and variables help in the development of this chapter. Also, the scientific and bibliographical support are important tools to create these elements.

Chapter III: This chapter covers the methodology of the research. The features approach, method, level and type of study, population, operationalization of variables, data collection plan, process and analysis are presented in an organized way.

Chapter IV: In this chapter, the Analysis and interpretation of results developed is carried out. The results of the students' examination are presented in a clear and organize way with all the requirements in order to verify each result. Moreover, the hypothesis is verified with the use of test.

Chapter V: In this chapter, the conclusions and recommendations are determined to work out with all the problematics due to it is important to look for some solutions.

Chapter VI: The proposal is presented in this chapter. It is a methodological guide in order to develop the oral interaction. Therefore, some activities are developed for the students. In addition, there are procedures for assessment to notice in a better way the effectiveness of the project.

To conclude the process, this project contains a references list and annexes in order to give more specific details of the research work.

CHAPTER I

1. PROBLEM

1.1 Theme of the problem

Intensive Reading Strategies to Develop the Oral Interaction

1.2 Problem Statement

Why is it difficult for students of English as a foreign language to engage in fluent conversation when the opportunity arises? Often, it is not only a problem of intelligibility - the interlocutor being able to understand the message - but it goes more into the spectrum of lack of vocabulary: the speaker not knowing the necessary words, fixed phrases (such as idioms), and/or interactions which are part of everyday communication - an inherent aspect behind the acquisition of a language.

Acquiring - or learning, if the contextual setting demands so - vocabulary should not be a too complicated endeavor for students of English. However, the Ecuadorian context is not that of English as a Second Language (ESL). The amount of exposure to the target language is rather limited, even nowadays when information technologies are a useful resource for language learning. In the case of higher education institutions, oral interaction is still an inhibited practice, where most students tend to interrelate with other interlocutors only when there is a specific need to do so, for example, when they sit a type of oral evaluation or when classroom practice takes places. The following sections will deal with the application of intensive reading – that in which students are required to read and complete specific tasks – as a way for them to augment their active vocabulary so that they are able to communicate in a more confident way. The fact that they will also

engage in and develop better reading comprehension will foster the transference of this skill into their first language as well. (Pressley, 2000)

1.2.1 Contextualization

Often, students of English as a second or foreign language express their difficulty in producing an intelligible answer to a given task due to a lack of vocabulary (Horwath, 2007). It is quite common to listen to them, in the middle of an oral or written production task, asking the so common question *How do you say... in English?* And, to no surprise, it is also common to hear teachers suggesting (even demanding) their students to read as much as they can so that they can expand their vocabulary (Nakatani, 2005). Unfortunately, reading is a habit that is more widespread in the so-called developed countries, such as the USA, the United Kingdom, Canada, among others. As much as it would be the best option, reading is a practice that is still finding its development in Latin American Countries, including Ecuador.

According to UNESCO's Regional Center for Book Promotion in Latin America and the Caribbean (CERLALC, 2012) Ecuador registered an average of 0,5 read books per person, per year. With such alarming statistic, if the reading skill is not developed in the students' mother tongue, it becomes more complicated to develop the same skill in a different language; there is no transfer of skills from one language into the other. Additionally, students on the public-school system - with a few exceptions, as it is the case of International Baccalaureate (IB) schools - attend their English lessons and this class time is probably the only real contact time with the language. In such context, students' lack of vocabulary constraints their oral interaction. Teachers, then, should be able to devise and apply different reading strategies aimed at helping their students gain the vocabulary, fluency, better pronunciation, comprehension of language registers, among other features of oral interaction, that they need to complete different tasks in the target language (Afflerbach, Pearson, & Paris, 2011)

Ecuador, unfortunately, is a country where the big majority of university students have not developed advanced reading habits prior to the beginning of their studies. This becomes evident when first year students cannot pass tests where abilities such as reading

comprehension are assessed. This limited ability, regrettably, occurs both in Spanish and English making it more difficult for students to advance their foreign language learning. According to Ecuador's Higher Education Council (Regulation of Academic Regime, 2016, Art. 31) (LOES, 2019) before any student can graduate from university, they should demonstrate a proficiency level at B2 of the Common European Framework of Reference for Languages (CEFR). This directive means that a level at which students can communicate with perceived ease in both every day and academic situations is expected. As (Heilmann, Nockerts, & Miller, 2010) assert, reading is proven to improve vocabulary acquisition, which is why applying intensive reading strategies in a university setting for students of English as a foreign language would highly improve their oral interaction.

An intensive reading approach has been tried out with students of Level A2 on the Common European Framework of Reference for Languages (CEFR) at ESCUELA POLITECNICA SUPERIOR DE CHIMBORAZO during the March – July 2019 term. These students belong to the different degrees of the university and are in their early twenties. Their entry oral communication ability was first gauged through the application of a diagnostic test. For the formal part of the study, explained in the methodology chapter, a more accurate instrument was applied, considering it a quite complete form of assessment for this focal group.

Figure 1. Problem Tree

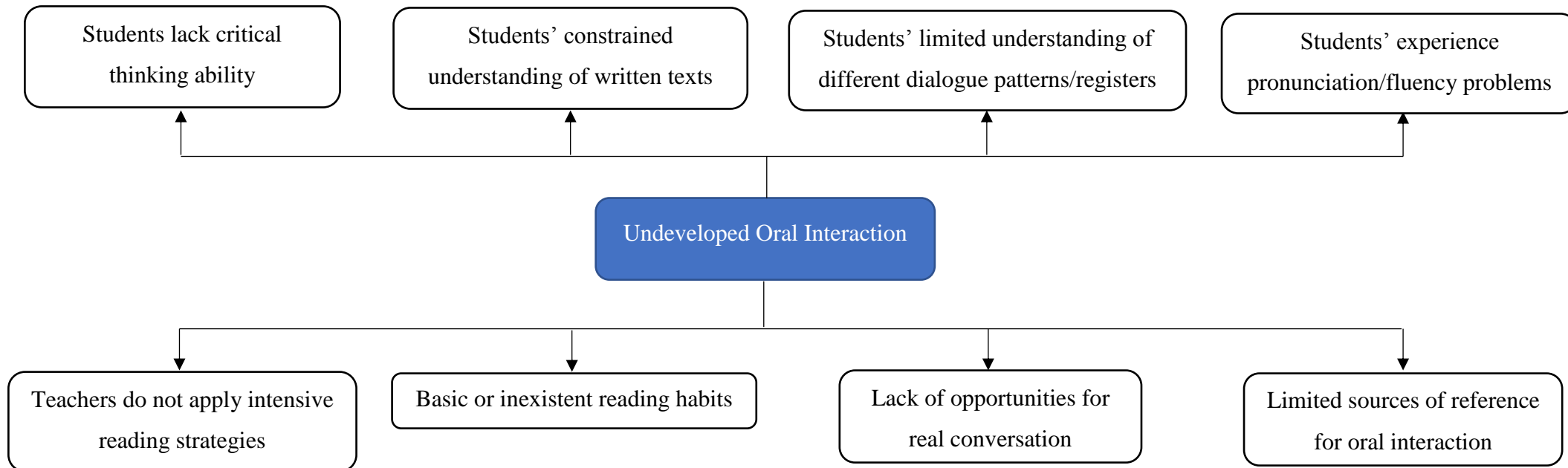


Figure 1 Problem Tree
Source: **Direct Research**
Prepared by: **Santamaría, J. (2018)**

1.2.2 Critical Analysis

As it can be seen in the problem tree above, the fact that several English language teachers do not apply intensive reading strategies means that students miss the opportunity of developing their critical thinking ability (Johnson, Archibald, & Tenenbaum, 2010). Critical thinking has been deemed as key skill for employment in the coming years.

On the other hand, teachers are not to be blamed that not all students like to read. Basic or inexistent reading habits on part of students mean that their understanding of written texts becomes limited. As (Huang & Chen, 2007) explains, there seems to be a direct relation between how much a student reads and how it affects their reading comprehension.

Another issue is presented by the fact that the Ecuadorian context presents English as a foreign language (EFL); English is not spoken as a normal practice outside the classroom (English as a Second Language - ESL) which makes it difficult for students to find opportunities for real conversation or situations where, for example, they could normally talk to a native speaker of this language. This causes students not to be aware of the ways in which they should address people in different situations and contexts.

In the same lines, students' exposure to referential models of real English – natural, non-scripted language – is limited. Even with a plethora of digital resources offered especially by the Internet such as video-sharing websites, students in context lack more tangible, constant patterns, leading them into pronunciation and fluency problems.

1.2.3 Prognosis

If the research did not go ahead, there would be a continued lack of oral interaction in more real settings on the part of the students. Besides, maintaining undeveloped reading habits would not generate a level of comprehension and critical thinking that are deemed as essential abilities, not only for language learning but for life in general. As a long-term goal, students participating in this study will develop a set of reading-related skills, such as skimming and scanning. These will, hopefully, represent important transferable skills

into their first language. Besides, as it is the main objective of the research proposal, students will expand their vocabulary and, therefore, their oral interaction.

1.2.4 Research Problem Formulation

From the information presented in the previous sections, the researcher's intention is to be able to answer the following guiding questions:

1. Who do intensive reading strategies develop oral interaction?
2. What are the intensive reading strategies to develop the oral interaction?
3. What are the intensive reading strategies teachers use when teaching English?
4. What are the proficiency level students have at four level `2` in Escuela Superior Politécnica de Chimborazo?
5. What are the intensive reading strategies which improve the oral interaction?
6. How effective are intensive reading strategies to improve the oral interaction?

The answers to these research questions guide the study to more solid conclusions, and to a better idea when designing a proposal as a response to the initial research.

1.2.6 Delimitation of the Research Problem

Field: Education.

Area: Teaching English as a Foreign Language.

Aspect: Teaching-intensive reading strategies.

Spatial scope: This research study was developed with students from Fourth level at ESCUELA POLITECNICA SUPERIOR DE CHIMBORAZO., which is located in the Riobamba province Ecuador.

Temporal scope: The study was carried out since March to July 2019.

1.3 Justification

This research is of *interest* considering that some of the old-fashioned tools, materials and strategies are kept in use., consequently in this research it searches to renovate the Intensive Reading Strategies applied on ESL teaching processes. It aims to set as

beneficiaries students become better users of the English language so that they communicate with ease and in different situations through enhanced oral interaction, resulting from their involvement in intensive reading.

Reading strategies but also Intensive reading Strategies were not widely used or even innovated to improve oral interaction on English students', so this work research is a *novelty* noticing that there have not been developed so much employment of these Intensive reading strategies in ESPOCH University.

Considering study levels, degrees also fields sometimes learning English my turn into a difficult study area. It can be noticed along the development of some classes in the ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO., also it was shown that the main careers and subjects are the main focus on their classes, this produced English weaken it development and increase. For most English language learners, which the *importance* is oral communication results a troublesome area of their progress while learning. Nonetheless, reading may well help them acquire the necessary vocabulary (including fixed phrases, idioms, among others). As (Taguchi, researchgate, 1997) claim "Fluent readers are accurate and fast in their ability to recognize words". This premise works well in helping to understand that applying sound reading strategies in the classroom can help students to acquire vocabulary turning this an *original* work, likewise better pronunciation, comprehension of language registers, etc., in a more prolific way. Intensive reading strategies, mainly part of most language courses syllabi (Al-Homoud & Schmitt, 2009) are expected to take place and meet the demands of language measurement instruments such as the TOEFL or IELTS exams, as established by the Common European Framework of Reference for Languages (CEFR) or the Global Scale of English. These strategies, however, must be designed taking into consideration students' needs and be as student centered as possible – in intensive reading the teacher commands the different types of reading tasks. Looking for intensive reading strategies for young adults may result in a very interesting process since the access to diverse types of information that makes it a *feasible* work that is now rather simple, and students of this age may come up with topics that result interesting, quite useful, and very personal; young adults

need to be offered the right tasks, but more importantly, the right stimuli so that they find reading a more rewarding activity, and not a simple imposition.

This study proposes the application of several intensive reading strategies through which students can improve their oral interaction. If the learners internalize the strategies, they could easily become better readers in English and in Spanish and, of course, enhance their oral interaction – not only at the level of isolated words – to be better users of English.

The proposed study is achievable since access to different reading materials, both authentic and graded, is not a difficult task. Additionally, the instrument to assess students' oral interaction at the pre-test and post-test levels is of free access but, more importantly, an exam that has already been tested; its rubrics will be used in accordance to students' level and specific proposed experiment. The intensive reading strategies be designed with the aim of making students learning of vocabulary meaningful and lasting over time. (Diaz, 2017)

1.4 Objectives

1.4.1 General

To analyze intensive reading strategies to develop the oral interaction.

1.4.2 Specific

- To determine the type of intensive reading strategies that teachers use when teaching English as a second language.
- To diagnose the students' English oral interaction proficiency.
- To identify intensive reading strategies that improves the oral interaction.
- To develop a guidebook for the application of activities based on intensive reading that enhances students' oral interaction.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Research background

The files of past research projects developed by students of Universidad Técnica de Ambato were accessed, and the result offered a few related to *Intensive Reading Strategies to Develop the Oral Interaction*. Landázuri (2015) considers using cognitive strategies for the development of vocabulary in English. Castillo (2005) and Ponluisa (2015) refer to the use of b-learning and m-learning in language acquisition and more general learning processes. There are not any projects that concentrate on reading, as a skill, or reading strategies, though. Villacís and Moreira (2016) from Universidad de Guayaquil developed *Design of an Educational Booklet with Stories and Activities to Improve the Comprehension of Text in the English Language*. These authors refer to their work on intensive reading for the development of reading skills. This research aimed at improving the reading skill through intensive reading of the tenth-grade students of General Basic Education at "Alfonso Aguirre Ruilova" High School. Among their conclusions they mention that choosing appropriate reading strategies helped students to better comprehend text.

Additionally, in their study, Pollard & Durodola (2011) explain how intensive reading contributes to the receptive and expressive vocabulary development of preschool children. In her thesis, Susan, (2009) confirms the importance of teaching different reading techniques to avoid students reading in an incorrect way, meaning that their top down processing or comprehension is not affected.

A broader search for related literature offered Pourhosein and Banou's work (2016), in which they refer to the ways in which students can improve their reading comprehension. In her work, *Fostering Fifth Graders' Reading Comprehension through the use of Intensive Reading in Physical Science* Bogoya (2011) states the relationship between repeated reading exercises and how this can help students to become better readers. In *A framework for developing EFL reading vocabulary* (2005), Hunt and Beglar suggest a framework to speed up lexical development. A more recent work by Castles, Rastle and Nation (2018) refers to fluent word recognition and skilled text comprehension, characteristic of expert readers.

In their research *Implementing Intensive Reading Strategies and Cooperative Base Groups on EFL Classes on Third Graders from Instituto Técnico Superior* (2018), Ana María Gallego Ospina and Alejandro López Laverde, of Universidad Tecnológica de Pereira, worked on promoting the skill of reading through the employment of intensive reading strategies while interacting in cooperative base groups. It was developed with 40 third graders at the Instituto Técnico superior in the city of Pereira. The data was collected through journals, observations and students' artefacts such as reading comprehension activities. Their results evidenced that students were able to recognize general grammatical patterns and use them in different tasks after becoming acquainted with such structures. Results also showed that students had some difficulties with discussing the readings, and decided to simply answer, so they could proceed to the next tasks. Furthermore, it was seen that students improved while working with others and they showed support towards others in the development of the reading tasks. The authors concluded that the use of cooperative base groups and intensive reading can benefit students' progress in terms of reading comprehension and recognition of vocabulary.

Intensive reading is helpful to recognizing the validity of the proposed topic, as there are no works that deal with intensive reading at university level more directly. There seems to be a consensus when it comes to the use of intensive reading as a strategy for vocabulary development, including the idea of having students who can better comprehend text by becoming more effective critical thinkers. Conceiving most of works also studies carry out to strength other fields of English has shown that there is not much

importance given to Reading Strategies. Some learners may perceive reading as a non-essential tool in English so this study looks for approaching learners to an improved and innovated Oral approach through the development of Reading strategies which can be better experienced because now the activities relate more interesting and relevant topics. (Lopez & Muñoz, 2018)

Furthermore, the impact that intensive reading could have on the population of this study serve for the presentation of a proposal through which students can become better communicators by means of first becoming better readers.

2.2 Philosophical foundations

According Heidegger, (2005) the philosophical foundation “Is a reference for social interaction in self-interpretation” porpoise the interpretations study in the social interaction between some people in different sceneries, in the social reality for the permanent communication and the different signifies be porpoise for will be modified for others interactors, this very important are the support in the symbolic linguistic interaction changes.

This research has considered the context and, to the best of the possibilities, has gathered all the necessary insights that pertain to the application of intensive reading strategies in the development of vocabulary. In line with this, the paradigm used was interpretive; in-depth analysis of the reality as to gain a more accurate view of the problem at hand. (Díaz, 2007)

2.3 Legal basis

In January 2019, the Consejo de Educación Superior (CES – Higher Education Council) reviewed the Reglamento de Régimen Académico. This most updated version, in Article 63 establishes:

Art 63.- Aprendizaje de una segunda lengua. El aprendizaje de una segunda lengua será requisito para graduación en las carreras de tercer nivel, de acuerdo con los siguientes niveles de suficiencia del marco Común Europeo para lenguas:

- a. Para el tercer nivel técnico y tecnológico superior universitario se requerirá el nivel A1.
- b. Para el tercer nivel de grado se requerirá el nivel B1.
- c. En los programas de posgrado, las IES definirán en función del desarrollo del campo del conocimiento, el nivel de dominio de la segunda lengua si ésta es requerida.

Even though most universities in Ecuador have adopted this regulation, it is still difficult for students to demonstrate such level of proficiency at the end of their degrees. It becomes mandatory for teachers at universities to devise ways in which they could help their students to improve their oral interaction so that they can communicate without complications, in real-life settings, including academic environments. (Ministerio de Educación del Ecuador, 2017)

Additionally, following are the Toda una Vida – Plan Nacional de Desarrollo 2017 – 2021 guidelines, which back up and are aligned with the purposes of this research:

Con la convicción de que la educación es un derecho de todas las personas y una obligación ineludible del Estado, Ecuador acogió las aspiraciones de transformar el sector y planteó como objetivo la construcción de un sistema educativo de acceso universal, de excelente calidad y absolutamente gratuito. El Estado creó un marco legal para recuperar la administración del sistema en su función pública. Así, en la Constitución de 2008 (arts. 26 y 28) se estableció que la educación es un área prioritaria de la política pública y de la inversión estatal, que responde al beneficio de la ciudadanía y no al servicio de intereses individuales o corporativos; además, se promulgó la Ley Orgánica de Educación Intercultural (LOEI) como norma, tanto para instaurar las regulaciones básicas que permitieron el funcionamiento del Sistema Nacional de Educación, como para profundizar en los derechos y obligaciones de sus actores (p. 25).

En lo cultural, es esencial la superación de posturas unívocas para dar paso a formas plurales de comprensión, pues de ellas se deduce que no hay una sola verdad, sino que

encontramos realidades construidas sobre el intercambio de ideas, el reconocimiento mutuo y el consenso (p. 27).

Considering the above regulations, it is important to deepen the idea that, culturally, the learning of languages should allow students to comprehend different realities, exchanging ideas. To do so, oral communication, i.e., speaking skills, must be excelled so that these guidelines are met.

Organic Law of Intercultural Education

Article 343: “The national education system will aim to develop individual capacities and potentialities.”

This investigation attempts to help teachers and students implement mobile applications in the teaching-learning process. As a result, they can develop their capacity for the language and increment their potentialities.

Article 347: “Guaranty the active participation of students and teachers in educational processes.”

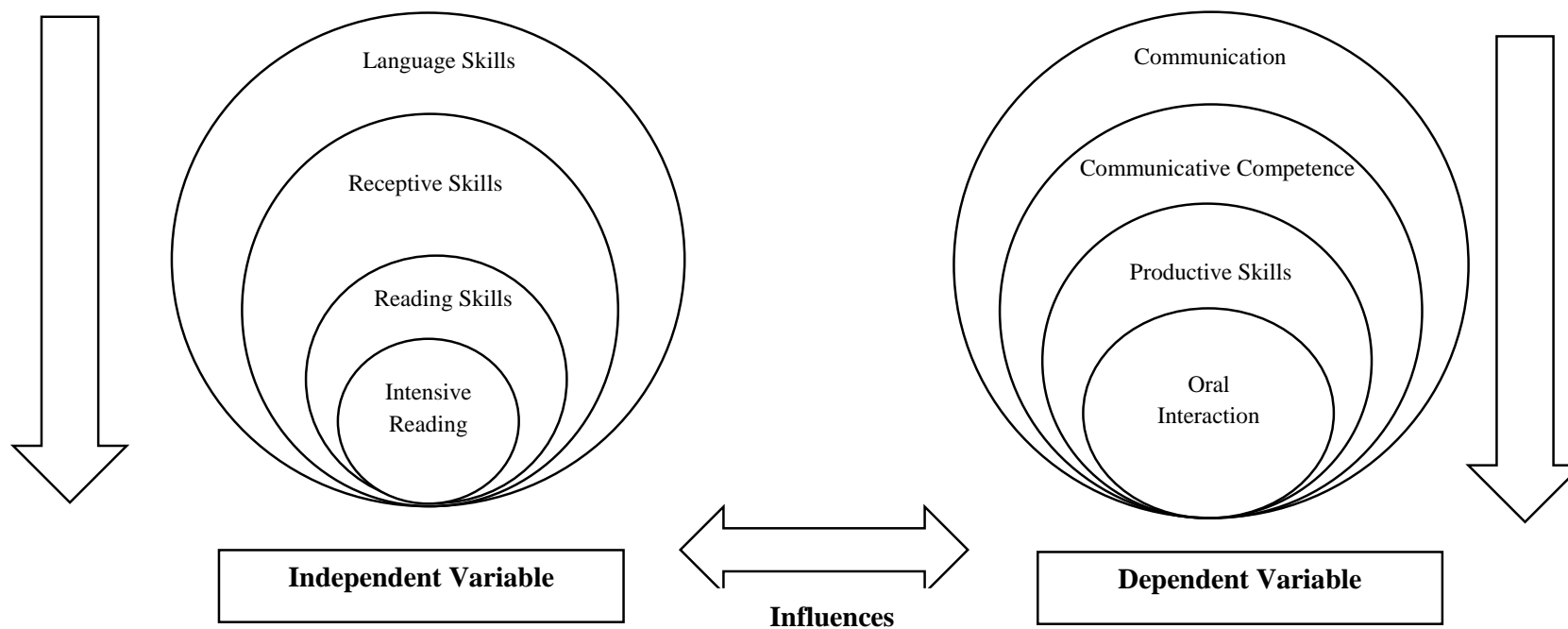
The Ecuadorian Education promotes active participants and investigators. Operating a didactical guide is created a tool that links teachers and students as active participants of the educational setting to develop a real competence in oral interaction.

2.4 Essentials categories

Dependent variable: Oral interaction

Independent variable: Intensive reading

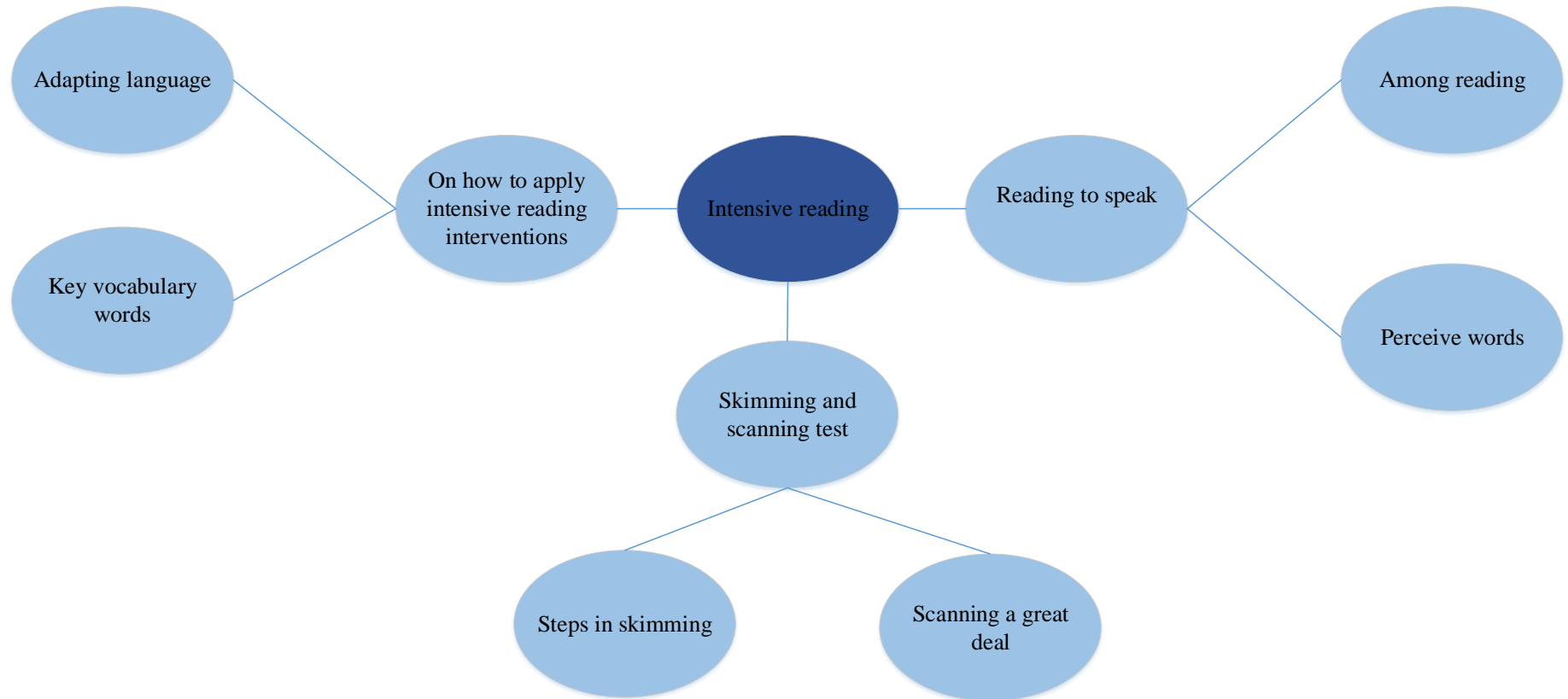
Figure 2 Fundamental Categories



Source: Direct Research

Elaborated by: Santamaría, J. (2018)

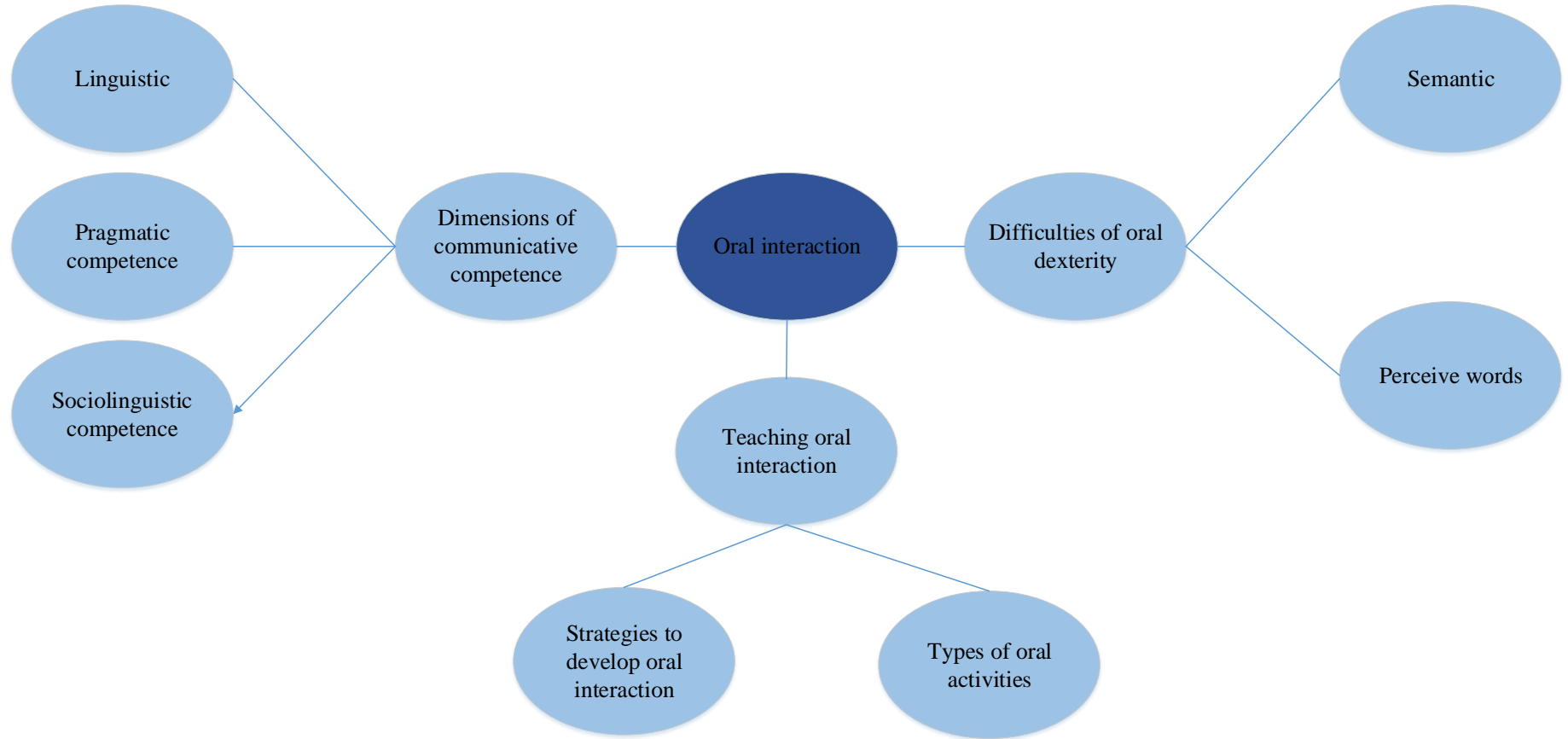
Figure 3 Constellation for independent Variable



Source: Direct Research

Elaborated by: Santamaría, J. (2018)

Figure 4 Constellation for dependent variable



Source: Direct Research

Elaborated by: Santamaría, J. (2018)

2.5 Hypothesis

The use of intensive reading strategies will develop students' oral interaction.

2.6 Language Skills

The advancement of the four abilities of the English language (listening understanding, reading cognizance, oral articulation and composed articulation) is the most significant viewpoint in language learning. Presently, the instructing of English considers a dream of language that advances the interrelation between aptitudes. Utilizing the language suggests collaborating, accepting and issuing messages, and one language expertise will strengthen and advance the utilization of another. This vision of reconciliation, notwithstanding being lined up with the open methodology, introduces the language in a progressively characteristic manner, closer to the real world and all the more rousing (Richards, 2012).

English, similar to some other language, is a vehicle for a wide scope of open aims. Dialects are frequently educated and assessed as far as four aptitudes: understanding when tuning in, talking, reading and composing.

Listening and reading are known as "open" abilities, while talking and composing are known as "beneficial" aptitudes. All language understudies need to build up their aptitudes in every one of these zones and their language classes ought to incorporate exercises identified with every one of them.

Auditory Cognizance: Tune in and show comprehension of express data in adjusted and real straightforward writings, both non-abstract (informative writings, exchanges) and scholarly (rhymes, melodies, stories), which are plainly expressed, have redundancy of words and visual help and gestural, and are identified with the elements of the year and the accompanying points. (Richards, 2012, page 10)

The qualification in learning English relies upon the type of drenching of the subject with the language. If an individual learns the language where it is utilized dominantly. The way toward gaining the English language should likewise be in a characteristic manner. First begin tuning in (tuning in). By listening individuals are expanding vocabulary. That is the reason it is prescribed that youngsters tune in to music and stare at the TV in English, obviously it ought to be points as indicated by their ages, under supervision and a doled-out time.

Reading appreciation: Reading and showing cognizance of adjusted and legitimate basic non-artistic writings, containing much of the time utilized words, word families, reiteration of words and interactions, are joined by inexhaustible visual help. (Richards, 2012, page 11)

Regarding the capacity to talk the language, it is prescribed to read every day so anyone might hear, with the goal that the student tunes in to himself and, if conceivable, plays out this action before a mirror. Attempt to pick tuning in or reading material of intrigue and that catches consideration.

Oral articulation: Play and produce monologs, melodies, rhymes and discoursed to start to distinguish and get comfortable with the hints of the language. Express orally, either in exchanges, introductions or gathering exercises, with help of visual and additionally computerized language, around the subjects of the year. Repeat and produce oral writings, for example, monologs, tunes, ballads, enigmas and discoursed, to recognize and get comfortable with the hints of the language (Richards, 2012, page 12).

Along these lines of learning, it is fundamental to be capable in every one of the English language abilities. Likewise, when learning another dialect is important to get its four aptitudes, to have the option to impart successfully and comprehend what others tell.

There are four fundamental characteristics that are vital for imparting unmistakably and totally when individuals become familiar with a language. It is on the grounds that when individuals gain proficiency with their primary language they adapt first to tune in, at that

point to talk, to read lastly to compose. Along these lines, for learning English or some other language it is important to build up these four basic aptitudes, tuning in, talking, reading and composing (Verghese, 1989).

Listening is a standout amongst the most significant aptitudes when learning a language. On the off chance that listening is created in any case, at that point it will be simpler to create different abilities, for example, talking. Since the more an individual comprehends a language, the simpler it will be to deliver it. Subsequently, Jaramillo (2014) notes when learning a language, that listening appreciation is a key introductory advance in imparting. The more noteworthy the understudy's capacity to comprehend the language, the better his/her capacity to convey.

Moreover, when searching for sources to create talking, it is fundamental the act of reading and composing first so as to accomplish this point. Oral capability is another fundamental expertise that requires authority of tuning, recorded as a hard copy, and reading abilities since it is critical to have a wide vocabulary to express what an individual need. Subsequently, Byrne (1989) says that oral articulation can't be created in a detached manner in the homeroom.

Moreover, language aptitudes can be polished so the message they try to pass on is clear and succinct; as understudies are compelled to consider vocabulary and sentence structure.

Composing inside the way toward encouraging unknown dialects has dependably been consigned to the last spot of inclination when showing the four essential abilities. Be that as it may, a few writers locate a cozy connection among composed and oral language, in light of the way that composition and talking are procedures of affiliation. For example, when composing something, words are articulated in people groups' inward discourse (León, 1986).

At last, reading cognizance is a key factor since a language is put together with respect to the expressed word, yet additionally on the comprehension of culture and the development of vocabulary.

2.6.1 Receptive Skills

Reading and listening are the abilities people use to get data – this makes it inalienably increasingly hard to get criticism from others. People all accompany a channel that the data people receive goes through. This channel is educated by age, foundation, instruction and educational experience. People have individual intrigue zones, interests and skill (McKenzie, 2018).

As clarified by Fadwa and Al-Jawi (2010) language abilities could likewise be separated into aural and realistic ones. The aural aptitudes manage tuning in and talking capacity while the realistic abilities center around reading and composing. Broad presentation to open aptitudes prompts the profitable one. Concerning Wilkins (1984) the exchange of phonetic learning from responsive to beneficial is presumably a moderately moderate procedure, however it takes place, as the investigation of language procurement appears. Henceforth, a rich introduction to tuning in and reading is required to achieve dominance and capability in regular creation.

2.6.2 Reasons for reading and listening

The ITTT (2009) clarifies that when individuals pre-read guidelines regarding how to work a video recorder, thought processes in reading are altogether different from when individuals get a novel by most loved creator; when individuals tune in to bearings from an outsider on the best way to get to the shoreline, intentions are unique in relation to when individuals tune in to companions disclosing to us a joke. Individuals can separate the reasons and thought processes in reading and tuning in into two wide-extending classes:

a. For a reason – this kind of reading and listening happens in light of the fact that it will enable us to accomplish some point or objective. In the models above, reading guidelines on another video recorder and tuning in to directions are instances of this kind of inspiration.

b. For excitement – all the time individuals tune in to or read data since individuals think that its pleasurable or agreeable here and there. For example, reading a novel or tuning in to a joke. Frequently reading and listening might be a blend of the over two thought processes. Individuals may discover reading a t manual for a city to be charming, yet it might likewise accomplish some particular reason if individuals are on vacation in that city. Along these lines, there will be times when explanations behind tuning in and reading will incorporate the two thought processes.

2.6.3 Teaching Reading and Listening

When showing reading as well as tuning in, the undertaking of the educator is to improve/upgrade reading/listening appreciation, and to create reading/listening abilities suitable to an assortment of circumstances and purposes. Undertakings set for these aptitudes ought to obviously mirror the interrelationship between content, circumstance, reason, and sub-expertise to be created.

2.6.4 Reading Skills

Reading is certifiably not an aloof action in which readers simply move their eyes over the printed page in straight request. It is intuitive: the reader carries his own insight to the content before him. The intelligence is triangular between the reader, the content and the message. The objective is to connect with the contemplations, certainties, and perspective, inclination, and so forth. The essayist must assemble on the page so as to touch base at the best close to home significance. Reading is the most supported and most drilled aptitudes in English classes. Reading ought to be trailed by checking the students' comprehension of understanding. What's more, the educator can utilize explicit exercises for creating reading, utilizing materials that are valid (Mundhe, 2015).

In this procedure, the reader needs to execute various synchronous undertakings: unravelling the message, perceiving the composed signs, deciphering the message, allocating it to the gatherings; reading is an intuitive procedure including three members: the essayist, the content and the reader few words lastly understanding the writer's communication (Celce-Murcia, 2001).

Thusly, the four English language aptitudes are basic for good correspondence and comprehension, since the obtaining of every single one of them accomplishes ability in the learning of English. At that point, being able to tune in to the language advantages to have the option to deliver orally the equivalent. In addition, by having a decent reading perception; the vocabulary is expanded and the distinctive linguistic structures can be seen, which adds to have a decent composed creation. Along these lines, the 4 English language abilities are partitioned into responsive and profitable.

Study hall reading goes for helping understudies build up the aptitudes they have to read all the more viably in an assortment of ways expanding their capacity to get vocabulary yet additionally to upgrade their Oral capability. Something to endure as a main priority when exercise arranging is that study hall reading isn't equivalent to genuine reading. To empower this, plan 'pre-reading', 'while at the same time reading', and 'post-reading' stages. These stages can enable educators to make reading progressively open. (Abd Kadir, Subk, Ahmad Jamal, and Ismail, 2014)

Pre-reading, these pre-essentials give understudies the learning needs like: vocabulary, utilization of language, genuine sense which classes are improved through the advancement of Concentrated reading abilities. Pre-reading is the phase that takes into account the age of enthusiasm for the content to be read. During this phase there is an audit of past information. These are created inside the understudy's past examinations. Furthermore, it is a chance to spur and produce innovativeness. (masadelante.com, 2018) In addition, educators ought to urge understudies to turn out with their own inquiries, proclamations, or speculations as opposed to responding to given inquiries which direct a method for reading the writings. (Abd Kadir, Subk, Ahmad Jamal, and Ismail, 2014)

During-reading it very well may be quiet, oral, individual, or gathering reading. Different systems are utilized, for example, wool diagrams, collections, manikins, among others; likewise, this pre-imperative enables students to ask by and by about the genuine substance of the writings which they are included with. It is where the techniques that support understanding and the progression to appreciate reading in the composed content, enjoy the substance and thus the simple absorption of the content is utilized. Besides, educators should be innovative enough to devise the reading undertakings which could offer understudies to read the content from multiple points of view. Abd Kadir, Subk, Ahmad Jamal, and Ismail (2014).

Post -Reading this is to energize getting, translation, creation as well as expansion of the reading material. Exercises are coordinated to the use of substance in different settings and to keep up the enthusiasm of the message from the earliest starting point as far as possible of the procedure and if conceivable, somewhat further to totally grow understudies' learning at Oral articulation in the wake of being helped with utilization of concentrated reading exercises. The stage is toward the finish of the procedure. It is done as help to develop understanding. The time reading understanding activities and learning of qualities through exercises are finished. Educators could complete exercises which help understudies to think basically on different manners by which the theme of the reading content could have been expounded on (Abd Kadir, Subk, Ahmad Jamal, and Ismail, 2014)

2.6.5 Types of Reading: Intensive versus Extensive Reading

From the earliest starting point of the 21st Century, there has been an expanded enthusiasm for reading familiarity with both first language and remote as well as second language (Gorsuch and Taguchi, 2010). This implies familiar readers ought to turn out to be speedy and exact at perceiving words, and utilize different highlights of language, for example, sentence structure and explicit word request, to get content. In what manner can educators, at that point, help their understudies improve their L2/FL reading familiarity? Would such advancement help them in the reason for building up their oral collaboration? As examined by Zhang (2008, p. 90)

A few journalists have contended firmly for more target language contribution to arrange that English as a Subsequent Language (ESL) students' reading capacities can be improved, so they can handle valid reading materials certainly... proof that understudy mindfulness, or, metacognition, viewpoints relating to effective second language learning by and large and reading understanding specifically, including learning techniques, is connected with understudy achievement. (CEFR, 2001)

As it is noted, it is significant for English language instructors to attempt, to the best of their conceivable outcomes, to offer their understudies chances to be presented to reading materials that urge them to endeavor at procuring – or learning – new vocabulary. Also, educators ought to commit time to present and disclose to their understudies the methodologies that they could use to all the more likely arrangement with composed material. At the point when understudies know about those procedures – including how data is prepared in the mind while reading, for instance – they could, without anyone else, plan and choose what works best at helping them to turn out to be better readers and, as a normal outcome, speakers of English. (OGL, 2018)

Reading abilities have subskills that are key to allow the reader to comprehend in a superior manner composed content. The reading subskills are the accompanying: "reading for significance, reading to extricate explicit data, reading for point by point comprehension and reading for data move" (Harmer, 1991, p.18). Then again, Doff (1988) states that reading subskills are redundant in the reading aptitudes, he considers two principle exercises major in the reading abilities "reading for significance and reading so anyone might hear" (p.67).

It includes taking a gander at sentences and understanding the message they pass on. Reading for significance is the movement that takes part in when students read books, papers, street signs, and so forth.; it is the thing that you are doing as you read this content. At the end of the day, 'comprehending' a composed content and reading out loud includes taking a gander at a content, getting it and furthermore saying it. (Doff, 1988, p.67)

It very well may be said that in the reading aptitudes the subskills will allow understudies to all the more likely arrange their thoughts of a composed content and the exercises exhibited by Doff will improve understudies' reading abilities considering the purpose of perspectives Harmer and Doff.

2.6.6 Extensive reading

Al-Homoud and Schmitt (2009, p. 383) propose an extremely stable definition for broad reading: "Broad reading involves students reading however much as could reasonably be expected, with the end goal of joy or data as opposed to learning specific language highlights; [it] is generally self-chosen". If understudies somehow managed to settle on what precisely they might want to learn – read, for this situation – they would need to be guided on a couple of details that relate to broad reading. As a matter of first importance, the time devoted to reading isn't really in-class time, second, materials they choose to read ought to incorporate a decent assortment of themes and – maybe clearly – be points of their like. Added to this, it must be clear for understudies that the main reward behind reading is the joy of doing as such. Because of the pleasurable idea of broad reading, understudies are not by any means expected to finish explicit assignments or exercises; be that as it may, the educator themselves must turn into a good example of an enthusiastic reader and, obviously, structure and choose (correspondingly to understudies) on what definite undertakings will be useful so that there is some genuine measure behind any broad reading mediation (Lee, 2007; Rankin, 2005).

Dewitz, Jones and Leahy (2009), stress that when understudies think about what procedures to apply when they read, their reading cognizance is incredibly improved. These anxieties that for students of a FL/L2, getting inundated in the procedures behind the demonstration of reading, notwithstanding reading what they are keen on, will lead into progressively familiar readers, who become some portion of an astounding world offered by the writing in an alternate language.

2.6.7 Intensive Reading: guiding reading for the achievement of a specific goalAs expressed by Rashidi and Piran (2011, p. 471) concentrated reading is identified with "further advancement in language learning under the instructor's direction. It gives a premise to clarifying challenges of structure and for broadening learning of vocabulary and figures of speech". Taking account Grabe (2000), coordinating concentrated reading fortifies vocabulary learning and improvement; students of a language can profit by escalated reading to extend their vocabulary information.

In serious reading, the accentuation is on subtleties that help the primary concerns selected at the skimming level. At the point when understanding level should be high, reading for review or exactness is performed through studying structure and reading phrases. These reading highlights close re-reading and note-taking all the time joined by outline composing. When getting ready for an examination, a nearby and precise translation of a content is basic and requires serious reading aptitudes.

Mill operator (2011, p. 70) advances his involvement in Japan, where accentuation is given to reading as a component of EFL programs. As Mill operator clarifies, escalated reading has discovered more noteworthy consideration on part of the two educators and understudies. In an escalated reading course, understudies read entries, and the instructors "take care of issues of punctuation, vocabulary, content association and implying that emerge from the readings" (on the same page.) Reading abilities, for example, inferencing and speculating word importance from setting might be tended to. As a procedure, escalated reading is an educator focused methodology, which implies that the teacher regulates what occurs in class, including what to read, when to read, and what vocabulary, punctuation, content association or cognizance focuses are to be examined. Understudies' support is empowered dependably; be that as it may, concentrated reading may display a burden: as the educator deals with the procedure, understudies may feel hesitant when interceding – particularly under solicitation. The instructor establishes the tone and picks which parts of the content are to get more consideration.

Country (2008) likewise states that concentrated investigation of reading writings can be a method for expanding students' information of language highlights and their control of

reading methodologies. It can likewise improve their understanding aptitude. The exemplary strategy for serious reading is the punctuation interpretation approach where the educator works with the students, utilizing the primary language to clarify the significance of a content, sentence by sentence. By working seriously on a content, students can rehearse the means in speculating from setting, streamlining troublesome sentences and taking notes. Vocabulary Escalated reading can be an open door for instructors and students to take a shot at vocabulary. Vocabulary educating during serious reading needs to share the time in the language-centered learning strand of a vocabulary program with conscious getting the hang of utilizing word cards, vocabulary technique preparing, and vocabulary showing not identified with concentrated reading. Concentrating on language structure highlights during escalated reading gives a decent chance to fulfil this desire and, in the meantime, to manage syntax in a significant setting.

2.6.8 Skimming and Scanning Text

Skimming and checking are two explicit speed-reading systems, which empower the reader to cover an immense measure of material in all respects quickly. These methods are comparable in procedure however extraordinary in reason. Rapidly "investigating" an article is neither skimming nor checking. Both require explicit strides to be pursued.

Skimming is a technique for quickly moving the eyes over content to get just the primary thoughts and a general diagram of the substance. Skimming is valuable in three unique circumstances.

- a. Pre-reading. Skimming is more intensive than basic seeing and can give an increasingly precise picture of content to be read later.
- b. Reviewing. Skimming is valuable for assessing content previously read.

c. Reading. Skimming is frequently utilized for rapidly reading material that, for any number of reasons, does not require increasingly point by point consideration. (Crockett & Churches, 2017)

Steps in skimming an article

1. Read the title. It is the shortest possible summary of the content.
2. Read the introduction or lead-in paragraph
3. Read the first paragraph completely.
4. If there are subheadings, read each one, looking for relationships among them.
5. Read the first sentence of each remaining paragraph.
 - a. The main idea of most paragraphs appears in the first sentence.
 - b. If the author's pattern is to begin with a question or anecdote, you may find the last sentence more valuable.

Dip into the text looking for:

- a. Clue words that answer who, what, when, why, how
- b. Proper nouns
- c. Unusual words, especially if capitalized
- d. Enumerations.
- e. Qualifying adjectives (best, worst, most, etc.)
- f. Typographical cues: italics, boldface, underlining, asterisks, etc.
- g. Read the final paragraph completely

Mastering the art of skimming effectively requires that you use it as frequently as possible. Skimming can usually be accomplished at about 1000 words per minute.

Scanning rapidly covers a great deal of material in order to locate a fact or piece of information.

- a. Scanning is very useful for finding a specific name, date, statistic, or fact without reading the entire article.
- b. Steps in scanning an article

- a. Always keep in mind what it is you are searching for. If you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words.
- b. Anticipate in what form the information is likely to appear--numbers, proper nouns, etc.
- c. Analyze the organization of the content before starting to scan. If material is familiar or brief, you may be able to scan the entire article in a single search. If the material is lengthy or difficult, a preliminary skimming may be necessary to determine which part of the article to scan.
- d. Let eyes run rapidly over several lines of print at a time.
- e. When you find the sentence that has the information you seek, read the entire sentence.
- c. In scanning, you must be willing to skip over large sections of text without reading or understanding them.
- d. Scanning can be done at 1500 or more words per minute. (Crockett & Churches, 2017)

2.6.9 Reading to Speak

As established by Zhang (2009, p. 33), speaking is usually deemed as the most important language skill for most learners of a foreign language. It is not uncommon to hear students wanting to be able to “talk first”. Nonetheless, Zhang adds that

Talking is additionally an incredible test for unknown dialect students, and understudies must ace a few troublesome small-scale aptitudes, including the way to express new phonemes, the right position of pressure and pitch, and the proper utilization of formal and casual articulations. To muddle matters, understudies in an English as an unknown dialect (EFL) condition have couple of chances to communicate in English outside of the homeroom.

This leads us to contemplating the manners by which understudies could extend their vocabulary through reading seriously. Frequently, understudies feel baffled because of an absence of understanding when they are reading a content. Furthermore, when an

understudy has issues with appreciation, they will in general lose their craving to keep on reading, which is the reason educators ought to dependably check understanding during their understudy's doled out readings. Reading appreciation is fundamental to guaranteeing understudy learning of their new dialect. It is important for an understudy to comprehend just as to hold the data they are reading. At the point when an educator sees their understudies are battling with appreciation, it is essential that they execute procedures to help lighten these dissatisfactions. As Richardson (2010) proposes, it is imperative to enable understudies to build up their reading abilities, as this would altogether expand their vocabulary and cognizance of situational utilization of language. It is under this reason instructors could underwrite upon an increasingly strong base of vocabulary and comprehension of registers with the goal that they could enable their understudies to impart orally, in a progressively familiar and powerful way.

A decent method to manage procurement of vocabulary with the goal that it can develop into a superior open capacity is to help an increasingly coordinated methodology, where talking is added to reading and additionally composing exercises to guarantee that understudies get fundamental practice in oral correspondence. Given the way that listening is now a characteristic in any talking action, adding talking chances to a reading or composing exercise naturally enables understudies to coordinate multiple abilities. Coordination has a lot of preferences: it changes it up, incorporates understudies' various qualities, and makes intuitive conceivable outcomes by concentrating on both beneficial and responsive abilities. The points related with reading and composing exercises loan themselves well to talking assignments. This encourages understudies' procurement of English by furnishing them with subjects to talk about and chances to test their language (Zhang, 2009). As Hébert (2014) clarifies "writing gratefulness and oral correspondence are extremely hard to instruct and to assess, as indicated by most of educators studied during a pastoral investigation into the execution of Québec's instructive change in 2007". Thinking about this, it might appear to be hard to mate reading and oral relational abilities. Regardless, everything goes to a point where the educator/teacher ought to adjust and embrace a methodology where informative open doors are predominantly a consequence of a few pre-and post-reading errands. By encouraging reading, and directing it likewise, understudies would see the advantages of progressing in the direction of an increased

contentious capacity, which they could use in their regular verbally expressed correspondence.

As contended by Tuğrul (2012), there is a "high connection among reading and talking aptitudes". There is no uncertainty that individuals who grow huge reading vocabularies will in general grow huge talking vocabularies. For sure, reading capacity depends on ceaseless improvement in vocabulary information that gives correspondence. The significance of word learning, which encourages expressing abilities, has been a noteworthy asset in the advancement of reading aptitudes. Along these lines, encouraging improvement in word information through wide reading has the potential for cultivating improvement in talking aptitudes.

Reading is a huge and suitable methods for creating L2/FL capacity, especially in FL settings in which L2 info sources are constrained, for example, Vietnam or Japan (for English as an unknown dialect), or the USA (for Japanese or Russian as an unknown dialect). All things considered, educators and students in L2/FL settings might be ignorant of or unconvinced of the job expanded reading familiarity plays in reading perception and, thus, may not see the utility of devoting class or individual time to continued reading or, in reality, any reading familiarity movement.

As it is examined, reading in a remote or second language does not need to speak to a troublesome errand for the students, nor for the educator. Escalated reading gives off an impression of being a decent choice to fall back on when finding an alternate method to assist them with becoming progressively familiar readers. Alongside support, it as a decent practice on some portion of the instructor to disclose to understudies how to all the more likely understand what happens when they read, significantly more when it is for the reasons for expanding their vocabulary and information of structure so they become better readers and speakers. (Carrell, 1998)

Taguchi (2010) affirms that as of late, enthusiasm for reading familiarity improvement in first language, and second and unknown dialect (L2/FL) settings has expanded. Reading familiarity, in which readers decipher and fathom in the meantime, is basic to fruitful

reading. Familiar readers are precise and quick in their capacity to perceive words, and in their utilization of prosodic and syntactic learning to all the more likely grasp content. Reading is a noteworthy and reasonable methods for creating L2/FL capacity, especially in FL settings in which L2 information sources are restricted, for example, Vietnam or Japan (for English as an unknown dialect), or the USA (for Japanese or Russian as an unknown dialect). All things considered, instructors and students in L2/FL settings might be unconscious of or unconvinced of the job expanded reading familiarity plays in reading perception and, accordingly, may not see the utility of devoting class or individual time to continued reading or, surely, any reading familiarity action.

2.6.10 On how to apply intensive reading interventions

Hunt and Beglar (2005), vocabulary learning is not restricted to individual words, collocations, and fixed and semi-fixed articulations since "vocabulary learning ought to much of the time include learning "lumps" that are longer than individual words" (p. 24). It is at the degree of these pieces that genuine correspondence happens. Students don't utilize confined words to deliver discourse but instead a lot of thoughts communicated together, contingent upon the situational setting. Park and Chon (2018) planned an investigation where they attempted to build up the significance of perceiving longer strings of words, for example, figures of speech, rather than vocabulary words exclusively.

Nitzkin, Katzir and Shulkind (2014) set up that a standout amongst the most significant perspectives identified with vocabulary learning is creating word cognizance: ensuring that understudies can recognize key vocabulary words. In this manner, students are to get profundity of comprehension, i.e., they ought to have the option to comprehend vocabulary at the degree of greater developments. Bogoya (2011) underlines that the content picked for concentrated reading "infers trouble for the reader because of the substance or the language, for example new punctuation or vocabulary" (p. 38).

Schmitt, Jiang and Grabe (2011), Chase and Beglar (2005) and Nitzkin, Katzir and Shulkind (2014) all concur that the choice of the readings must react to the use of exercises that work in light of the point of vocabulary adapting in any case, in the

meantime, ought to likewise consider different viewpoints behind language adapting, in particular, familiarity, better elocution, understanding of language registers sentence structure and word meaning.

2.7 Communication

For Velentzas and Broni (2014) correspondence is a scholarly expertise. In any case, while the vast majority are brought into the world with the physical capacity to talk, not all can convey well except if they attempt unique activities to create and refine this expertise further. All the time, people take the straightforwardness with which people communicate with one another for in all actuality, to such an extent that people sometimes overlook how complex the correspondence procedure is.

The term correspondence has been gotten from the Latin common is, that implies normal. In this way, to impart intends to make normal or to make known, to share and incorporates verbal, non-verbal and electronic methods for human collaboration. Researchers who study correspondence dissect the improvement of relational abilities in people and speculate about how correspondence can be made progressively viable. It is the important trade of data between two or a gathering of individuals. (Taguchi, Gorsuch, & Takayasu-Maass, Reading in a Foreign Language, 2004)

Open ability assigns the capacity to introduce between abstract cooperation, which implies that correspondence is a characteristic social association. One meaning of correspondence is "any demonstration by which one individual provides for or gets from someone else data about that individual's needs, wants, observations, learning, or full of feeling states. Correspondence might be deliberate or inadvertent, may include traditional or flighty sign, may take phonetic or non-etymological structures, and may happen through spoken or different modes." (Taguchi, Gorsuch, & Takayasu-Maass, Reading in a Foreign Language, 2004)

2.7.1 Communication Components

There must be a sender who produces a message to a receiver(s). Depending on the previous definitions, people can conclude that communication is a process used to timely and properly exchange information between a sender and a receiver to achieve a desired goal.

2.7.2 Communicative Competence

A capability is the cognizant utilization of one's own insight, capacities, capacities, abilities, qualities, demeanors and practices, to take care of explicit circumstances and issues and conquer difficulties. There are various meanings of informative skill (some of them will be clarified underneath), albeit every one of them concur that it is a limit that does not just have to do with open limit of people, yet additionally covers social and social viewpoints.

As indicated by Hymes (1972), open skill is the broadest term for the informative limit of an individual, a limit that envelops both the learning of the language and the capacity to utilize it. The procurement of such ability is intervened by social experience, needs and inspirations, and activity, which is in the meantime a recharged wellspring of inspirations, needs and encounters".

As said by María Stella Girón and Marco Antonio Vallejo (1992: 14), "Informative capability incorporates the abilities and learning that an individual must have so as to utilize semantic and trans phonetic frameworks that are accessible to convey as an individual from a given sociocultural network". Lastly, alluding to Savignon (1983), open capability has and includes a progression of attributes that recognize it: - It is a dynamic idea. It relies upon the exchange of significance. - It applies to both composed and spoken language, just as to numerous other emblematic frameworks (nonverbal correspondence, motions, conduct ...) - It is setting explicit. Correspondence happens in a colossal

assortment of circumstances. - Rivalry varies from acting. - It is relative, not total and relies upon the participation of the included members. Edge levels.

2.7.3 Dimensions of Communicative Competence

A suitability is the cognizant utilization of one's own insight, capacities, capacities, abilities, qualities, mentalities and practices, to tackle explicit circumstances and issues and defeat difficulties. There are various meanings of open fitness (some of them will be clarified underneath), albeit every one of them concur that it is a limit that does not just have to do with informative limit of people, yet in addition covers social and social viewpoints. (Huang & Chen, 2007)

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As indicated by Girón & Vallejo, (1992), "Informative fitness incorporates the aptitudes and learning that an individual must have so as to utilize phonetic and trans etymological frameworks that are accessible to impart as an individual from a given sociocultural network". Lastly, alluding to Savignon (1983), open fitness has and incorporates a progression of attributes that distinguish it: - It is a dynamic idea. It relies upon the exchange of importance. - It applies to both composed and spoken language, just as to numerous other emblematic frameworks (nonverbal correspondence, signals, conduct ...) - It is setting explicit. Correspondence happens in an enormous assortment of circumstances. - Rivalry contrasts from acting. - It is relative, not total and relies upon the participation of the included members. Edge levels. The open skill of an unknown dialect understudy ought to spin around f measurements as indicated by (Canale & Swain, 1992):

Linguistic skill that worries the space of the etymological framework in its three levels: phonetic-phonological, morphosyntactic and semantic; just as realizing how to control them and produce sentences. (Girón & Vallejo, 1992)

Sociolinguistic capability that requires the comprehension of the social content wherein the language is utilized to adjust the talk of circumstances (incorporates the jobs of the speakers, the common data and the capacity of the collaboration). (Girón & Vallejo, 1992)

Discursive capability that suggests the space to consolidate structures and implications to accomplish an intelligent and bound together content, either orally or recorded as a hard copy. (Girón & Vallejo, 1992)

Strategic skill made out of correspondence methodologies, verbal and non-verbal, to make up for the inadequacies of understudies in different territories of their open ability or to feature the viability of correspondence. (Girón & Vallejo, 1992)

Likewise, as indicated by the proposals made by the Committee of Europe for the curricular structures of Unknown dialects, a fifth segment ought to be included: socio-social skill, in which the most significant components of the social and social setting of the new dialect are extended. what is found out. (Girón & Vallejo, 1992)

Remote trade is the advancement of informative skill or capacity (learning and use) to connect semantically in a suitable manner in various correspondence circumstances, both orally and recorded as a hard copy. This limit incorporates different skills (etymological, sober minded, sociolinguistic. (Lopez & Muñoz, 2018)

Linguistic competence: Linguistic competences are those that measure the ability of individuals to understand and express themselves in a language, both in writing and orally that is the main objective of language learning.

Linguistic competence: is identified with the authority of the etymological code (syntax, vocabulary, elocution and spelling) and spotlights on the learning and capacity to utilize these components to comprehend and convey what needs be. (Driscol, 2003)

- Syntax: some portion of etymology that reviews the structure of words and their mishaps, just as how they join to frame sentences. (Driscol, 2003)
- Vocabulary: set of words that are a piece of a language, are considered through lexicology and can be characterized into: normal, specialized, language and common. (Driscol, 2003)
- Articulation: alludes to the manner by which a word or language is verbally expressed. The sounds, inflection and emphasize of the words are considered through phonetics. (Driscol, 2003)
- Spelling: are a lot of standards that a language has. (Driscol, 2003)

Pragmatic competence: Pragmatic capability empowers the connection between phonetic components, setting and clients, and is in this manner the capacity to adjust to the informative circumstance, coordinating in correspondence in a cognizant manner, responding normally, controlling talk, considering the subject, the open expectations, the conversationalists and the setting where the trade happens. At the end of the day, pragmatics is keen on breaking down how speakers produce and translate sentences in setting. (Lopez & Muñoz, 2018)

Sociolinguistic competence: The sociolinguistic skill can be incorporated into the pragmatics, it includes information of the shows of the language, the suitable styles and registers, the tongues and the capacity to decipher social references. Sociolinguistics as a control ponders the various parts of society that impact the utilization of language, for example, social standards and the setting in which speakers create. Sociolinguistics manages language as an arrangement of signs in a social setting. It contrasts from the

human science of language in that it looks at the manner by which language impacts society. The utilization of recently shaped expertise, experience, and so forth., makes it simpler to actualize them.

2.8 Productive skills

When one begins learning an unknown dialect, clearly and intuitively is presented to the two classes of language aptitudes. As referenced before, beneficial abilities – likewise called dynamic aptitudes – mean the transmission of data that a language client creates in either spoken or composed structure. Profitable abilities would not exist without the help of responsive ones. Inactive information -, for example, tuning in and reading – symbolizes a facilitator to dynamic execution of sentence structure structures, detached vocabulary records, heard and rehashed hints of an unknown dialect. This hypothetical foundation applies to any contemplated language. (Driscoll, 2003)

This ought to likewise demonstrate that the two sorts of aptitudes are indistinguishable, and one can't exist without the other. When learning an unknown dialect, open abilities as a rule start thing out and ought to be trailed by pragmatic utilization of beneficial ones. On the off chance that a learning procedure needs one of them, the result won't be finished. As most dynamic clients of any unknown dialect know, talking and composing are in corresponding relationship. Without a doubt, syntactic structures, words and their appropriate use, and certain degree of precision should be regarded. These are actualized in the two sorts of dynamic abilities. As Riggenbach and Lazaraton call attention to, as opposed to executing exercises that concentrate consideration carefully to exactness, a lot of language educators center around advancing open skill in language understudies by applying "informative exercises" (Riggenbach and Lazaraton, 1991, p.125). The homeroom condition and climate make important piece of fruitful educating and learning. These are very esteemed by the students. Imaginative instructors, who would prefer not to give their students to get exhausted, a chance to work with a wide extent of talking and composing exercises. For the showing reason, exercise plan as well as a term prospectus should be made already. Increasingly experienced language educators remember that understudies' reactions to needs examination structures bring significant snippets of data for setting up the center of the language course plan. The substance of such an

arrangement ought to incorporate some broad exercises, yet there additionally ought to be a lot of customized practices that suit the particular gathering of students and where specific targets are set. This part of those exercises will be managed later in the paper. As Olshtain and Cohen state (1991, p.154), "if people wish to ace another dialect, people need to turn out to be all the more informatively skilled". Their perception demonstrates the possibility that language exactness is important however not the most indispensable component of talking exercises.

To sort out the exercise successfully a wide scope of different exercises ought to be engaged with the exercise plan. Instances of talking exercises that are recorded in the "talking menu" are composed from least to most troublesome ones. As referenced over, some syntactic structures and vocabulary are consolidated so as to suit the substance to less homogeneous gathering obviously members and guide them towards the equivalent or comparable result. The showing background and long-haul perception present to us a long register of exercises and activities so as to rehearse gainful aptitudes successfully. Talking demonstrates to be one of the principle objectives when learning English or some other language as an unknown dialect. There are most loved exercises that are appropriate notwithstanding for students' tenderfoots. (Reinhardt, 2008)

To give some examples and demonstrate that talking and composing are in common relationship people can begin with composing or counting a rundown of words connected with a specific subject, as well as composing and synchronous utilizing of ordinary interactions in short vis-à-vis discussion trades, pretend phone discussions and picture amusements in the ESL/EFL homerooms. At this beginning time of adapting a few students appreciate keeping their own journals, some naming pictures or pictures with essential portrayals, or filling in word rises in funnies with ordinary interactions. During the last phase of learning understudies get to know increasingly specific vocabulary and recently referenced exercises can be supplanted with further developed degrees of those as well as new sorts of undertakings.

As for specific factors that may impact the ultimate result of the language instructing, the accompanying exercises can be utilized: progressively complex discussion pretends with

weight on legitimate syntax structures and broadened vocabulary register of specific themes, portrayal of genuine subjects and increasingly genuine neighborhood and worldwide issues in a type of composing assignments, and for example oral outline of an as of late observed film, read book or heard story. There are various ways how to raise students' familiarity with sufficient manner of any unknown dialect and punctuation precision yet one significant and essential part during the time spent learning is instructor's assessment and gave input.

Generally, the instructor assesses his students either by giving evaluations or verbally. The instructor's criticism includes criteria, for example, center around substance, for example lucidity, unique thought, association and conveyance of the discourse, and whether the objectives of the movement were kept. A typical apparatus to gather some data of this sort is to plan the assessment sheet. An intriguing result is uncovered when the educator appropriates self-assessment sheets to his understudies, and they assess themselves. The instructor may much find initially unforeseen appraisal from his understudies when looking at his and the understudy's evaluating (Hatch & Lazaraton, 1991, p. 129). Other than those recently referenced customary exercises supporting capability of profitable aptitudes there are new and present-day drifts that demonstrated to turn out to be exceptionally prevalent with youthful and moderately aged students. Not every one of them are prevalent with everyone but rather some appear to pick up their crowd. With the development of the Internet providers and applications, a few imaginative strategies how to help gainful aptitudes turned out to be very esteemed and much of the time utilized. Subsequent to planning, dispersing and gathering a basic poll in a heterogeneous gathering of understudies in a course

What comes into inquiries is sentence structure amplexness, level of vocabulary accuracy, less formal English that assume their jobs in this configuration of specialized instruments with no supervision. Understudies in their answers additionally upheld joining exchange gatherings, different intrigue clubs, genuine discussions that manage contemporary issues.

2.9 Oral interaction

It is viewed as that the improvement of the capacity of oral articulation includes a high need inside the primary targets of the basic routine with regards to English, as a control in charge of administering the arrangement of informative capability in the unknown dialect. The oral articulation has numerous capacities; through this, individuals can set up close to home connections, discover data, contrast their perspectives and others and on account of English educators, it is the fundamental instrument for coordinating the instructing learning process in the unknown dialect (Rodríguez, 2010). Similarly, the staff that trains educators must remember that the semantic model offered to their understudies in the unknown dialect is the fundamental hotspot for the assignment, or the model, for students of English as an unknown dialect.

In ongoing decades, this expertise has picked up significance in the educating - learning of unknown dialects. Its advancement includes two abilities: one responsive (hearing) and another profitable (oral articulation). In this way, it is a double procedure that incorporates the speaker (the one that encodes the message) and the audience (the person who unravels the message). It is coherent that it is an intelligent procedure where, in a dynamic way, the jobs are traded. (Karmilof-Smith, 1985)

Through research dependent on the immediate perception of understudies' exhibition and the arrangement of their informative capacities, it has been conceivable to deduce and discover that oral appearance is a classification that has obtained a dangerous character that must be dealt with intently, chiefly in the primary phases of learning, since this is where the principle open capacities must be solidified, and in the meantime, where the major bases that will serve the understudy to be a progressively capable to confront the future test of being a client of English. (Almasi, 2003)

It is demonstrated that the configuration of educators practices that create relational abilities in understudies, yet now and then, the outcomes expected by the instructor are disappointing. It is likewise noticeable that understudies invest quite a bit of their energy doing works out, yet now and then they are not only designers of their oral articulation. In any case, the aptitude that most understudies must create is oral articulation. By and

large, educators utilize similar sorts of activities and believe that it isn't feasible for understudies to cover all phases of training. They for the most part focus their consideration by and large understudies and neglect to devise exercises for the rest. Such confirmations demonstrate to us that, notwithstanding the outcomes that are accessible, considerably increasingly logical and methodological consideration is required to this significant correspondence aptitude. (ALSHUMAIMERI, 2011)

The new methodologies that are made should concentrate on the mental treatment of understudies for the advancement of the expertise, just as the sufficient determination and direction for the arrangement of learning techniques that assurance a productive improvement and the satisfactory treatment of elocution mistakes, both from the intellectual perspective, and from the emotional persuasive perspective. The oral articulation is characterized as the aptitude that comprises the primary methods accessible to the English instructor to coordinate the educating learning procedure of their understudies, which will prompt a superior execution of understudies. (Hymes, 1972)

Speaking it is also the skill that allows using the oral language in the communicative process among people that includes the skills needed for interaction (Ministerio de Educación del Ecuador, 2016). Oral interaction is part of communicative language competence of learners who need this term means the verbal interaction of the thoughts or feelings (Oxford Dictionary, 2018).

It for daily interaction and for professional and academic purposes (Common European Framework of Reference, 2001); for instance, for oral presentations, and sharing ideas, public address which include information, and instructions; speeches, lectures, commentaries, and presentation, etc.

According to Pavesi, Vertocchi, Hoffmannová, and Kazianka, (2001) oral interaction is an interactive process where the listener has the ability to listen and understand the message that is transmitted, and then reproduce the information transmitted verbal or written, to take an active part in the communication process, not only listening, but also interpreting the information.

This study is focused on the development of the oral interaction of 4th level students at Escuela Superior Politécnica de Chimborazo” since it has been observed that they have a low level of oral interaction.

Teaching oral interaction

In relation to the teaching strategies to develop the students’ speaking skill and strengthen the communicative process, there are many ways to promote speaking practice in the classroom. Discussions, sports commentaries, sales presentations, dialogues, debates, speeches, role-plays, games, among others, are the most typical speaking activities. These activities involve tasks like reading aloud, speaking from notes or any visual aid, acting out, singing, and simply speaking spontaneously (Common European Framework of Reference, 2001).

Many English teachers state that the best way to acquire speaking skills is by interacting. This aim is fulfilled by means of communicative language teaching and collaborative learning. Communicative Language Teaching is based on real-life situations that require communication. Following this method in foreign language classes, there will be opportunities for the students to communicate with their partners in the target language. It is teachers’ task to use the adequate resources and create situations in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language and enhance oral proficiency. Wells (1981)

States the triangle of communication is created in any act of linguistic communication. It is formed by the triangular relationship which is formed by the sender, the receiver and the message. The sender attends a situation as intended to the receiver and vice versa to establish intersubjectivity about a topic which is referred in the communication.

This research is intended to teach students how to express orally in order to communicate properly in the English language. The teaching strategies to help students in the development of their oral interaction will be based on the use of intensive reading funds.

Strategies to develop oral interaction

According to the Common European Framework of Reference (2001) spoken interaction is the creation of word meaning for communication purposes. Teaching strategies for productive skills are based on planning, execution, evaluation and repair.

Planning

Planning refers to the activation of the schemata of the exchanges in the next activity. It also considers the distance with reference to other interlocutors for preparing possible responses (Common European Framework of Reference, 2001). Furthermore, organization is vital in this part because learners must organize their ideas in logical sequence for making sense and being sure that spoken idea is relevant to the topic (Stearns, 2018).

Execution

Oxford dictionary (2018) states “execution” is the carrying out of a plan. In this context when learners execute a plan or produce, they adopt strategies like turn taking for obtaining the discourse initiative. In doing this, they cooperate in the task and maintain the discussion on course. Furthermore, learners are able to ask for help to others (Common European Framework of Reference, 2001).

Evaluation

Evaluation also focuses on a communicative level based on the planned schemata in order to achieve communicative goals; in this case, learners are monitoring and monitoring the effects of communication. Learners also ask for clarification in order to clear up misunderstanding when necessary. It means that learners are developing communication repair (Common European Framework of Reference, 2001).

Types of oral activities

The English teachers have a wide variety of oral activities that can be addressed in class for supporting students in oral communication enhancement. Watanabe-Crockett (2017) suggests some activities which are detailed below:

2.9.1 Difficulties of oral dexterity

According to Díaz (2007) an essential to have the option to listen was to have the option to see the hints of numerous types that achieve ear and that in the event that they are enunciated, they are a piece of the verbally expressed chain, which infers collaboration with another ability, that is, the articulation oral from somebody who talks. For this situation individuals tune in to what someone else says, which does not imply that individuals comprehend in the event that you utilize a code not quite the same as our own, or when information of yours is still extremely poor. Be that as it may, it is conceivable that notwithstanding when speakers of a similar language bomb correspondence happens, since listening is an amazingly perplexing movement, with the essential data to comprehend the message and in light of the fact that the memory just stores a constrained measure of data. Progressively visit, nonetheless, is that disappointments happen because of the vagueness of the message, which some of the time offers ascend to humiliating or basically funny circumstances.

Different troubles have to do with the acknowledgment of words, because of the phonetic inconstancy of the sounds that the speaker talks, just as the division procedure, which, luckily, once in a while does not establish any issue on the grounds that the setting ordinarily figures out where starts and where a word finishes in the expressed string.

What's more it tends to be said that another trouble is identified with the absence of vocabulary and articulations that can be utilized right now of starting a discussion; that is, if a language has not been all around created, oral aptitudes will be influenced by absence of familiarity and instinctive nature because of the absence of articulations that can be utilized when utilizing the language.

Without a doubt, computerized advances may well speak to the 21st Century showing help close by. From starting PC helped language learning (CALL) to the utilization of the Web – which offers a plenty of legitimate materials that could be adjusted to the instructing practice. Looked for after, genuine associations are presently at a tick away. The point, however, ought to recognize those kinds of associations that truly advance improvement of oral articulation. Barr, Leakey, and Ran choux's contention (2005) is very legitimate. They guarantee that the utilization of innovation isn't odd to showing rehearses, yet with regards to real improvement of language aptitudes, the accentuation has been given to composed associations, on account of language trade on online journals, visits, informal organizations, among others. What ought to occur with/trough innovation when executing talking, to build up students' oral articulation? As Thorne and Reinhardt (2008) guarantee, an issue with genuine improvement of oral articulation is the consideration given to writing, "a beneficial interest no doubt, however one that is explicit in its semantic, elaborate, and down to earth substance and apparently of restricted generalizability in application to proficient and relational settings of correspondence". Subsequently, what the instructor ought to do is search for any communicational practice that involves language trade at the degree of genuine correspondence. Including a central subject, for instance, the current political circumstance, could finish up making the communication worth attempting more than once.

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subject, for instance, the current political circumstance, could finish up making the communication worth attempting more than once.

Numerous ESL students neglect to consider reading to be as a functioning procedure including certain systems and practices (Pressley, 2000). They regularly think reading understanding is only one stage in learning English, instead of the development of a procedure that is persistently refined. Reading for appreciation in a subsequent language requires more than the subjective limit with regards to word distinguishing proof than reading in one's local language. Second language readers regularly read gradually and have immature oral creation when contrasted with local speakers. Oral reading practice was found by Taguchi and Gorsuch (2002) to be more compelling than other reading techniques at expanding reading velocity and appreciation among starting second language (L2) readers. Amer (1997) states that oral reading by the educator enables readers to find units of implying that emerge from multi-word phrases, as opposed to implying that is gotten from individual words. Oral reading urges the understudies to advancement to larger amounts of appreciation. Oral reading additionally causes readers to hear message as a entire, with different degrees of importance, as opposed to as a dissectible entry of realistic prompts.

As announced by Alshuamimeri, (2005), oral reading utilizes the aptitudes of focus to encourage more prominent appreciation of the entire content. The ability of reading so anyone can hear gives the road to full commitment with the composed message and advances disguise of thoughts. This reading resoundingly procedure empowers the instructor to uncover and encourage their understudy's procedure of proficiency, how words and sentences are organized, also, fortify sight vocabulary. Oral reading improves understanding abilities by connecting the oral verbally expressed word to the composed content. In L2 circumstances, Mill operator and Karmilof-Smith, (1985) propose that poor readers are better at understanding when content is perused out loud when contrasted with reading 87 quietly. This thus, makes the understudies increasingly adroit at responding to inferential inquiries.

The consequences of Mill operator and Smith's examination recommend that poor readers profit by the utilization of oral reading in the homeroom. Extra research has demonstrated that educators, who model with the spoken language and clarify viable perception techniques, help understudies become key readers (Almasi, 2003). What's more, Carrell (1998) brought up that compelling perception methodologies give the understudies chance to expound, sort out, and assess content data.

CHAPTER III

3. METHODOLOGY

3.1 Research Approach

The relationships between the variables *intensive reading strategies* and *oral interaction* have been analyzed. Establishing if there is any level of improvement in oral interaction after the subjects have been guided in the reading process represents a type of controlled experiment, which is why this study has tried to include aspects of experimental research, and correlation.

3.2 Basic research Modality

This study maintains two modalities, the field research and bibliographic.

3.2.1 Bibliographic research

This modality garner all information over intensive reading strategies and oral interaction, published in scientific books, specialty magazines and others interest studies accept for scientific community

3.2.2 Field research

It's also immersed in field research, since it intends to interact in a place where the problem occurs, highlighting the hypothetical validity of the reference program between the variables: intensive reading strategy and oral interaction.

3.3 Level research

Given the nature of the variable *oral interaction*, this research is qualitative and quantitative forms for tasted validly from present job. For the qualitative portion, students'

levels of reading comprehension were analyzed by paying attention to *can-do statements*, as those expressed in the Common European Framework of Reference for Languages (CEFR). This activity was applied in all the different reading tasks that students were given during the time of the study. For the quantitative component, scores were given depending on the evaluation of the can-do statements. All the scores were analyzed to see if there was an improvement in students' vocabulary.

3.3.1 Correlational type

It's correlational type be for the variables are affected between, if produced variations in the oral interaction too produced variation in intensive reading strategies and inverse

3.3.2 Descriptive type

It's descriptive be for search interpretive how the intensive reading strategies inside in the susceptibility from oral interaction generated learned

3.3.3 Experimental case

The proposed experiment presented students with a set of different graded readings that became more demanding as the study took place. Related pre- and post-reading tasks were applied in all cases so that there was a process that students were accustomed to as the level of vocabulary in the readings increased. Comprehension questions were used as a probing element to determine if there is an advancement in the acquisition of vocabulary, fluency, better pronunciation, comprehension of language registers, among other features of oral interaction.

When it comes to the assessment of *oral interaction*, the selected instrument was the Key English Test (KET, a mock version) **SEE ANNEX** and its rubric for the oral component. The reason behind this selection lays in the fact that this exam is aligned with the CEFR level that is expected from the students that were considered for the experiment.

Concentrates with straightforward one-bunch pretest-posttest plans and basic zero-request relationships, since they brought about discoveries where the association between the mediation and results was vague or uncertain; studies utilizing test estimate littler than

15 for either the treatment or the examination gatherings; and concentrates without any proportions of education (reading, composing or English familiarity for ESOL understudies).

In What Work-Study, prevailing with regards to utilizing a blended research structure that included subjective and quantitative components. The quantitative system permitted us to recognize instructional elements that attempted to advance proficiency and language improvement among grown-up ESL students. Through the subjective measures, additional can depict the substance and recurrence of instructional exercises that were successful and promptly make an interpretation of these discoveries to rehearse. Found that proficiency advancement was not a primary concentration in many classes, yet that the instructional model all the more intently looked like a standard ESL model of oral language improvement, where proficiency is dared to grow normally as a result of language learning.

In the meantime, the investigation enabled comprehends what neglected to learn. Acquired just a concise look into how ESL education students take part in and get an education all through class. At the end of the day, have to become familiar with what sorts of education mediations it takes for battling grown-up ESL readers who face tempestuous lives to take part in learning, education, and language.

It intends to proceed with our exploration in grown-up ESL education by structuring another investigation that expressly analyzes proficiency mediations for grown-up ESL students. Our optimal structure would be founded on logical research and specialist experience and utilize a thorough approach that incorporates a blend of quantitative and subjective measures. As a component of structuring such an investigation, previously inspected the examination writing to recognize promising education intercessions for grown-up ESL understudies and after that created speculations to fill in as the reason for an investigation of chose mediations that would give experiences into arrangement and practice.

3.4 Population and sample

This project aims to work with the university the students, who attend different degrees of ESCUELA POLITECNICA SUPERIOR DE CHIMBORAZO. As these students were at the beginning of their degrees, their reading comprehension abilities, about the vocabulary they should know by this time of schooling, served as a reference to decide on which readings to give to them during the research process.

Table 1 Population and sample

Population	No.	%
Class A – Control Group	25	50%
Class B	25	50%

Source: ESPOCH Population & Sample

Author: Santamaría, J. (2018)

The students in the analyzed groups were men and women of similar ages (teenagers and young adults). Their knowledge of English differs among them. One main reason for these students to study English is meeting their graduation requisite at university. Most of these students are from Ambato.

Both the control group and the experimental group had been proven by the pre-test and post-test, (**SEE ANNEX 2**) however only the experimental group experienced intensive reading as a strategy to develop their oral interaction for four months.

3.5 Operationalization of variables

Table 2 Intensive Reading

Independent Variable: Intensive Reading	Dimensions	Indicators	Items	Techniques & Instruments
<p>Intensive reading is careful study also meticulous study and detailed treatment to a short reading task using <i>reading strategies</i> subdivided into activating <i>background knowledge</i>, reading for gist (skimming), and reading for specific information (scanning).</p> <p>Intensive reading is a close reading of relatively <i>short texts</i> whose objective is to achieve a full understanding of the logical argument and to originate maximum value from them through oral interaction.</p>	<p>Reading strategies</p> <p>Background knowledge</p> <p>Short texts</p>	<p>Reading for gist</p> <p>Skimming</p> <p>Scanning</p> <p>Reading for detail</p> <p>Explicit knowledge</p> <p>2.2 Tacit knowledge</p> <p>3.1 Query information</p> <p>3.2 Text retrieve</p> <p>3.3 Vocabulary learning</p>	<ul style="list-style-type: none"> - Shows a good degree of control of a range of simple and some complex Grammatical forms. - Uses a range of appropriate vocabulary to give and exchange views on a wider-angle of familiar topics. - Is intelligible. - Intonation is appropriate. - Sentence and word stress are accurately placed. - Individual sounds are articulated clearly. 	<p>Students ‘exposure to Intensive Reading materials, for them to enhance they are oral interaction using: Silent reading</p> <p>Reading out loud</p> <p>Running dictation</p> <p>Speeches</p> <p>Roleplaying</p> <p>Debating to apply Pre-test.</p> <p>Post-test.</p> <p>Rubric.</p>

Source: Direct Research

Elaborated by: Santamaría, J. (2018)

Table 3 Oral Interaction

Dependent Variable: Oral Interaction	Dimensions	Indicators	Items	Techniques & Instruments
<p>Oral interaction is the capacity to communicate through <i>segmental and suprasegmentally features</i> of the language including grammar, <i>vocabulary</i>, pronunciation, <i>fluency</i> and <i>discourse management</i> to get information of sociocultural and pragmatic fundamentals, which are produced and adapted to the circumstances to solve unexpected problems appearing in different types conversations.</p>	<p>Segmental and supra segmental features of pronunciation.</p> <p>Vocabulary</p> <p>Fluency</p> <p>Discourse Management.</p>	<p>1.1 Stress</p> <p>1.2 Intonation</p> <p>1.3 Rhythm</p> <p>2.1 Common</p> <p>2.2 Technical</p> <p>2.3 Jargon</p> <p>2.4 Usual</p> <p>3.1 Coherence</p> <p>3.2 Context</p> <p>3.3 Situation</p> <p>4.1 Improvised</p> <p>4.2 Structured</p>	<p>- Initiates and responds suitably, linking aids to those of other speakers. Maintains and develops the interactions and negotiates towards an outcome.</p> <p>- Contributions are relevant and there is a clear organization of ideas.</p> <p>- Shows a good grade of control of simple grammatical forms, and attempts some complex grammatical forms.</p> <p>- Produces extended stretches of language with very little hesitancy.</p>	<p>Pretest and post-test to evaluate initial and final oral interaction level.</p>

Source: Direct Research

Elaborated by: Santamaría, J. (2018)

3.6 Information processing and analyses plan

Experiment Design

The *can-do statements* according to the KET Rubric (**SEE ANNEX 2**) for speaking served as the base for collection of data. After students engaged in every reading activity, the scores given to those statements were collected in an attached form after the reading text. These were put together, per student, to see a timeline and the expected progress. The numerical results were analyzed via statistical software so that there was more accuracy in the final reports. These results were then be measured against the production in terms of oral interaction to see if intensive reading has helped subjects to become more fluent speakers.

For the experimental phase of this research, pre and post-test were applied (**SEE ANNEX 3**). Considering the assessment of *oral interaction*, the selected instrument was the Key English Test (KET, a mock version) and its rubric for the oral component (Appendix 00). This decision was made since this exam is a previously validated tool that guarantees, above all, efficiency and accuracy when it comes to its rubrics. Additionally, this examination matches the A1/A2 level that the students presented in an initial diagnostic test applied before the beginning of the term.

Data collection and analysis

After each reading activity was completed, the researcher made sure to record results on the corresponding *can-do statements* form. Next, to the chosen statement for every student, there was a score that was later uploaded into a timeline. This allowed for comparison of results during the research process. Statistics helped to determine any interesting variations or relevant fluctuations as the readings became more challenging for the students.

Pre-test

Both the experimental and control groups were assessed based on the KET rubric (**SEE ANNEX 3**). Students were paired up (A and B), as this is a requirement that responds to the way this section of the exam works. The initial section of the rubric establishes:

Understudies complete a lead-in movement where their educator gets some information about a nearby occasion (football coordinate, races, significant recent development, and so forth.). They at that point compose inquiries from inquiry prompts. They ask and answer these inquiries.

After this lead-in activity, students were given two pairs of cards each. In one of them, student A could see information on an event or place, similar to a poster. On the other card, student B got to see prompts for questions about that same event. This assessment aimed to probe if students were able to ask and answer questions about factual information. This final portion is the one that informed the examiner (researcher) to decide on which mark each student could get, on a scale from 0 to 5, for each of the following aspects regarding oral interaction: a. grammar and vocabulary, b. pronunciation, c. fluency and d. discourse management.

This initial set of results (Tables 4 and 5) served as the starting point for the application of *intensive reading activities*.

Intervention plan

For the next phase that in 2 hours week, for lasted six weeks, students were involved in different graded reading tasks, all with the aim of making them more familiar with vocabulary, interactions, grammar and specific aspects related to the development of oral interaction, according to the CEFR statements for Speaking, for level A2.

Students were provided with exercises in which skimming and scanning were always present so that they could become faster at recognizing vocabulary, and better at reading chunks of language. Specific tasks during and post-reading included finding the meaning of words/phrases, deciding on the best choice to fill in gaps, explaining concepts, describing the gist of the reading material, among others.

Post-test

After the experiment, an assessment similar to the pre-test was applied. The same conditions were replicated so that students' responses could be compared applying *Student's t-distribution* as the statistical model for the research. Tables 6 and 7 show the results of the assessed components, both for the experimental and control groups.

CHAPTER IV

4. DATA ANALYSIS AND INTERPRETATION

4.1 Analysis of results and data interpretation

4.1.1 *Data analysis*

For the analysis of the collected data five aspects regarding the oral interaction are considered.

- Grammar
- Vocabulary
- Pronunciation
- Fluency
- Discourse Management.

The scores of the tests:

- PRE-TEST CONTROL
- PRE-TEST EXPERIMENTAL
- POST-TEST CONTROL
- POST-TEST EXPERIMENTAL are presented in the following charts.

Scores of both pre-tests and post-tests, for control and experimental groups, were as follows:

Table 4 **Pre-test control group**

Student	Grammar	Vocabulary	Pronunciation	Fluency	Discourse Management	Total
1	2	2	1	2	1	8
2	2	2	1	1	1	7
3	2	2	2	1	1	8
4	2	2	1	1	1	7
5	2	2	1	1	1	7
6	2	2	1	2	1	8
7	2	2	1	1	1	7
8	3	3	3	3	3	15
9	3	3	3	2	3	14
10	2	2	2	1	1	8
11	3	3	3	3	3	15
12	3	3	3	2	2	13
13	1	1	1	1	1	5
14	2	2	2	1	1	8
15	1	1	1	2	1	6
16	2	2	2	1	1	8
17	2	2	2	1	3	10
18	2	2	1	2	2	9
19	3	3	3	2	3	14
20	2	2	2	2	2	10
21	3	3	3	2	2	13
22	3	3	2	2	3	13
23	3	3	2	2	2	12
24	3	3	3	3	3	15
25	2	2	3	2	2	11
X	2,26	2,26	1,96	1,73	1,80	10,01

Author: Santamaría, J. (2018)

Note: The media or average of the control group regarding the pre-test is 10,01 out of 20.

Table 5 Pre-test experimental group

Student	Grammar	Vocabulary	Pronunciation	Fluency	Discourse Management	Total
1	3	3	2	3	2	13
2	3	3	3	2	3	14
3	1	1	2	1	1	6
4	1	1	2	1	1	6
5	3	3	3	2	1	12
6	2	2	1	2	1	8
7	1	1	2	1	1	6
8	1	1	2	2	1	7
9	3	3	3	2	2	13
10	3	3	3	3	2	14
11	3	3	2	2	2	12
12	2	2	2	2	1	9
13	2	2	1	1	2	8
14	2	2	1	1	1	7
15	2	2	3	3	3	13
16	2	2	2	2	1	9
17	1	1	1	1	1	5
18	2	2	2	1	1	8
19	3	3	1	1	1	9
20	3	3	2	3	2	13
21	2	2	2	2	2	10
22	3	3	2	2	2	12
23	2	2	2	2	2	10
24	3	3	3	3	4	116
25	2	2	2	2	2	10
X	2,19	2,19	2	1,84	1,65	9,38

Author: Santamaría, J. (2018)

Note: The media or average of the experimental group regarding the pretest is 9,38 out of 20.

Table 6 Post-test control group

Student	Grammar	Vocabulary	Pronunciation	Fluency	Discourse Management	Total
1	3	3	3	2	3	14
2	2	2	2	2	2	10
3	3	3	3	3	3	13
4	3	3	3	3	3	15
5	4	4	4	3	3	18
6	3	3	3	2	2	13
7	3	3	3	2	3	14
8	4	4	3	3	3	17
9	5	5	4	3	3	20
10	3	3	3	3	3	15
11	3	3	3	3	4	16
12	3	3	3	3	3	15
13	3	3	2	3	2	13
14	4	4	3	4	4	19
15	3	3	3	2	2	13
16	2	2	1	2	1	8
17	3	3	3	3	2	14
18	3	3	3	3	3	15
19	3	3	4	3	3	16
20	5	5	5	5	5	25
21	2	2	2	2	2	10
22	3	3	4	3	3	16
23	2	2	2	2	2	10
24	2	2	1	2	2	9
25	2	2	3	2	3	12
X	3,03	3,03	2,92	2,73	2,76	14,47

Author: Santamaría, J. (2018)

Note: The media or average of the control group regarding the post-test is 14,47 out of 20.

Table 7 Post-test experimental group

Student	Grammar	Vocabulary	Pronunciation	Fluency	Discourse Management	Total
1	4	4	3	2	1	18
2	4	4	3	3	3	21
3	4	4	5	3	4	24
4	4	4	3	2	3	20
5	4	4	5	3	4	24
6	5	5	5	5	5	30
7	4	4	3	4	4	23
8	5	5	5	3	4	27
9	3	3	4	3	3	19
10	5	5	5	5	5	30
11	4	4	5	3	4	24
12	5	5	5	3	4	27
13	3	3	4	3	3	19
14	5	5	5	5	5	30
15	3	3	1	3	1	14
16	4	4	3	4	4	23
17	3	3	3	3	3	18
18	4	4	2	3	3	20
19	5	5	5	5	4	29
20	4	4	5	3	4	20
21	4	4	3	3	4	18
22	3	3	2	3	3	14
23	3	3	3	2	2	13
24	5	5	5	4	4	23
25	4	4	3	3	4	18
X	4,07	4,07	3,84	3,38	3,57	18,93

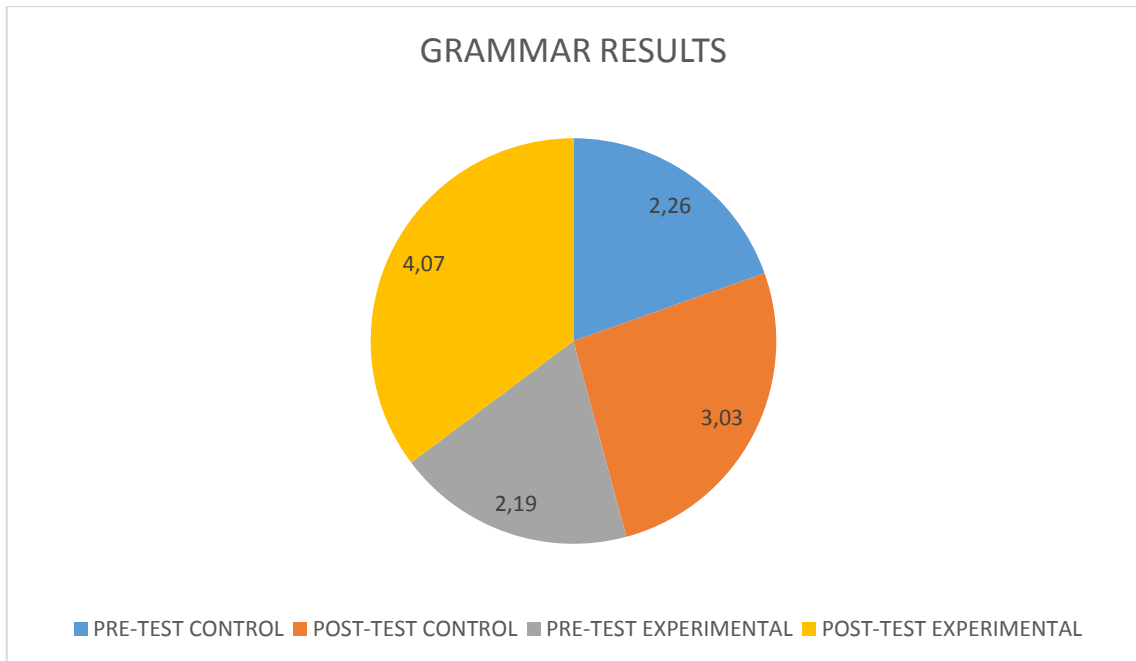
Author: Santamaría, J. (2018)

Note: The media or average of the experimental group regarding the post-test is 18,93 out of 20.

Table 8 Grammar Results

PRE-TEST CONTROL	2,26
PRE-TEST EXPERIMENTAL	2,19
POST-TEST CONTROL	3,03
POST-TEST EXPERIMENTAL	4,07

Author: Santamaría, J. (2018)



Graphic 1 Grammar

Author: Santamaría, J. (2018)

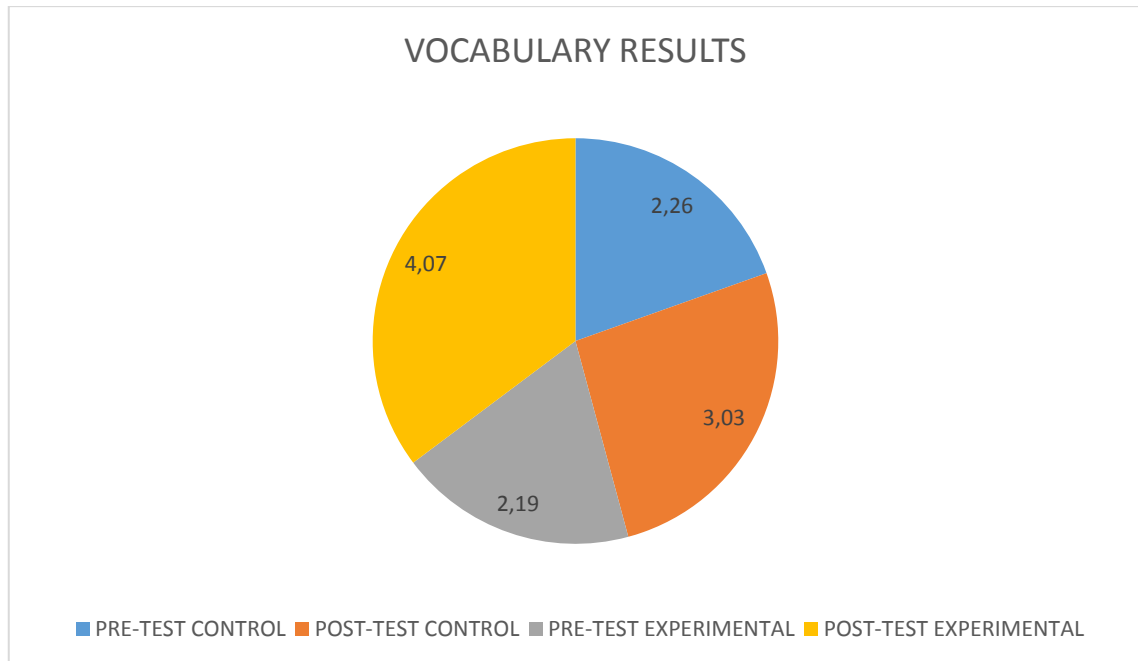
ANALYSIS AND INTERPRETATION

For the pre-test grammar section, the average of the 25 students in the control group is 2,26; the average of the experimental group is 2,19. These values show that both groups had almost the same average regarding this section. Similarly, the average in the post-test of the control group is 3,03 and the average of the experimental group is 4,07. Thus, these values show that there was an increase of 0,94 after the application of the experiment. The increase of the values shows that through the use of a target reading task including grammar has amplified the syntax management in students' skills, it revealed the usefulness of intensive reading strategies.

Table 9 Vocabulary Results.

PRE-TEST CONTROL	2,26
PRE-TEST EXPERIMENTAL	2,19
POST-TEST CONTROL	3,03
POST-TEST EXPERIMENTAL	4,07

Author: Santamaría, J. (2018)



Graphic 2 Vocabulary.

Author: Santamaría, J. (2018)

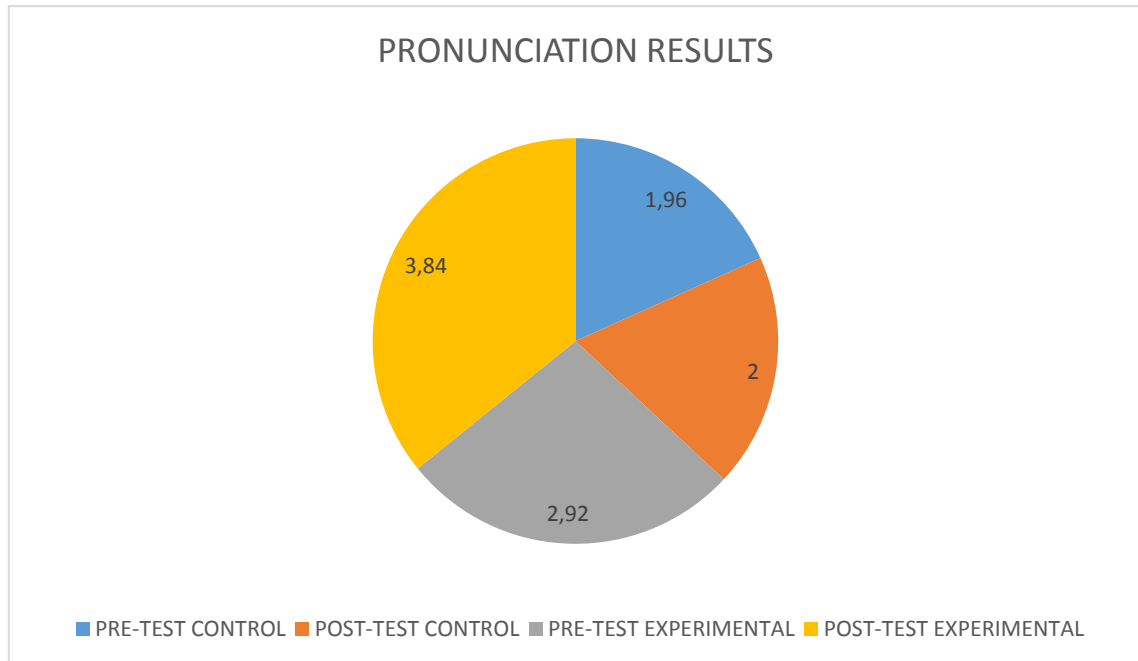
ANALYSIS AND INTERPRETATION

For the pre-test vocabulary section, the average of the 25 students in the control group is 2,26; the average of the experimental group is 2,19. These values show that both groups had almost the same average regarding this section. Similarly, the average in the post-test of the control group is 3,03 and the average of the experimental group is 4,07. Thus, these values show that there was an increase of 0,94 after the application of the experiment. Vocabulary growing has been verified in this value, through interaction with oral interactions benefited lexis facility that students received.

Table 10 Post-test experimental group

PRE-TEST CONTROL	1,96
PRE-EXPERIMENTAL.	2,00
POST-TEST CONTROL.	2,92
POST-TEST EXPERIMENTAL.	3,84

Author: Santamaría, J. (2018)



Graphic 3 Pronunciation results

Author: Santamaría, J. (2018)

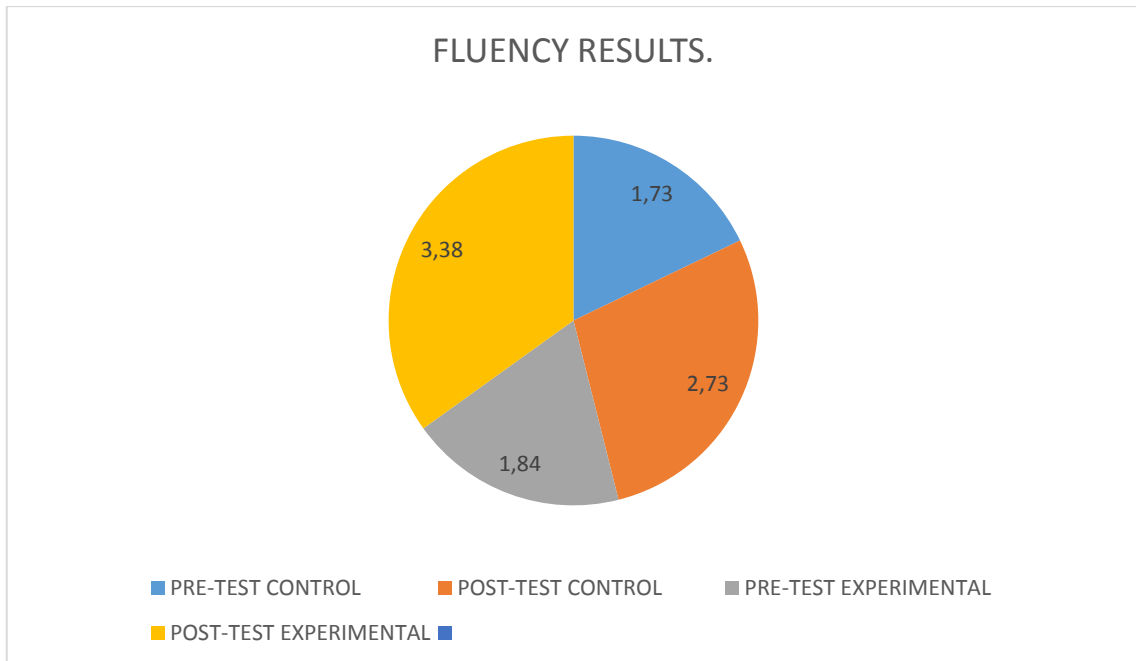
ANALYSIS AND INTERPRETATION

In the pre-test pronunciation section, the average in the control group is 1.96 and the average of the experimental group is 2.0. These values show that both groups had nearly the same average regarding Pronunciation in the pre-test. Likewise, the average of the post-test control is 2, 9 and the average of the experimental post-test group is 3.84. Consequently, these values show that there was a rise of 0.95 after the application of tasks like conversations and debates for the average in the experimental group, it also allowed them to raise their oral and pronunciation skill.

Table 11 Fluency Results

PRE-TEST CONTROL	1,73
PRE-EXPERIMENTAL	1,84
POST-TEST CONTROL	2,73
POST-TEST EXPERIMENTAL	3,38

Author: Santamaria, J. (2018)



Graphic 4 Fluency Results

Author: Santamaría, J. (2018)

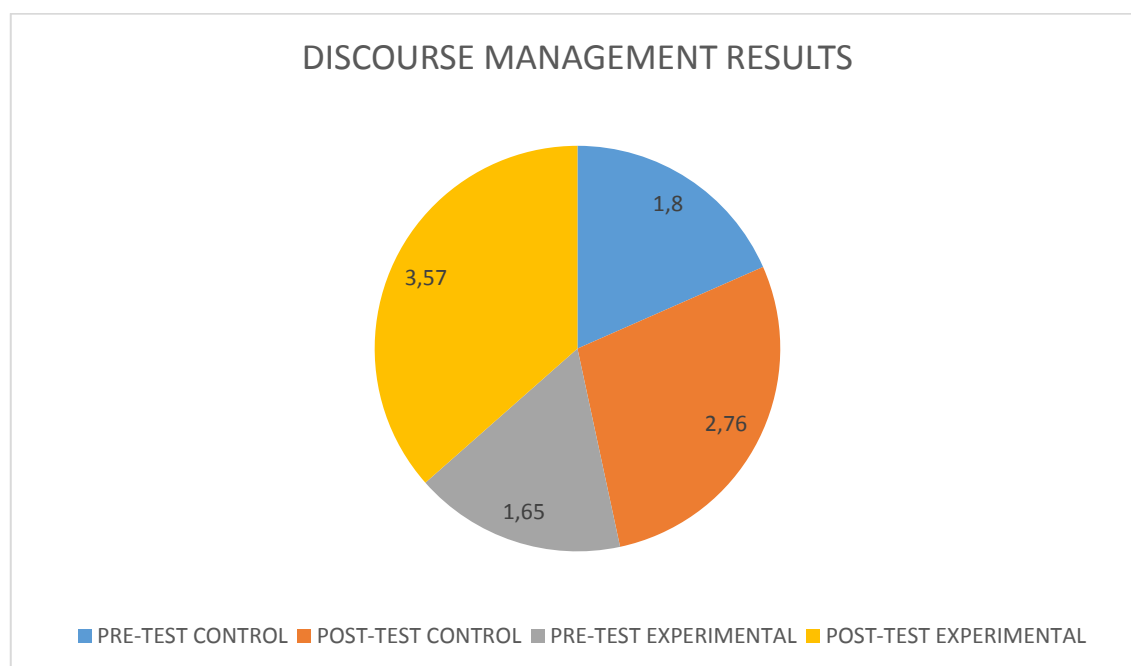
ANALYSIS AND INTERPRETATION

In the pre-test fluency section, results show an average of 1.73 for the control group, and the average of the experimental group is 1.85. These values show that both groups had almost the same average in this section. For a similar purpose, the average of the post-test in the group control is 2.73 and the average of the post-test experimental is 3.38. Subsequently, these values indicate that there was a growth of 0.65 demonstrating communicative tasks amongst students enabled students using a more fluent vocabulary, after the application process of the experiment for the average in the group for experimentation.

Table 12 Post-test experimental group

PRE-TEST CONTROL	1,80
PRE-EXPERIMENTAL	1,65
POST-TEST CONTROL	2,76
POST-TEST EXPERIMENTAL	3,57

Author: Santamaría, J. (2018)



Graphic 5 Discourse Management

Author: Santamaría, J. (2018)

ANALYSIS AND INTERPRETATION

In the pre-test discourse management, the average for the control group is 1.80 and the average for the experimental group is 1.65. These values show that both groups had almost the same average regarding Discourse Management in the pre-test. In the same line, the average of the control group post-test is 2.76 and the average of the post-test in the experimental group is 3.57. Therefore, these values show that there was an increase of 0.78 taking account the capability of students to show more clearly ideas coming from thoughts, also reflecting on their capacity to express themselves after the application process for the average in the experimental group.

4.2 Hypothesis verification

4.2.1 Statistical Test

The hypothesis verification was done using Student's t-distribution since the population of this inquiry was a small group; twenty-five (25) students only. Hernandez et al. (2010) specify that Student's t-distribution is a statistical test to evaluate if two groups substantially differ between them, when the comparison does not include groups bigger than thirty individuals.

4.3 Hypothesis verification

4.3.1 Null hypothesis and an alternative hypothesis statement

H0: Intensive reading strategies do not develop students' English oral interaction

H1: Intensive reading strategies develop students' English oral interaction

4.3.2 Mathematical model

$$H0: \bar{X}_A = \bar{X}_B$$

$$H1: \bar{X}_A \neq \bar{X}_B$$

\bar{X}_A : media experimental group

\bar{X}_B : media control group

4.3.3 Statistical model

$$t = \frac{\bar{X}_A - \bar{X}_B}{\frac{S}{\sqrt{N}}}$$

$$t = \frac{14.88 - 11.46}{\frac{4.66}{\sqrt{25}}}$$

$$t = \frac{3.42}{\frac{4.66}{5.09}}$$

$$t = \frac{3.42}{0.91}$$

$$t = 3.7582$$

t=T-student

\bar{X}_A : media experimental group

\bar{X}_B : media control group.

S= standard deviation

N= number of students

4.3.4 Significance level

C = 95% of confidence level

$\alpha = 0.05$

4.3.5 Degrees of freedom

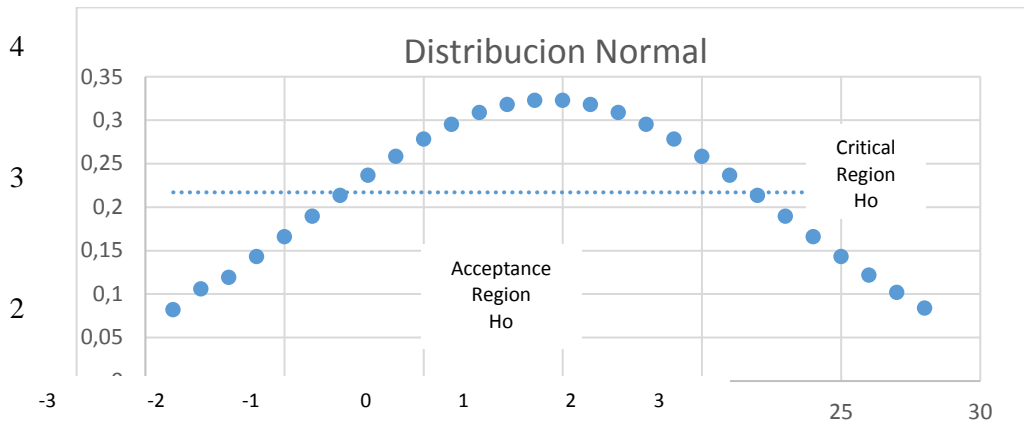
df=n-1

df= 25-1

df=24 df=degrees of freedom

n=number of students.

4.3.6 *Bell curve or Gauss Curve*



Graphic 6 Gauss Analysis

Author: Santamaría, J. (2018)

4.3.7 *Decision making*

Once T has been applied and calculated, statistic $t = 3.7582$ is greater than critical T ($3,75 > 2,0555$). Consequently, the null hypothesis is **REJECTED** and the alternative hypothesis (H1: Intensive reading strategies develop students' English oral interaction) is **ACCEPTED**.

4.3.8 *Teacher Questionnaire Survey Results*

Teachers' opinions were also considered necessary for the development of this research. The reason lays in the fact that the proposal (Chapter VI) is intended for the use of teachers. The expectation is for them to use a manual that aids them to better implement intensive reading activities. Following are the results of the survey (Appendix 1) that was applied to probe if these teachers have a clear understanding of what intensive reading implies, and to gain more understanding on how they perceive reading as an overall tool for oral communication improvement. A total of 10 respondents helped the researcher with their answers.

Table 13 Evaluation Results

Question	Results					
<p>Up to what point do you agree with the following statement?</p> <p>Any kind of reading provides learners with vocabulary to better communicate their ideas.</p>	Strongly agree: 50%	Agree: 50%	Disagree: 0%	Strongly disagree: 0%		
<p>Do you understand the difference between intensive and extensive reading?</p>	Yes: 80%			No: 20%		
<p>Which of the following statements do you think are more related to intensive reading?</p>	Preparation of intensive reading tasks is required 90%	Students decide on what to read, and when to do it 70%	Graded readings are a good starting point of 60%	Students read according to what has been planned 60%	Vocabulary should become progressively more challenging 70%	Reading topics can be as varied as possible %50

Have you explained to your students what skimming and scanning are?	Yes: 60%			No: 40%		
How do you think skimming and scanning would be useful for your students?	They would learn to read with more attention to detail 70%	They would understand that it is not necessary to know all the words in a text 60%	They would develop speed in getting the gist of a text 60%	They could infer meaning from context 60%	They would understand how to better measure their own reading time 40%	
What aspects of their oral interaction do you think students would improve through reading?	Body language 40%	Enhance their tone 50%	Become good listeners 50%	Improve their delivery 70%	Word choice 80%	
How much of your allocated class time do you dedicate to reading/reading activities?	30 minutes – 1 hour 80%		1 hour – 1.5 hours 20%		1.5 – 2 hours 0%	
Which of the following intensive reading strategies have you applied for your lessons?	skimming a text for specific information 70%	scanning a text to match headings to paragraphs 80%	scanning jumbled paragraphs and then reading carefully to put them in correct order 80%	scanning through parts of the reading to spot relevant details 90%	reading and connecting specific words to their (possible) meaning 100%	

Which do you think could be the direct outcome(s) of intensive reading from your students if applied in your lessons?	enhanced comprehension of written text 80%	enhanced comprehension of speech 60%	enhanced ability to communicate orally 60%	enhanced ability to interact in different situational contexts 60%
Would you like to take part in a reading program/intervention, specific to the needs of your students?	Yes: 80%		No: 20%	

Author: **Santamaría, J. (2018)**

As can be seen from these results, most surveyed teachers (80%) demonstrate an understanding of what intensive reading involves. Their answers also establish that they know what skimming and scanning are; it is also evident that they perceive the advantages of applying this type of reading. However, they seem to need more guidance when it comes to how to better develop and/or implement intensive reading strategies so that there is an outcome related to the enhanced oral interaction on part of their students. These data have helped design the proposal.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After analyzing the gathered data, the following conclusions were brought upon:

- Considering the survey exist many useful intensive reading strategies as skimming, scanning, reading for gist, think aloud, etc. The characteristics of these strategies also the emphasis the teacher applied turn reading text into interesting activities to develop.
- Application of intensive reading strategies by teachers seems to be a regular practice like re-reading the text and reading for gist to turn into short ideas. Those strategies showed not to be a good practice for improving oral interaction taking account that students did not seem engaged to the reading activities.
- The students' proficiency is reasonably good since the level students are, but their proficiency is not the fully required. The proficiency level observed indicates that strategies that teachers apply do not enhance their student's development and also their oral interaction appropriately.
- The different reading strategies like infer the meaning, locate key words, activate prior knowledge, skimming, scanning; gave students an opportunity to have a sort of exposure to diverse situations enhancing their oral interaction. This result exposed leading students appropriately to specific intensive reading activities supported by correct strategies can boost students' oral interaction.
- All reading strategies applied in activities in classroom exhibited an important positive action in students' oral interaction rising, but also learning development increase. However, the most beneficial reading strategies seem to be skimming and scanning, this result can be appreciated considering the like students had.

5.2 Recommendations

- Selection of the readings must be done carefully, mainly considering skim, scan or think aloud to promote students' oral interaction on the other hand interests so they can feel more engaged to any planned activity. This way of designing intensive reading activities will allow teachers to catch students' attention.
- Even though deciding the most appropriate intensive reading strategies to develop oral interaction may seem challenging it showed that skim and scan could be mainly used in intensive reading activities, it is important to dedicate the necessary time in class to offer students the opportunity to get engaged to intensive reading activities and to enhance their oral interaction ability.
- Aside students get benefit designed activities supported by useful intensive reading strategies, teachers can also benefit from dedicating the effort and time to designing activities. That effort is reflected at students from Fourth semester in Escuela Politécnica Superior de Chimborazo as they got a significant proficiency English language increase and of course oral interaction.
- Students developed oral interaction through the use of speak aloud, reading for gist, skim and scan. That significant increase highlights and makes those activities advisable to apply in class as those were the most useful because the students achieved a higher level in their oral interaction.
- In this process, intensive reading strategies demonstrated being beneficial for students to develop their oral interaction but also for listening, writing and reading skills. Therefore, designing and adding intensive reading activities supported by accurate reading strategies to class' development will surely promote students' learning and oral interaction.

CHAPTER VI

6. THE PROPOSAL

6.1 Topic: Development of an Intensive Reading Guide

Name of the Institution: Escuela Politécnica Superior de Chimborazo

Beneficiaries: EFL teachers and students of different levels at Escuela Politécnica Superior de Chimborazo

Estimated time of execution: Academic term April – July 2019

The person in charge: Jorge Santamaría

Cost: It depends on the need to print materials when necessary.

6.2 Background of the Proposal

This proposal is the result of the previous investigation on the need for students at Escuela Politécnica Superior de Chimborazo to improve their oral interaction. Students were exposed to intensive reading strategies, which are designed and applied so that they could, first, increase their reading comprehension and, as a result, their vocabulary. Second, because of enhanced vocabulary, they showed signs of improved oral interaction. Analysis of data confirmed that improvement of reading habits was instrumental in achieving students who could better express their ideas, with a higher level of accuracy, which is the desired outcome when one considers communication as the final target of language learning.

6.3 Justification

This research is of *interest* considering that some of the old-fashioned tools, materials and strategies are kept in use., consequently in this research, it searches to renovate the Intensive Reading Strategies applied on ESL teaching processes. It aims to set as *beneficiaries* students become better users of the English language so that they communicate with ease and in different situations through enhanced oral interaction, resulting from their involvement in intensive reading.

Reading strategies but also Intensive reading Strategies were not widely used or even innovated to improve oral interaction on English students', so this work research is a *novelty* noticing that there has not been developed so much employment of these Intensive reading strategies in ESPOCH University.

Considering study levels, degrees also fields sometimes learning English my turn into a difficult study area. It can be noticed along with the development of some classes in the ESCUELA SUPERIOR POLITECNICA DE CHIMBORAZO., also it was shown that the main careers and subjects are the main focus on their classes, this produced English weaken its development and increase. For most English language learners, which the *importance* is oral communication results in a troublesome area of their progress while learning. Nonetheless, a reading may well help them acquire the necessary vocabulary (including fixed phrases, idioms, among others). As Gorsuch and Taguchi (2010, p. 28) claim "Fluent readers are accurate and fast in their ability to recognize words". This premise works well in helping to understand that applying sound reading strategies in the classroom can help students to acquire vocabulary turning this an *original* work, likewise better pronunciation, comprehension of language registers, etc., in a more prolific way. Intensive reading strategies, mainly part of most language courses syllabi (Al-Homoud and Schmitt, 2009) are expected to take place and meet the demands of language measurement instruments such as the TOEFL or IELTS exams, as established by the Common European Framework of Reference for Languages (CEFR) or the Global Scale of English. These strategies, however, must be designed taking into consideration students' needs and be as student-centered as possible – in intensive reading, the teacher commands the different types of reading tasks. Looking for intensive reading strategies for young adults may result in a very interesting process since the access to diverse types of information that makes it a *feasible* work that is now rather simple, and students of this age may come up with topics that result interesting, quite useful, and very personal; young adults need to be offered the right tasks, but more importantly, the right stimuli so that they find reading a more rewarding activity, and not a simple imposition.

This study proposes the application of several intensive reading strategies through which students can improve their oral interaction. If the learners internalize the strategies, they could easily become better readers in English and Spanish and, of course, enhance their oral interaction – not only at the level of isolated words – to be better users of English.

The proposed study is achievable since access to different reading materials, both authentic and graded, is not a difficult task. Additionally, the instrument to assess students' oral interaction at the pre-test and post-test levels is of free access but, more importantly, an exam that has already been tested; its rubrics be used in accordance to students' level and specific proposed experiment. The intensive reading strategies were designed to make students learning vocabulary meaningful and lasting over time.

6.4 Objectives

6.4.1 General

To develop a guidebook for the application of activities based on intensive reading that enhances students' oral interaction.

6.4.2 Specific

- To explore several significant activities that involves intensive reading.
- To design activities in such a way that they can be adapted for different levels of instruction
- To help students develop their oral interaction.

6.5 Feasibility Analysis

This proposal is deemed feasible, considering aspects such as politics, and culture: the choice of reading materials were inside these lines, dealing with them as sensibly as possible. When it comes to organization of the activities, there was a specific pattern involved in the design; if followed accordingly, these activities were adaptable so that they serve their purpose with any level of instruction. Aside from a sound selection of the intensive reading activities, it does not require any special resources or budget – except

for when the distribution of the print material is necessary so that teachers could have the guidebook handy, and students are granted access to the chosen articles.

6.6 Foundation

Intensive Reading: A straightforward definition is provided by the Academic Skills Centre of Ankara Yildirim Beyazit University (2006): **Accurate reading, for detailed understanding.** The purpose is reading to perform specific activities that aid the student to better comprehend texts.

Oral Interaction: What allows human contact; it establishes connections with peers, starting from the opportunity to establish goals, targets, and projects in common. The capacity with which individuals must reach certain audiences through the word.

Handbook: A handbook is a book that encompasses instructions, suggestions or guidelines on how to do something. It provides the most significant and helpful information about a specific subject (Dom, 2008).

Constituting the developed handbook some topics were considered to form part of the material. The emphasis of the handbook is to demonstrate that intensive reading material constitutes and contributes as an essential tool to develop students' oral interaction.

The handbook contemplates one designed activity to cover some units from the book that is mainly used in class. Each unit mainly develops reading skill, this activity contains intensive reading strategies that were investigated and planned to strength oral interaction in students.

Task 1 in handbook focuses use of new vocabulary contained in the reading activity, also has a complement of questions to answer. Finally, it contains an activity to promote oral interaction between students.

Task 2 takes students' ideas to develop reading activity, also to make students look for expressions and specific vocabulary. Likewise expects reinforcement of students' writing skill to finally write and act a role play using information from reading.

Task 3 focuses students to reflect on different current affairs including some real facts in the reading area. Enhancing students' vocabulary acquisition this task uses meanings in relation to specific words, and the speaking area intends students' oral interaction.

Task 4 makes students aware of the importance of oral interaction in real life situations. This task uses intensive reading emphasizing use of real-life situations to enhance oral interaction through the recording of a video.

6.7 Methodology

The manual consisted of four different sections, each presenting and describing in detail an activity that uses some type of intensive reading activity, conducive to helping students to develop their oral interaction. The activities will all have a lesson plan format, which means that they present a warmup, the activity itself and a closing/review segment.

The time for each activity varied in accordance to the teacher's selection of the material – the ones indicated in the manual are in all cases optional; all instructors are free to apply the activity as they wish, adapting the material choice and considering class level.

Last, but not least, the methodological approach behind the design of the activities is Communicative Language Teaching (CLT), keeping in mind that the aim is for students to be able to freely engage in conversations in different contexts.

6.8 Operating model

Table 14 Operating model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	RESPONSIBLE	TIME
Planning	Design an Intensive Reading Handbook to use in the project.	Develop Intensive reading handbook to promote students' oral interaction.	Laptop computer Internet	Proposal author	Four days
Socialization	Explain students about Intensive Reading Project.	Give students directions about how the project will be handed. Select the related topic to the main class' book.	Laptop computer Projector Whiteboard Markers	Proposal author Fourth level students	Two hours
Application	Motivate students in Intensive Reading activities. Encourage students to develop reading strategies. Increase students' oral interaction.	Use English book and handbook to read specific intensive reading articles.	English Book Handbook	Proposal author Fourth level students	3/15/2019 6/15/2019 Three months
Evaluation	Identify students reading comprehension development. Check students' oral interaction development. Listen to students 'outcomes from intensive reading activities led through speaking tasks.	Make students interact with each other and develop their oral interaction at the end of intensive reading activities.	Handbook Reading KET evaluation	Proposal author Fourth level students	3/15/2019 6/15/2019 Three months 6/15/2019 KET reading evaluation

Prepared by: **Santamaría, J. (2018)**



A Good Reader Can Speak

Intensive Reading Activities for the Development of
Oral Interaction

Teacher's Manual

Jorge Santamaría

2019

To the teachers:

1. The following activities are intended to facilitate students' development/enhancement of their oral interaction.
2. The suggested activities may be adapted for different levels: the teacher should carefully select the materials and degree of difficulty for which the activity is planned.
3. In all cases, the 'review' – concluding – activity should include some type of interaction that involves students' participation in oral exchanges.
4. Time may vary accordingly. However, at least sixty minutes of class time should be allocated for each activity – unless indicated otherwise.

1. Today's Headlines

Objective:

To promote students' discussion of news reports and/or headlines from Ecuador and around the world.

Skill to be developed:

Oral interaction.

Materials:

News reports from different newspapers (online versions are also helpful) – longer reports could also be used, depending on students' level.

1. What do you like the most buying or saving?

**1. Today's
Headlines**

Words:

frugal

thrifty

saving

sparing

Notes:

optional

Questionnaire:

- A. What is the article about?
- B. What are some new words you found in the article?
- C. What results interesting for you from the article?
- D. What are the similarities from the article to your country?
- E. What characteristics do find useful from the article?

2. Read the following text and identify the words listed.

Are You Frugal?



If you spend very little money on food, clothes, housing and other items related to a daily life, simply on yourself, then you live a frugal life.

Frugal people buy goods in discount stores or second-hand shops, save money on electricity and do not go on vacation.

Many religions and environmentalists think that frugality is good because people do not need too many things and happiness can be found in your inner peace.

Use the NOTES area and use the Words listed to form short ideas.

Answer the Questionnaire

Answers:

The way people use their money. _____

Frugal, saving, thrifty, spare _____

Answer may vary. _____

Answer may vary. _____

Answer may vary. _____

In pairs talk about the activities you like the most, and the importance you give to a certain this activity.

1.1. Before Reading

- a. A teacher must review the articles in advance so that they can write a few questions to check for understanding, such as: What's the news about? Was there something (shocking, interesting, amusing...) in the news?
- b. Before introducing the articles, the teacher should first make sure that students understand the concept of *news*. Explain if necessary.
- c. Next, the teacher writes a few of the related vocabulary words and/or interactions on the board. Students will work in pairs/small groups to check for understanding. After some minutes, students and teacher check as a group.

1.2. While Reading

- a. The teacher will then pass around the articles and give students the necessary time to read and take notes of any relevant information. Students could also make notes of new/unclear vocabulary for later inspection.
- b. The teacher then asks the checking-for-understanding questions to students and elicits answers from them.

1.3. After Reading

- a. Ask students to use the notes they made during the news article reading.
- b. Write a few questions to check for understanding, such as: What's the news about? Was
- c. There something (shocking, interesting, amusing...) in the news article?
- d. Students work in pairs/small groups to check for understanding.
- e. Take notes of any relevant information. Also, make notes of new/unclear vocabulary for later inspection.
- f. Discuss the news article that they have just read and to think of their local news.
- g. Ask students to use the notes they made during the news reading.
- h. For conversation section, students require to discuss the news report that they have just read and to think of their local news, so that they finalize the activity with a more contextualized task, which allows them to use the recently learned/studied vocabulary.
- i. In the end, a presentation will take place in pairs allowing them to talk for a period of 3 minutes.

Note: The teacher should allocate the necessary time for the conversation activity so that students could come up with more coherent ideas during their intervention.

1.4. Assessment

See ANNEX 6 (Rubric)

Lesson 1

General Information				
Subject: English.		Teacher's name: Lic. Jorge Santamaría.		
Unit: Beginnings. / Come to your senses. / Watch your language!		Level: Fourth 2 (B1)	Time: 60min.	Date: 2019.
General Objective: To promote students' discussion of news articles and/or headlines from Ecuador and around the world.				
Specific Objectives: Students will be able to understand the concept of news articles. Students will be able to use the recently learned/studied vocabulary.				
Assessment: Rubric				
Materials: News reports from different networks - summary news articles of the news or longer reports (depending on students' level).				
Bibliography: https://www.simpleenglishnews.com/archives/stories/are-you-frugal-53114765				
Procedure				
Teacher Activity	Students' Activity	Resources	Duration	Evaluation/ Assessment
Reviews news articles in advance.	Read news articles with attention.	News articles	5 min	Not Applicable
Introduces the news articles.	Write a few questions to check for understanding, such as: What's the news about? Was there something (shocking, interesting, amusing...) in the news?	Teacher's voice. Notebook.	5 min	Not Applicable
Makes sure that students understand the concept of <i>news articles</i> . Explains if necessary.	Say the concept of news. (what they understand)	Teacher's voice Students' voice.	5 min	Not Applicable

Writes a few of the related vocabulary words and/or interactions on the board.	Students will work in pairs/small groups to check for understanding.	Board.	10 min	Not Applicable
Checks as a group.	Check as a group.	Teacher's voice Students' voice.	5 min	Not Applicable
Read news article (twice, at least) and asks to take notes.	Take notes of any relevant information. Also, make notes of new/unclear vocabulary for later inspection.	News article Notebook.	10 min	Listening/ Writing.
Asks the checking-for- understanding questions to students	Answer the question.	Teacher's voice. Students' voice.	10 min	Speaking.
Ask students to use the notes they made during the news article reading.	Discuss the news report that they have just watched and to think of their local news.	Teacher's voice. Students' voice.	10min	Speaking.
Note: The teacher should allocate the necessary time for the conversation activity so that students could come up with more coherent ideas during their intervention.				

2. It's Story Time

Objective:

To boost students to explore their imaginative side by changing the start and/or end of a given scene/extract from a story.

Skill to be developed:

Oral interaction.

Materials:

A short story – or chapter of one, if it is a long one - depending on students' level. Stories may range from comedy to drama, including appropriate comic strips.

What is the place you like the most? Why?

Answer may vary.

Read the following text and write new vocabulary in Vocabulary section.



What I did in Texas!

A cowboy is travelling on his horse when he sees a bar. He decides to stop for a few drinks, so he ties his horse outside the bar, walks into the bar, sits right up at the counter and orders a few beers. This cowboy is new in town, so he notices some of the other bar patrons¹ giving him funny looks², and he suspects that they'll try something funny, but he continues to drink. When he's satisfied, he pays for the beers and walks out of the bar only to find his horse missing.

However, he keeps his cool⁴, struts⁵ back into the bar, puts on a really mean look⁶ and says, "Look, I don't know what you did to my horse out there... but I'm planning to make a move on within the next five minutes, and if my horse isn't back where it's supposed to be by then⁷, well... I'm gonna have to do here what I did in Texas!" The cowboy sneers⁸. "And I don't wanna do what I did in Texas!"

The cowboy glares at everyone before returning to the counter and ordering another couple of beers. The other customers⁹ seem a bit shaken, and sure enough after 5 minutes, the cowboy walks out and finds his horse tied where it was supposed to be.

Just as he's about to leave, the barman approaches him and asks, "I'm just curious, partner. What was it you did in Texas that you didn't want to do here?" The cowboy turns to the barman, gives a lopsided grin¹⁰ and replies, "I had to walk home!¹¹"

Write a short explanation to the phrases below

bar patron Answer may vary

to give someone funny looks Answer may vary

walks out Answer may vary

to keep one's cool Answer may vary

to strut Answer may vary

to put on a mean look Answer may vary

by then Answer may vary

to sneer Answer may vary

customer Answer may vary

to give a lopsided grin Answer may vary

I had to walk home! Answer may vary

2. It's Story Time

Vocabulary:

Answer may vary

NOTES

Use your notes from C, in group write a short Script to make a Role play.

Answer may vary

Characters:

Group Members:

Answer may vary

Answer may vary

Perform Roleplay in groups.

2.1. Before Reading

- a. The teacher should review the stories in advance so that they can prepare a list of vocabulary and interactions for students.

2.2. While Reading

- a. When the teacher has selected the story/chapter, students will read it. Ask students to pay attention to any new vocabulary or phrases they read. They will use the handout of section 2.1. as they read.
- b. While reading, the use of an English-English dictionary is recommended.
- c. If necessary, make pauses at any point if required to go over the explanation of specifics as a group. This will make students get more engaged with the activity.
- d. Announce that students will have to personify one of the characters from the selected store.

2.3. After Reading

- a. Students will have to decide which part of the story they would like to role-play. However, it will be a different beginning or end to the story they just read.

- b. In groups, and using the vocabulary handout, students will have some time to develop their scripts.
- c. Students can be as creative as possible, but they should be encouraged not to stray too much from the main topic of the story.
- d. As an additional task, students may decide to vote for the best new end of the beginning, giving the reasons for their decision.

2.4. Assessment:

See ANNEX 6 (Rubric)

Lesson 2

General Information				
Subject: English IV			Teacher's name: Lic. Jorge Santamaría.	
Unit: Conflict & resolution. / Telling tales. / The nature of sports.		Level: Fourth 2 (B1)	Time: 60min.	Date: 2019.
General Objective: To encourage students to explore their creative side by changing the beginning and/or end of a given scene/extract from a series.				
Specific Objectives:				
Students will be able to develop role-plays.				
Students will be able to develop scripts with the vocabulary learned.				
Assessment: Rubric				
Materials: A reading section on varied catchy topics, depending on the students' level. Readings may range from comedies to drama, including animated series, hand-outs.				
Bibliography: https://25993-what-i-did-in-texas.html				
Procedure				
Teacher Activity	Students' Activity	Resources	Duration	Evaluation/ Assessment
Reviews the reading section in advance.	Pay attention.	Reading article	10 min	Not Applicable
Prepares a list of vocabulary and interactions for students.	Pay attention.	Board	5 min	Not Applicable
Selects the reading section/extract	Read it.	Reading article	20 min	Not Applicable

Asks students to pay attention to any new vocabulary or phrases they read.	Read it. Use the hand-out as they read.	Reading article	5 min	Not Applicable
Announces that students will have to personify one of the characters from the selected scene.	Have to decide which part of the scene they would like to role-play with different beginning or end to the watched video	Teacher's voice.	5 min	Not Applicable
Asks to develop their scripts using the handouts. (In groups)	Have some time to develop their scripts. (In groups)	Handouts.	5 min	Writing.
Asks students to do an additional task. To vote for the best new scene, giving the reasons for their decision.	Vote for the best new scene, giving the reasons for their decision.	Teacher's voice. Students' voice.	10 min	Speaking.
<p>Note Use of English dictionary because it is recommended for the students' level.</p> <p>Pause at any relevant sections of the reading article. This will make students get more engaged with the activity.</p>				

3. That is Controversial

Objective:

To have students reflect on different current affairs, for example, war, poverty, pollution... and present their opinions in the form of a short debate.

Skill to be developed:

Oral interaction.

Materials:

Readings – or excerpts – on different current affairs. These could come from magazines, specialized journals, news agencies from around the world, among others.

3. THAT IS CONTROVERSIAL

1. what does the air hold?

tiny particles

2. What are some pollutants contained in air?

Soot, smoke.

3. What is expelled from humans when breathing?

Dioxide carbon

4. How is air called?

It is air pressure

5. How is pressure at the top of a mountain?

The pressure is low.

A. Do you know what an ISSUE is? YES NO

B. Do you know about any social issue? Explain about it.

A. Read the passage to look for appropriate answers for the questions next to the passage

Interesting things about air



Air isn't just gas

While air is mostly gas, it also holds lots of tiny particles. These particles in the air are called aerosols. Some aerosols—like dust and pollen—are picked up naturally when the wind blows. But the air can also carry particles that cause air pollution, such as the soot, smoke, and other pollutants from car exhaust and power plants. When there are too many particles in the air, it can be difficult for plants and animals to breathe.



Carbon dioxide in the air can be both good and bad

When humans and animals breathe, we give off an odorless gas called carbon dioxide, or CO₂. Plants use this gas, along with sunlight, to make food—a process called photosynthesis. In this process, plants give off oxygen, too! However, large amounts of CO₂ are also produced when cars and power plants burn coal, oil, and gasoline. CO₂ is also the most important contributor to human-caused global warming.



Air changes as you go up, up, up

Air seems light, but there is a lot of it pushing down on Earth's surface. This is called air pressure. You experience high air pressure at sea level because the whole atmosphere is pushing down on you. When you're on top of a mountain, there is less air pushing on you and the pressure is low. That change in pressure can cause your ears to pop when you're taking off in an airplane or driving up a hill.

B. Look for the appropriate word for the following meanings.

1. _____ the exertion of force upon a surface by an object, fluid, etc., in contact with it.

2. _____ a person who contributes an article, story, etc., to a newspaper, magazine, or the like.

3. _____ the fertilizing element of flowering plants, consisting of fine, powdery, yellowish grains or spores, sometimes in masses.

4. _____ a minute portion, piece, fragment, or amount; a tiny or very small bit.

5. Form groups to select a topic from above and Expose it to the class giving positive and negatives sides of them. (there must exist an audience)

Circle your favorite movie genre.



3.1. Before Reading

- a. The teacher selects the reading according to the topic(s) of interest for students. It is a good idea to previously request ideas from students, as this will help them to be more engaged.
- b. After the selection of the material, the teacher will design a set of check-for-understanding questions that students will have to answer while/after reading.

3.2. While Reading

- a. The teacher will ask students to read for the first time and pay attention to any important details. This first time will only be for getting the gist.
- b. As they read for a second time, they will answer the questions in the handout. Check to understand questions beforehand, as necessary.
- c. Allow them to read again so that ideas that will be discussed later are reinforced.

3.3. After Reading

- a. Organize students in pairs or groups. Allow enough time for the organization of the debate.
- b. Each student will be responsible for presenting at least two points that will be defended during the debate. They will also have to be ready to respond to questions “from the audience”.
- c. Students’ order of participation will be decided through a raffle. Make sure that they have enough time to defend their points – a minimum and maximum time should be established.

3.4. Assessment:

See ANNEX 6 (Rubric)

Lesson 3

General Information				
Subject: English IV			Teacher's name: Lic. Jorge Santamaría.	
Unit: Heroes and villains. / This land is my land. / Getting away from it all.			Level: Fourth 2 (B1)	Time: 60min. Date: 2019.
General Objective: To have students reflect on different current affairs, for example, war, poverty, pollution... and present their opinions in the form of a short debate.				
Specific Objectives: Students will be able to perform short debates. Students will be able to answer questions in a debate.				
Assessment: Rubric				
Materials: Reports – or parts of – about different current affairs. -NASA Global Climate Change report.				
Bibliography: https://climate.nasa.gov/news/2491/10-interesting-things-about-air/				
Procedure				
Teacher Activity	Students' Activity	Resources	Duration	Evaluation/ Assessment
Selects the report according to the topic(s) of interest for students.	Pay attention.	Report	10 min	Not Applicable
Requests ideas from students.	Give some ideas.	Teacher's voice. Students' voice.	1 min	Not Applicable

Asks students to read the report for the first time and pay attention to any important details.	Follow the instructions.	Report.	20 min	Not Applicable
Asks students to read for a second time and do the hand- out.	Read and match the statements in the hand-out.	Report. Hand- out.	10 min	Writing.
Asks students to discuss some ideas.	Read it and discuss ideas about the report.	Report. Teacher's voice. Students' voice.	18 min	Speaking
Organizes students in pairs or groups for the debate.	Organize for the debate.	Teacher's voice.	1 min	Not Applicable
Asks students to get ready to present the debate.	Present at least two points that will be defended during the debate. Also, respond to some questions "from the audience".	Teacher's voice. Students' voice.	10 min	Speaking.
Note: NASA is a good source of topics for discussion, where speakers from around the world communicate mainly in English. Students' order of participation will be decided through a raffle. Make sure that they have enough time to defend their points. (a minimum and maximum time should be established)				

4. Real-Life Stories

Objective:

To make students aware of the importance of oral communication in real-life situations.

Skill to be developed:

Oral interaction.

Materials:

For this activity, the teacher should take the necessary time to select readings where topics coming from documentaries, real-life stories, and other real-life situations are treated. The process of creating a *product* (movie, documentary, etc.) should also be explained to students.

Look at the topic's article and share your ideas with your classmates.

Read the article and write as many as ideas as possible.

BULLY

This year, over 13 million American kids will be bullied at school, online, on the bus, at home, through their cell phones and on the streets of their towns, making it the most common form of violence young people in this country experience. BULLY is the first feature documentary film to show how we've all been affected by bullying, whether we've been victims, perpetrators or stood silent witness. The world we inhabit as adults begins on the playground. BULLY opens on the first day of school. For the more than 13 million kids who'll be bullied this year in the United States, it's a day filled with more anxiety and foreboding than excitement. As the sun rises and school busses across the country overflow with backpacks, brass instruments and the rambunctious sounds of raging hormones, this is a ride into the unknown. For a lot of kids, the only thing that's certain is that this year, like every other, bullying will be a big part of whatever meets them at their school's front doors. Every school in the U.S. is grappling with bullying—each day more than 160,000 kids across the country are absent because they're afraid of being bullied—but for many districts it's just one more problem that gets swept under the rug. BULLY is a character-driven film. At its heart are those with the most at stake and whose stories each represent a different facet of this crisis. From the first day of school through the last, BULLY will intimately explore the lives of a few of the many courageous people bullying will touch this year.

Answer may vary

Use your notes & cellphone, develop a description about the topics talked.

(the resulting video may be uploaded to the web)

4. Real Life Stories

NOTES:

4.1. Before Reading

- a. When selecting the reading, the teacher must pay attention to the details on the content that is being covered, i.e., be – or get – familiar with the topic and the type of vocabulary it includes.
- b. Students could offer their ideas on what reading they would like to work with.

4.2. While Reading

- a. Students will read the articles and they will be required to write down as many details as possible related to the topic – information that they already may know about it.
- b. After reading, students will have the opportunity of sharing ideas based on their notes. The idea is to generate discussion on the topic but to also reflect on the creation process of the final product of choice, such as a documentary.

4.3. After Reading

- a. The main task in this activity is getting students into small groups and asking them to get hands-on: they will make their version of a making-of video.
- b. To do so, students will reflect on the process of the very activity, which means that they will have to focus their attention to the moment they – may have – decided what article to read, the discussion process, and the final task.
- c. The idea in this activity is as follows: a student could use their mobile phone to be the cameraman, and the rest of the group should be the ones ‘acting’. The video could start with the students talking about what exactly just happened during their lesson, and continue, step by step, until the very last activity.
- d. The final product could be uploaded on YouTube.

4.4. Assessment:

See ANNEX 6 (Rubric)

Lesson 4

General Information				
Subject: English IV		Teacher's name: Lic. Jorge Santamaría.		
Unit: The environment. / Getting older. / Doing things together.		Level: Fourth 2 (B1)	Time: 60min.	Date: 2019.
General Objective: To make students aware of the importance of oral communication in real-life situations.				
Specific Objectives: Students will be able to develop oral communication in real-life situations. Students will be able to create a <i>making-of</i> video.				
Assessment: Rubric				
Materials: Videos from relevant movies (romantic, thriller, comic, etc.), documentaries directors.				
Bibliography: https://www.imdb.com/title/tt1682181/plotsummary				
Procedure				
Teacher Activity	Students' Activity	Resources	Duration	Evaluation/ Assessment
Selects the summary video and gets familiar with the topic and the type of vocabulary it includes.	Pay attention.	Video summary	5 min	Not Applicable
Presents the video reading summary.	Watch the video with English subtitles	Video summary	15 min	Not Applicable
Asks students to details related to the topic. (Information that they already may know about it.)	Write down as many details as possible related to the topic.	Notebook.	10 min	Not Applicable

Asks students to share their ideas based on their notes.	Have the opportunity of sharing ideas based on their notes. (the creation process of the <i>making-of</i> video)	Teacher's voice. Students' voice.	10 min	Speaking
Asks students to get into small groups and asking them to get hands on.	Listen to instruction.	Teacher's voice.	1 min	Not Applicable
Gives time to think ideas about their video	Reflect on the process of the very activity, which means that they will have to focus their attention to the moment they – may have – decided what video summary to read, discussion process, and the final task.	Video summary	9 min	Not Applicable
Gives time to make their video.	Use their mobile phone to be the camera man, and the rest of the group should be the ones 'acting'	Mobile phone	10 min	Speaking.
<p>Note: IMDb is a good source of topics for discussion, where speakers from around the world communicate mainly in English.</p> <p>Students' order of participation will be decided through a raffle. Make sure that they have enough time to defend their points. (a minimum and maximum time should be established)</p>				

ANNEX 6: Rubric.

	EXCELLENT	GOOD	FAIRLY GOOD	POOR	
GRAMMAR					
VOCABULARY					
USE OF LANGUAGE					
PRONUNCIATION					
FLUENCY					
<i>Student:</i>				<i>GRADE:</i>	

Prepared by: **Santamaría J. (2018)**



A Good Reader Can Speak

Intensive Reading Activities for the Development of
Oral Interaction

STUDENTBOOK

Jorge Santamaría

2019

1. Today's Headlines

Words:

frugal
thrifty
saving
sparing.

Notes:

Questionnaire:

- What is the article about?
- What are some new words you found in the article?
- What results interesting for you from the article?
- What are the similarities from the article

1. *What do you like the most buying or saving?*

2. *Read the following text and identify the words listed.*

Are You Frugal?



If you spend very little money on food, clothes, housing and other items related to a daily life, simply on yourself, then you live a frugal life.

Frugal people buy goods in discount stores or second-hand shops, save money on electricity and do not go on vacation.

Many religions and environmentalists think that frugality is good because people do not need too many things and happiness can be found in your inner peace.

3. *Use the NOTES area and use the Words listed to form short ideas.*

4. *Answer the Questionnaire*

Answers:

-
-
-
-
-

5. *In pairs talk about the activities you like the most, and the importance you give to a certain this activity.*

6. *Select your favorite activity and present it to your classmates. (you can use posters & flash-cards)*

A. *What is the place you like the most? Why?*

B. *Read the following text and write new vocabulary in Vocabulary section.*



What I did in Texas!

A cowboy is travelling on his horse when he sees a bar. He decides to stop for a few drinks, so he ties his horse outside the bar, walks into the bar, sits right up at the counter and orders a few beers. This cowboy is new in town, so he notices some of the other bar patrons¹ giving him funny looks², and he suspects that they'll try something funny, but he continues to drink. When he's satisfied, he pays for the beers and walks out of the bar only to find his horse missing.

However, he keeps his cool⁴, struts⁵ back into the bar, puts on a really mean look⁶ and says, "Look, I don't know what you did to my horse out there... but I'm planning to make a move on within the next five minutes, and if my horse isn't back where it's supposed to be by then⁷, well... I'm gonna have to do here what I did in Texas!" The cowboy sneers⁸. "And I don't wanna do what I did in Texas!"

The cowboy glares at everyone before returning to the counter and ordering another couple of beers. The other customers⁹ seem a bit shaken, and sure enough after 5 minutes, the cowboy walks out and finds his horse tied where it was supposed to be.

Just as he's about to leave, the barman approaches him and asks, "I'm just curious, partner. What was it you did in Texas that you didn't want to do here?" The cowboy turns to the barman, gives a lopsided grin¹⁰ and replies, "I had to walk home!¹¹"

C. *Write a short explanation to the phrases below*

- a. *bar patron* _____.
- b. *to give someone funny looks* _____.
- c. *walks out* _____.
- d. *to keep one's cool* _____.
- e. *to strut* _____.
- f. *to put on a mean look* _____.
- g. *by then* _____.
- h. *to sneer* _____.
- i. *customer* _____.
- j. *to give a lopsided grin* _____.
- k. *I had to walk home!* _____.

2. It's Story Time

Vocabulary:

NOTES

D. Use your notes from C, in group write a short Script to make a Role play.

Characters:

Group Members:

E. Perform a Role-play using your notes from letter D. Follow your teacher instructions.

3. THAT IS CONTROVERSIAL

1. What does the air hold?

2. What are some pollutants contained in air?

3. What is expelled from humans when breathing?

4. How is air called?

5. How is pressure at the top of a mountain?

C. Do you know what an **ISSUE** is? YES NO

D. Do you know about any social issue? Explain about it.

E. Read the passage to look for appropriate answers for the questions next to the passage.

Interesting issues about air



Air isn't just gas

While air is mostly gas, it also holds lots of tiny particles. These particles in the air are called aerosols. Some aerosols—like dust and pollen—are picked up naturally when the wind blows. But the air can also carry particles that cause air pollution, such as the soot, smoke, and other pollutants from car exhaust and power plants. When there are too many particles in the air, it can be difficult for plants and animals to breathe.



Carbon dioxide in the air can be both good and bad

When humans and animals breathe, we give off an odorless gas called carbon dioxide, or CO₂. Plants use this gas, along with sunlight, to make food—a process called photosynthesis. In this process, plants give off oxygen, too! However, large amounts of CO₂ are also produced when cars and power plants burn coal, oil, and gasoline. CO₂ is also the most important contributor to human-caused global warming.



Air changes as you go up, up, up

Air seems light, but there is a lot of it pushing down on Earth's surface. This is called air pressure. You experience high air pressure at sea level because the whole atmosphere is pushing down on you. When you're on top of a mountain, there is less air pushing on you and the pressure is low. That change in pressure can cause your ears to pop when you're taking off in an airplane or driving up a hill.

F. Look for the appropriate word for the following meanings.

1. _____ the exertion of force upon a surface by an object, fluid, etc., in contact with it.

2. _____ a person who contributes an article, story, etc., to a newspaper, magazine, or the like.

3. _____ the fertilizing element of flowering plants, consisting of fine, powdery, yellowish grains or spores, sometimes in masses.

4. _____ a minute portion, piece, fragment, or amount; a tiny or very small bit.

G. Form groups to select a topic from above and Expose it to the class giving positive and negatives sides of them. (there must exist an audience)

Circle your favorite movie genre.



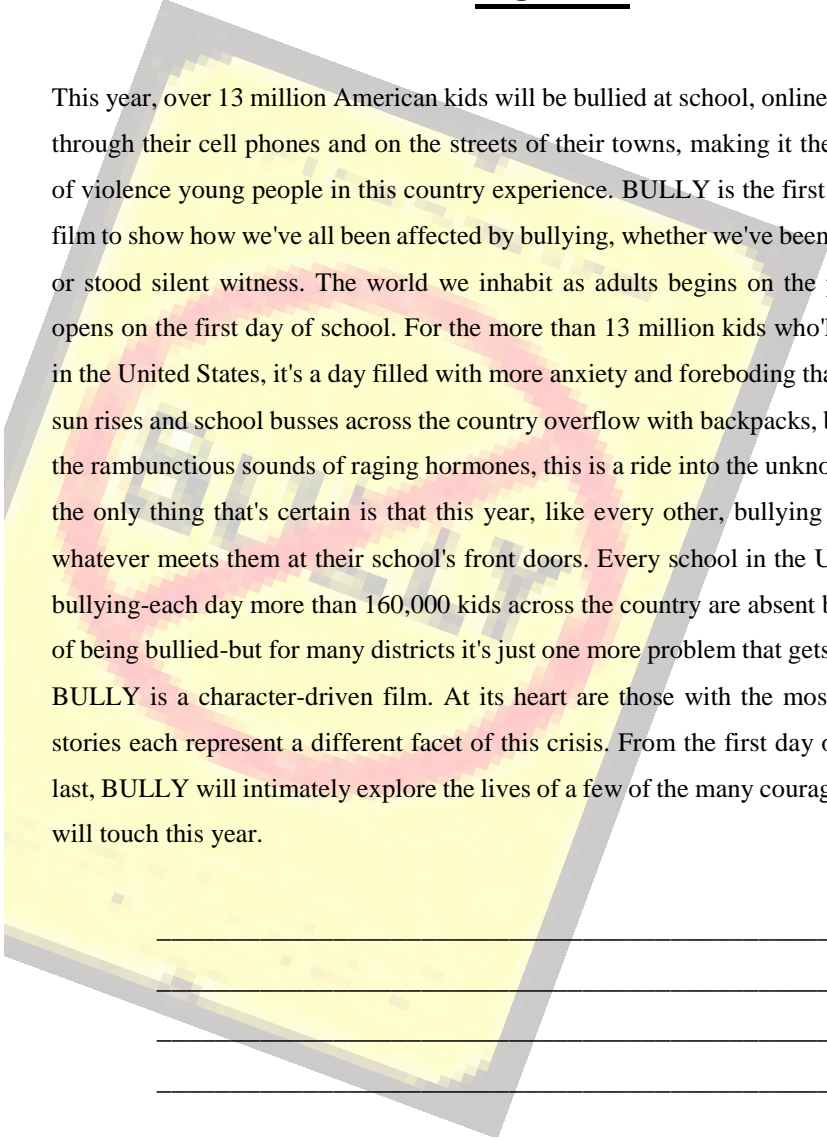
4. Real Life Stories

NOTES:

- A. Look at the topic's article and share your ideas with your classmates.
- B. Read the article and write as many as ideas as possible.

BULLY

This year, over 13 million American kids will be bullied at school, online, on the bus, at home, through their cell phones and on the streets of their towns, making it the most common form of violence young people in this country experience. BULLY is the first feature documentary film to show how we've all been affected by bullying, whether we've been victims, perpetrators or stood silent witness. The world we inhabit as adults begins on the playground. BULLY opens on the first day of school. For the more than 13 million kids who'll be bullied this year in the United States, it's a day filled with more anxiety and foreboding than excitement. As the sun rises and school busses across the country overflow with backpacks, brass instruments and the rambunctious sounds of raging hormones, this is a ride into the unknown. For a lot of kids, the only thing that's certain is that this year, like every other, bullying will be a big part of whatever meets them at their school's front doors. Every school in the U.S. is grappling with bullying-each day more than 160,000 kids across the country are absent because they're afraid of being bullied-but for many districts it's just one more problem that gets swept under the rug. BULLY is a character-driven film. At its heart are those with the most at stake and whose stories each represent a different facet of this crisis. From the first day of school through the last, BULLY will intimately explore the lives of a few of the many courageous people bullying will touch this year.



- C. Use your notes and record a video.
- D. Upload your video in YouTube.

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COMPLEMENTS

Complement 1 Authorized from applicate

 **ESPOCH**
ESCUELA SUPERIOR POLITÉCNICA DE CHIMBORAZO 

Riobamba, julio 5 de 2019

Licenciado
Jorge Santamaría
DOCENTE

Presente

De nuestra consideración.

Con un saludo cordial nos dirigimos a usted, el presente tiene la finalidad de dar atención a su solicitud, por medio de la cual usted solicita la autorización para la aplicación de su trabajo de investigación con el tema: " *INTENSIVE READING STRATEGIES TO DEVELOP THE ORAL EXPRESSION*" parte de la Maestría en la Enseñanza del Idioma Inglés como Lengua Extranjera. El mismo que a través de un proyecto de lectura fue aplicado a los estudiantes a su cargo durante el periodo académico marzo - julio 2019.

Al respecto nos permitimos informar que la coordinación de facultades como la dirección de la Facultad de Administración autorizó su petición y le augura el mejor de los éxitos.

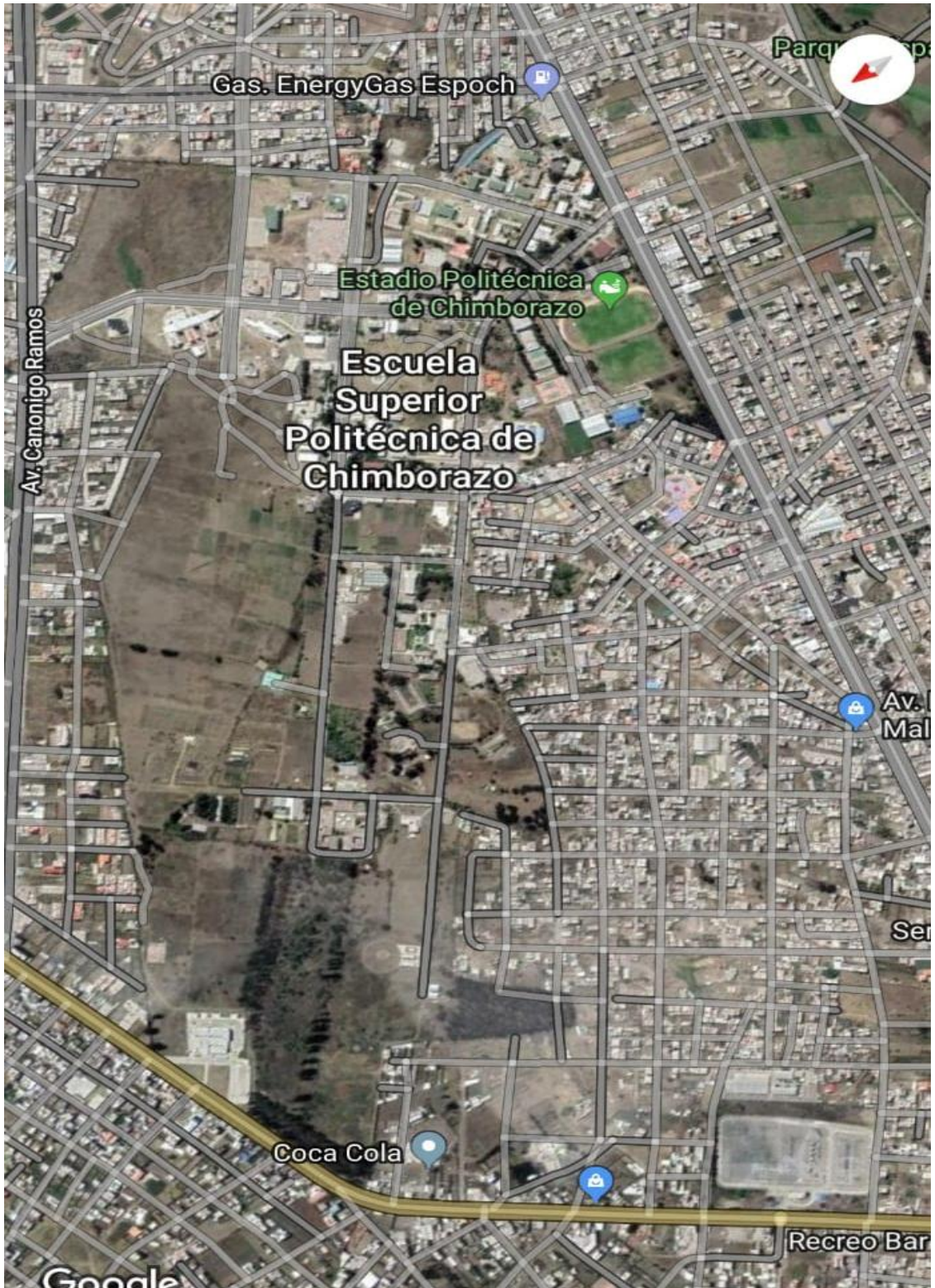
Lo que nos permitimos comunicarle, para los fines pertinentes.

Atentamente:

 
Ing. MDE. Carlos Delgado
DIRECTOR DE LA ESCUELA DE MARKETING


Ing. Luis Hidalgo
DIRECTOR DE COMISIÓN DE LENGUA

Complement 2 Locations



Complement 3 Evidences



ANNEXES

Annex 1: Questionary

Universidad Técnica de Ambato
Maestría en la enseñanza del idioma Inglés como Lengua Extranjera
Intensive Reading Strategies to Develop the Oral Interaction

The researcher of the above theme kindly requests you to answer the following questionnaire. Your answers will help him to better understand the current state of application of **intensive reading strategies** at Escuela Politécnica Superior de Chimborazo.

INSTRUCTIONS:

- a. Please, read each question carefully before answering.
- b. Mark your answer with an X, accordingly.
- c. The information you provide will guide the researcher to better decision making. Please, answer honestly.
- d. There are no right or wrong answers.

QUESTIONNAIRE:

1. Up to what point do you agree with the following statement?

Any kind of reading provides learners with vocabulary to better communicate their ideas.

Strongly agree ___ Agree ___ Disagree ___ Strongly disagree ___

2. Do you understand the difference between intensive and extensive reading?

Yes ___ No ___

3. Which of the following statements do you think are more related to intensive reading?

- a. Preparation of intensive reading tasks is required. ___
- b. Students decide on what to read, and when to do it. ___
- c. Graded readings are a good starting point. ___
- d. Students read according to what has been planned. ___
- e. Vocabulary should become progressively more challenging. ___
- f. Reading topics can be as varied as possible. ___

4. Have you explained to your students what skimming, and scanning are?
Yes ___ No ___

5. How do you think skimming and scanning would be useful for your students?
- a. They would learn to read with more attention to detail. _____
 - b. They would understand that it is not necessary to know all the words in a text. _____
 - c. They would develop speed in getting the gist of a text. _____
 - d. They could infer meaning from context. _____
 - e. They would understand how to better measure their own reading time. _____

6. What aspects of their oral expression do you think students would improve through reading?

Word choice _____

Body language _____

Enhance their tone _____

Become good listeners _____

Improve their delivery _____

7. How much of your allocated class time do you dedicate to reading/reading activities?
30 minutes – 1 hour ___ 1 hour – 1.5 hours ___ 1.5 – 2 hours ___

8. Which of the following intensive reading strategies have you applied for your lessons?
- a. skimming a text for specific information ___
 - b. scanning a text to match headings to paragraphs ___
 - c. scanning jumbled paragraphs and then reading carefully to put them in correct order ___
 - d. scanning through parts of the reading to *spot* relevant details ___
 - e. reading and connecting specific words to their (possible) meaning ___
 - f. Other: _____

9. Which do you think could be direct outcome(s) of intensive reading from your students if applied in your lessons?
- enhanced comprehension of written text
 - enhanced comprehension of speech
 - enhanced ability to communicate orally
 - enhanced ability to interact in different situational contexts

10. Would you like to take part in a reading program/intervention, specific to the needs of your students?

Yes ___ No ___

Thank you very much for taking the time to answer this questionnaire!

Annex 2: KET Mock Test Question Cards (Pre Test)

1 What's your name? How do you spell that?

2 Where do you live?

3 Do you work or are you a student?

4 What do people in your town usually do at weekends?

5 What did you do last night?

6 Where did you go on holiday last year?

7 What time did you go to bed last night?

8 Do you watch or play any sports?

9 Which country would you like to visit in the future and why?

Topics

**Personal details,
e.g. name**

Place of origin

Study

Family

Daily life

**Likes and
hobbies**

Questions:

- 1 What's your name? How do you spell that?
- 2 What subjects do/did you like best at school?
- 3 What time did you go to bed yesterday evening?
- 4 Where do you come from?
- 5 What food do you like best?
- 6 What days do you have English lessons?
- 7 When's your birthday?
- 8 What's your favorite color?
- 9 How many brothers and sisters have you got?
- 10 Where did you go on holiday last year?
- 11 Tell me something about your house/flat.
- 12 Tell me something about your hobbies.

Taken from: www.cambridgeenglish.org

Annex 3: KET Mock Test Question Cards (Post-Test)

Assessing Speaking Performance

Cambridge English: Key SPEAKING GRAMMAR & VOCABULARY	
Name of student	
Does the speaker use simple grammatical forms with sufficient control?	
Good	Not so good
Does the speaker use simple grammatical forms with a good degree of control?	
Good	Not so good
Does the speaker use appropriate vocabulary to talk about everyday situations?	
Good	Not so good

Comments	
Cambridge English: Key SPEAKING PRONUNCIATION	
Name of student	
Are the utterances mostly clear? Can the speaker be mostly understood?	
Good	Not so good
Does the speaker show limited control of intonation?	
Good	Not so good
Does the speaker show limited control of word and sentence stress?	
Good	Not so good
Are individual sounds mostly clear?	
Good	Not so good
Comments	
Cambridge English: Key SPEAKING INTERACTIVE COMMUNICATION	
Name of student	
Can the speaker maintain simple exchanges with the interlocutor (Part 1)?	
Good	Not so good
Does the speaker react appropriately to what the interlocutor or other candidate says?	
Good	Not so good
Does the speaker need any prompting or support?	
Good	Not so good
Comments	

Taken from: www.cambridgeenglish.org

Annex 4: Answer Key KET Mock Test Question Cards (Pre-Test)

Answer cards

A I like watching football and I play tennis.	B We went to the beach.	C I had dinner and watched TV.
D In the city centre	E They go to the park or go shopping.	F At 11.30
G The USA, because it's got some exciting cities	H Jose J-O-S-E	I I'm a student.

Annex 5: Answer Key KET Mock Test Question Cards (Post-Test)

Cambridge English: Key SPEAKING	
GRAMMAR & VOCABULARY	
Name of student GUSTAVO (Part 1)	
Does the speaker use simple grammatical forms with sufficient control?	
Good <ul style="list-style-type: none"> • <i>I'm from Brazil</i> • <i>I don't know...I like</i> • <i>I study law</i> • <i>How? ... Can you repeat it?</i> 	Not so good <ul style="list-style-type: none"> • <i>I student Brazil</i>
Does the speaker use simple grammatical forms with a good degree of control?	
Good <ul style="list-style-type: none"> • <i>I would like to be a lawyer</i> • <i>No, I'm staying at Oakington, so it's a little far of here.</i> • <i>My father is a lawyer, my sister a vet. My brother is studying and he is younger and studying at school</i> • <i>My mother has...my mother's 42 years old and my father 56 years old.</i> 	Not so good
Does the speaker use appropriate vocabulary to talk about everyday situations?	
Good <ul style="list-style-type: none"> • <i>Law, lawyer, vet, studying at school</i> 	Not so good <ul style="list-style-type: none"> • <i>My mother is an acted</i> • <i>I come here by tax</i>
Comments	
Gustavo has a good degree of control of simple grammatical forms and he is very easy to understand. He uses appropriate vocabulary when talking about everyday situations (<i>law, lawyer, vet, studying at school</i>) but does not show evidence of a range of vocabulary at the level.	

Cambridge English: Key SPEAKING
PRONUNCIATION

Name of student LUIS (Part 2)	
Are the utterances mostly clear? Can the speaker be generally understood?	
Good Mostly clear and easily understood.	Not so good Occasional difficulty for the listener <ul style="list-style-type: none"> • <i>He was (wants) to have a football club afternoon school</i>
Does the speaker show limited control of intonation?	
Good Intonation is generally good and never gets in the way of the meaning. <ul style="list-style-type: none"> • <i>The library where? (rising intonation for question)</i> • <i>In the library CDs? (rising intonation for question)</i> 	Not so good Question intonation is not consistent. <ul style="list-style-type: none"> • <i>And library computers? (sounds like a statement)</i>
Does the speaker show limited control of word and sentence stress?	
Good Sentence stress and word stress is nearly always correct. <ul style="list-style-type: none"> • <i>Mister Tom Cooper</i> • <i>The teacher is English and French</i> • <i>Oh, sorry, I don't know.</i> • <i>computers</i> 	Not so good
Are individual sounds mostly clear?	
Good Most sounds are clear and L1 interference does not have a negative effect on communication.	Not so good Some words are articulated less clearly <ul style="list-style-type: none"> • <i>tames (times)</i> • <i>leebrary (library)</i> • <i>ee see see (ICC)</i> • <i>was (wants)</i>
Comments	
Luis' pronunciation is mostly intelligible, and there are no times when it is impossible to understand him. He has some control of phonological features at utterance and word level and he stresses most words correctly. He relies on rising intonation when asking his questions rather than question word order, although this is not consistent and he has a few problems with individual sounds.	

Cambridge English: Key SPEAKING

INTERACTIVE COMMUNICATION

Name of student	GUSTAVO (Parts 1 and 2)
Can the speaker maintain simple exchanges with the interlocutor (Part 1)?	

<p>Good</p> <ul style="list-style-type: none"> • <i>I'm from Brazil</i> • <i>No, I'm staying at Oakington</i> • <i>How? ... Can you repeat it?</i> • <i>I don't know...I like. My father is a lawyer and I like...I would like to be a lawyer</i> 	<p>Not so good</p>
<p>Does the speaker react appropriately to what the interlocutor or other candidate says?</p>	
<p>Good</p> <p>All his questions and answers communicate appropriately</p> <ul style="list-style-type: none"> • <i>What the name of the new teacher?</i> • <i>And what does he teach?</i> • <i>Yes, they have computers on the fourth floor.</i> <p>He sometimes repeats what he has heard before answering:</p> <ul style="list-style-type: none"> • <i>My family. My father is a lawyer...(P1)</i> • <i>Opening times. Monday to Saturday...(P2)</i> • <i>OK, and where's he from? (P2)</i> 	<p>Not so good</p> <p>He doesn't respond to his partner's wrong answer to his question:</p> <ul style="list-style-type: none"> • <i>When did he start? ICC College</i> <p>and the Interlocutor intervenes to ask him to repeat the question again.</p>
<p>Does the interaction break down? Does the speaker need prompting or support?</p>	
<p>Good</p> <p>Gustavo does not need prompting. He is able to ask for repetition:</p> <ul style="list-style-type: none"> • <i>How? Can you repeat?</i> 	<p>Not so good</p> <p>See above.</p>
<p>Comments</p> <p>Gustavo is able to maintain communication in simple exchanges both with the interlocutor and his partner. He does not need prompting but does not attempt to repair communication when his partner does not answer his question appropriately. He is able to ask for repetition and he reacts naturally to his partner when exchanging information about the new teacher.</p>	

Taken from: www.cambridgeenglish.org

Annex 6: Rubric.

	EXCELLENT	GOOD	FAIRLY GOOD	POOR	
GRAMMAR					
VOCABULARY					
USE OF LANGUAGE					
PRONUNCIATION					
FLUENCY					
<i>Student:</i>					<i>GRADE:</i>

Prepared by: **Santamaría J. (2018)**