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EXTENSIVE READING AND ITS INFLUENCE IN THE DEVELOPMENT OF PRODUCTIVE SKILLS IN THE STUDENTS OF THE LANGUAGES AND LINGUISTICS MAJOR AT UNIVERSIDAD TECNICA DE MANABI DURING THE PERIOD 2016 - 2017

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DEDICATIONS

This dissertation is dedicated to the friendship and love of my parents who encouraged me in this study and, over all this time, they facilitated my research by sharing their love, support and understanding with me when I needed it. Thanks for their strength and faith during the last year of my studies and for giving me a new appreciation for the meaning and importance of university. They are an example which kept me working when I wanted to give up.

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Ana Romero

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Portoviejo, marzo del 2017

Lcdo. Miguel Ángel Macías Loor, Mg. Eii.

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Como tutor del trabajo de titulación, modalidad de investigación, con el tema, **EXTENSIVE READING AND ITS INFLUENCE IN THE DEVELOPMENT OF PRODUCTIVE SKILLS IN THE STUDENTS OF THE MAJOR OF LANGUAGE AND LINGUISTIC AT UNIVERSIDAD TECNICA DE MANABI DURING THE YEAR 2016 - 2017.**

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RESUMEN

El presente trabajo investigativo expone la lectura extensiva que permite mejorar el desarrollo de las habilidades productivas en los estudiantes en el aprendizaje del inglés como segunda lengua y mejorar sus destrezas receptivas. Se puede apreciar la importancia que tiene usar esta técnica con el alumno, ya que no solo se requiere impartir conocimientos gramaticales generales para que los estudiantes mantengan el interés en sus diferentes edades, sino también de impartir la enseñanza de acuerdo a las necesidades reales de cada estudiante. Con la aplicación de la lectura intensiva que está enfocado en un aprendizaje en a base de largos periodos de lectura se favorece a una mayor apropiación de conocimientos así como de vocabulario, creando aceptación y mayor unión entre los educandos y el docente y al mismo tiempo tener una actitud más activa del estudiante hacia el aprendizaje, se enfatiza el uso de las destrezas productivas más real y lo más importante que los estudiantes desarrollen al máximo sus competencias de escribir y hablar. Se obtuvo importante información de 130 encuestados entre docentes y estudiantes, la hipótesis fundamental plantea que más de un 50% de los informantes emplean el uso de la lectura intensiva como estrategia de aprendizaje en el aula. La conclusión de esta investigación tiene que ver con la necesidad de elaborar una guía de estrategias enfocadas hacia el por medio de la lectura extensiva, la misma que puede ser aplicada a los estudiantes del bachillerato de colegios y pueden ser adaptadas de acuerdo a las necesidades del docente para mejorar las competencias productivas. Los beneficiarios del presente trabajo serán las autoridades, docentes y estudiantes de la institución donde se realizó la investigación.

PALABRAS CLAVES: técnica, habilidades productivas, competencia y lectura extensiva.

ABSTRACT

The current research focuses on the intensive reading that allows the improvement of productive skills in students learning English as a second language by means of one receptive skill. It is possible to appreciate the importance of using this technique with the student, since it is not only necessary to impart general grammar knowledge so that the students maintain the interest in their different ages, but also to impart the teaching according to the real needs of each student. With the application of intensive reading that is focused on learning based on long periods of reading, it favors a greater appropriation of knowledge as well as vocabulary, creating acceptance and greater union between the learners and the teacher and at the same time having a more active student attitude towards learning emphasizing the use of productive skills in a more real way and more important that students develop their writing and speaking skills to the fullest. Important information was obtained from 130 respondents between teachers and students; the fundamental hypothesis states that more than 50% of informants use the intensive reading as a learning strategy in the classroom. The conclusion of this research has to do with the need to elaborate a guide of strategies focused on through extensive reading, the same that can be applied to high school students and can be adapted according to the needs of the teacher to improve productive skills. The beneficiaries of this work will be the authorities, teachers and students of the institution where the research was carried out.

KEYWORDS: Techniques, productive skills, competence and extensive reading.

THEME

EXTENSIVE READING AND ITS INFLUENCE IN THE DEVELOPMENT OF PRODUCTIVE SKILLS IN THE STUDENTS OF THE LANGUAGES AND LINGUISTICS MAJOR AT UNIVERSIDAD TECNICA DE MANABI DURING THE PERIOD 2016 – 2017.

1. PROBLEM STATEMENT

In particular, the Universidad Técnica de Manabí (UTM) English students are evidencing deficiencies when answering written comprehension questions. This could be due to the marked attachment of teachers to the unilateral perspective of reading, which confines students to a generally passive role both in the selection of topics to be read and in the activities to be carried out after reading. The predominance of this perspective does not take advantage of the extensive reading, an approach that would allow students to read for pleasure and the advantage that this practice gives them when the choose the texts they prefer, with the possibility of improving their linguistic skills, global comprehension, vocabulary and reading fluency (Bell, 2001).

At UTM, there are deficiencies in the teaching of reading in English as a Foreign Language (EFL), according to Yánez (2002) the students of Bachelor of Education, with Major in English as Foreign Language are trained in the careful analysis of texts that are sometimes linguistically above their level of proficiency, that is, they must read intensively complicated materials that activate only their literal level of understanding and originate apathy towards this practice (Yánez , 2002).

1.1. PROBLEM FORMULATION.

How does the extensive reading affect the development of productive skills in students of the Language and Linguistics Major of the Universidad Técnica de Manabí period 2016 - 2017?

1.2.   DEFINITION OF THE PROBLEM

FIELD: Education

AREA: Pedagogical

ASPECT: Extensive reading – productive skills

1.3.   SPATIAL DEMARCATION

This research collected and analyzed information concerning the extensive reading that students have when learning English in Universidad Técnica de Manabí Major of Languages and Linguistics, located in Portoviejo, province of Manabí.

2. REVIEW OF LITERATURE AND DEVELOMENT OF THEORETHICAL FRAMEWORK

CHAPTER I

2.1. TEXTUAL COMPREHENSION: LITERAL AND INFERENTIAL

In order to students of English as the foreign language (EFL) can acquire the linguistic knowledge and skills, they should be able to understand the texts which are exposed. For Parodi (1997), the comprehensive reading is a strategic process based on textual interpretations of the reader according to his previous knowledge. A good reader should infer implicit information to give coherence to the textual unit, and if that basic requirement is not met, it cannot be understood such as comprehension. (Parodi , 1997)

According to Parodi (1997; 2005), understanding is classified in two types: literal and inferential. The first requires the processes of recognition and repetition of explicit information in the text. The reader just need to know the meaning of words and favors primarily the processes of memorizing the text. The second, on the contrary, warrants the reader to activate his prior knowledge of the subject in order to construct a mental representation of the text, filling information gaps, establishing semantic important relationships, take positions, among other operations. Furthermore, this author points out that although both types may be necessary in certain moments of the reading process, is the inferential comprehension which in fact shows that the learner is able to relate the information he has in his knowledge schemes with the one he is acquiring through the text he reads. It is therefore that the quality of understanding can be understood as given by the inferences made by the reader. (Shiro, 1990)

It is important to note that Parodi does not consider the level of critical understanding as a level itself, but includes it within the inferential understanding. Other authors, as it will be seen, establish the differentiated existence of this important level of reading comprehension.

2.2. CRITICAL READING

The final step of understanding that learners must reach corresponds to the critical reading, in which readers assume a reflexive stance against the content of the text (Bracho, 2008). According to Bravo (2008), critical reasoning warrants the reader to judgments based on his inferential and literal interpretation, for that, critical understanding is regarded as the highest level on the scale of understanding. This is characterized by the expression and justification of opinions with respect to the information read, by the recognition of the author's intention, for the ability to compare the content of the text with other pieces written or with the previous knowledge, by the use of the previous knowledge of the readers to evaluate ideas and measure the adequacy of the text itself, among others (Bravo, 2008).

Serrano de Moreno (2008) is among the authors who points out the importance of critical understanding, understood as the capacity of the reader to become aware of his own position on the read subject, to reflect and confront his own reasoning with the written text. (Serrano de Moreno, 2008)

According to Pérez, Insfrán and Cobos (2003), the critical reading consists of three components: the reader's previous posture before his approximation to the text; the moment of confrontation with the piece of writing that needs the interpretation, the elaboration of judgments, the distinction between the weaknesses and strong points of the author's ideas and the formulation of alternative proposals. Finally, in the last dimension, the reader through the analysis, criticism and reflection of his experience, takes position before the read, being able

to arrive to consider if it is valid, invalid, irrelevant, forceful, etc. (Pérez, Insfrán, & Cobos, 2003)

2.3. FACTORS THAT INFLUENCE DEVELOPMENT MOTIVATION AND ATTITUDES TOWARDS READING

In educational practice, the four basic skills are divided into productive skills: speaking and writing, and receptive skills: reading and listening. Although this classification is still valid, as can be virtually seen in all methodology of teaching, the conception of what is receptive or productive has changed. In the past, it was believed that receptive skills did not involve greater effort and that the cognitive demand is almost entirely present in writing and speaking. Today it is known that, although receptive, both reading comprehension and listening comprehension require a series of cognitive processes without which the person cannot make sense of what he reads or listens. On this, Lynch and Mendelsohn (2002) think that today the auditory capacity is an "active" process and that people who are good at listening are as active as the person who sends the message (Lynch & Mendelsohn, 2002).

Spolsky (1992) defines attitude as the predisposition of a subject to evaluate in a certain way a person, event or situation, and such predisposition could be positive, negative or neutral to the object in question. (Spolsky, 1992)

Also, Eagly & Chaiken (1993) indicate that the attitude is a psychological tendency to make a judgment that may be cognitive, affective or behavioral. They also adds that attitudes are appreciations that are made about a fact, person or subject, which can be conditioned by three components: the cognitive nucleus that is represented by ideas and beliefs, the affective, expressed in feelings and emotions; and the behavioral that manifests itself through the willingness to act or not to act in a certain sense. (Eagly & Chaiken, 1993)

Baron (2005) explains that attitudes have three components that act in an interrelated, these are:

A. The cognitive component: encompasses knowledge, beliefs, inclinations, perceptions and stereotypes with respect to an object. It is said that for an attitude to exist, it is necessary to have a cognitive representation towards the object in question.

B. The affective component: gather preferences and emotions that accompany the attitude. This wants to say that if the feelings are positive the person will be more prone to approach the object or situation and if they are negative they are inclined to avoid them.

C. The behavioral or conative component: refers to the tendency to act or react in a certain way with respect to an object. It includes overt actions and declarations of intent, actions and verbal declarations that are carried out towards the object of attitude from the affective evaluation performed. (Baron, 2005)

Morales and Ebolloso (1994) point out that these three components of the attitude act in an interrelated way and tend to be ambivalent, that is to say that although the subjects have conceptions and positive feelings towards the object of attitude, could simultaneously present unfavorable behaviors towards it. (Morales & Rebolloso, 1994)

As for the aspects that influence reading, Delmastro (2007) states that levels of understanding are not the element that affects reading in EFL, but also several factors of a pedagogical nature, including: approaches, relevance, and authenticity of texts, the teaching strategies and activities used, among others. (Delmastro, 2007)

Within these factors, it is considered that the preferences and attitudes of students should play an important role at the moment of starting the act of reading; especially if they

take into consideration that in many cases the students perceive the act of reading like anything but a fun way to learn. (Castillo & Muñoz , 2001)

In this sense, Díaz and Gámez (2002) stress the importance of promoting positive attitudes towards reading, especially if it is considered that the construction of meaning during reading is an act motivated by an individual who interacts with a text with the purpose of understanding it. During the lecture, the individual acts deliberately and with a purpose; therefore, an explanation in motivational terms is crucial for the explanation of the act of reading. (Díaz & Gámez, 2002)

This suggests that a positive attitude towards reading would enhance students' understanding, because it would involve them in that process in a more direct, conscious and profound way. Likewise, reading comprehension could contribute to the development of a positive attitude towards reading practice, since if there is no reading, there would be a feeling of frustration which will discourage the reader in his attempt to process a text (Alderson, 2000).

Attitudes can be positive (favorable), neutral or negative (unfavorable). Positive attitudes are understood as involving a degree of favorability or agreement in relation to the object of attitude; the neutral ones, on the other hand, are the tendencies to perceive the attitudinal object, without relating it to the reader, showing indifference but not rejecting it or favor it; for this reason, it is susceptible to changes, so it can become positive or negative. Finally, the negative attitude is the unfavorable response to the attitude situation, where the individuals show unfavorable judgments or actions towards attitudinal objects.

Promoting positive attitudes towards reading would develop students' reading habits for pleasure more than if it would be an obligation, habits that help them to receive and to seek voluntarily any type of input or printed material. Odreman (2001) insists that the reading

experience should focus on the needs of each individual, since his learning is a social process structure that is structured in the mind of each subject. (Odreman, 2001)

In this sense, Castillo and Muñoz (2001) argue that almost any printed resource (Comic strips, music magazines, sports magazines, among others) can be used to strengthen a positive attitude towards reading. In relation to the above, Bell (2001) points out that at by giving students the freedom to select their preferred text, not only they become motivated, but are allowed to read fast.

2.4. THE EXTENSIVE READING APPROACH TO FOSTER ATTITUDES TOWARDS READING AND PROMOTING CRITICAL UNDERSTANDING

Raul (2005) points out that in terms of objectives, level, quality and speed, there are two reading approaches used in the foreign language classroom: intensive reading and extensive reading.

2.4.1. INTENSIVE READING

According to Barfield (2000) intensive reading refers to thorough reading or translation of difficult texts in foreign language, with the goal of achieving the detailed understanding of such written material, this approach is oriented towards the study of linguistic aspects (grammar, lexis, pragmatic or coherence) to achieve literal understanding (Barfield , 2000).

Also, this type of reading is associated with teaching reading in terms of its components, since the texts are studied with the purpose of introducing and practicing reading skills such as the search for pronouns or referents or the use of details to identify the main idea of a text. In other words this type of reading is based on the detailed understanding of the text information,

2.4.2. EXTENSIVE READING

Extensive reading is the reading of large quantities of material for global or general understanding with the intention of obtaining pleasure from the texts. The practice of extensive reading is the easiest and most effective way of improving students' reading skills. Its purpose is to promote in students the pleasure and interest in this practice and motivate them to advance in the level of proficiency and confidence to read longer texts and overcome difficulties in the future. (Hernández , 2007)

Day & Bamford (2002) raise ten principles that summarize the nature of the extensive practice of reading: Reading material should be easy. Readers should be exposed to a wide variety of books on various subjects. The students choose what they want to read. Students read as much as possible and books for beginners or students with an intermediate level tend to be short. The purpose of reading is generally related to pleasure, information or general understanding word for word. Reading is your own reward. Students read fast. The fluency of apprentices is favored when they are exposed to materials that fit linguistic competence and personal interests rather than academic purposes. In addition, extensive reading helps reading fast, leaving the reliance on the dictionary to search unknown words and using the context to obtain the necessary meanings to continue reading.

The extensive reading,, is presented as an alternative to motivate students by focusing on the study of an esthetic discourse, leaving aside the linguistic analysis and developing reading, vocabulary, spelling, writing skills and linguistic competence of readers. An attitude to reading could be achieved through the use of various printed materials according to their linguistic competence and to their tastes and preferences. (Day & Bamford, 2002)

Summarizing, the purpose of the extensive approach is to favor attitudes among students as readers, by allowing them to participate in the choice of material to be read and the time when they will be read, putting at their disposal several texts of varied subjects which may favor the consolidation of their reading habits, taking this practice beyond the context of the classroom.

Similarly, extensive reading would enhance understanding as it would help to adopt downstream prosecutions. Reading without much pressure and at the student's choice would make a voluntary or spontaneous reflection more a more feasible reached goal and that will improve the reading progresses.

2.5. SHORT STORIES TO PROMOTE FAVORABLE ATTITUDES TOWARDS THE READING AND DEVELOPMENT OF CRITICAL UNDERSTANDING

Narrative texts basically have the social function of entertaining, amusing and informing through its varied genres (romance, action, comedy, suspense, among others), they are very appropriate to promote the development of reading habits. In this sense, short stories, specifically would allow students to enjoy reading of a familiar genre by its similarity with the story, making easier to read by its brief extension and entertaining for them by the diversity of subjects that addresses. (Raúl, 2007)

Raúl (2007) states that short stories constitute a variant of the fictional genre that has not been widely used in foreign language classrooms; although it has the potential to improving intercultural, communicative and linguistic skills of learners. Short stories allow students to reflect on the reading in a more imaginative way, increase their creativity when confronting their points of view with those of the personages; which involves critical thinking through interaction and interpretation of the text.

In relation to this, Raúl (2007) points out the advantages of using short stories in EFL: The short story is meant to be read only once which facilitates to the subject the cognitive assimilation, increasing concentration and attention for details. It is thematically broad because it can encompass a number of types: Action, mystery, adventure, romance, sci-fi, among others which allows them to find stories that suit individual interests of the readers in the classes of foreign languages. The short history offers genuine examples of the language in different foreign language education contexts. Its short extension allows the reader to easily access the mental information; since there are fewer details to remember and it is easier to retrieve information stored in cognitive aspects structures of the reader. If the reader does not feel involved in the story, he can change it without having the sensation that he lost his time, because the time spent in reading is relatively short (should not exceed 3 hours). Foreign languages can use the diversity of types of stories to include libraries in classrooms, which encompass different histories with different sociocultural contexts. In case any reader wishes to re-read the story to check if some new hypothesis has come up, he can do it quickly.

Short stories are then a welcome alternative and accessible for students to develop positive attitudes towards reading in English; as it allows them to combine this activity with the different academic assignments that must be fulfilled, it is so easy, fast, interesting and entertaining. Based on short stories, various complementary activities can be implemented focused on language skills (dramatizations, stories, appreciation and discussion of cultural nuances, among others).

All the advantages pointed out by Raúl (2007) support the use of short stories in the extensive reading programs, both to improve the attitude towards reading and to improve the level of reading comprehension. In addition, these allow students improving their skills and create reading habits through entertaining and interesting texts.

3. PRODUCTIVE SKILLS

3.1. DEFINITION OF LANGUAGE

(From the Latin idiôma), it is the own language of a nation, a town or another social group. The etymology of the term leads to a Greek word that can be translated as "private property", which is linked to the verbal or gestural communication that is characteristic of a human community. When these systems are mutually intelligible, it is spoken in a dialect or in the linguistic variety of the same language.

3.2. WHAT IS LANGUAGE?

Language is shaped like the way human beings communicate. It is a set of signs, both oral and written, that through their meaning and their relationship allow expression and human communication. Language is possible thanks to different and complex functions that the brain performs. These functions are related to the so-called intelligence and linguistic memory. The complexity of language is one of the great differences that separate man from animals, since although the latter are also communicate with each other, they do it through instinctive means related to different conditions that have little relation to any type of intelligence as the human. (Antich de León , 1986)

Another feature of language is that it begins with gestation, and is shaped according to the relationship of the individual with the world that surrounds him, in this way; he learns to emit, to listen and to understand certain sounds, planning what is intended to communicate in an absolutely private way.

There are many different languages. When referring to the diversity of languages that exist around the world. The researchers have not yet found some primitive language that

behaves as the mother of all others, however, multiple hypotheses that explain language as the result of certain psychophysics relationships that are born from the sensations, both visual and auditory. Another branch of hypothesis argues that language is derived from a natural evolution in which the social environment and the human needs converge. Modern theories suggest that language is an integral part of our brain, so it is going to manifest in one way or another, and education helps to develop this latent impulse and ability in human beings.

Despite the ignorance about the origin of the language, the only thing that is possible to confirm is that it is absolutely impossible to define it as a human faculty that constantly evolves before the appearance of new needs for expression. In this way, there is no language that can be said to be complete, since there is none that can express the totality of feelings and ideas that the human being feels.

3.3.   DEFINITION OF LINGUISTIC SKILL.

According to the ELE Dictionary of the Cervantes Virtual Center, the linguistic skills expression refers to the ways in which language is activated. Traditionally the teaching has classified them according to the modes of transmission (oral and written) and the role they play in communication.

Productive and receptive, thus, it has established them in number of four: expression Oral expression, written expression, listening comprehension and reading comprehension (for these The latter two are sometimes used also the terms of oral and written comprehension). More recently, in congruence with the studies of discourse analysis and the linguistics of the text, it tends to be considered as a different skill Interaction, since in the conversation are activated simultaneously and Expression and hearing are inseparable.

Each of these skills in turn includes a set of micro skills; so, for example, listening comprehension requires the ability to recognize and appropriately segment the words that make up the phonic chain. However, in the written text the reader finds already isolated. Bordón (2000) lists a number of micro-skills proposed in Munby's model (1978).

- Hear all the words the speaker says.

- Understand the literal sense of the information provided.

- Deduct the meaning of the message from the context.

- Deduce the implicit meaning of the message.

- Recognize the attitude and tone of the speaker.

- Recognize the degree of formality of the speakers.

GilToresano (2004) emphasizes the importance of "learning to listen" as a determining element in the acquisition of a language and, therefore, in the need to insist on a didactic that focuses on listening comprehension as a communicative competence.

3.4. PRODUCTIVE SKILLS

Reading and writing skills have been postponed in English classes on the tenth or fifteen years, largely due to the enormous flow that structural linguistics has had on the teaching methods of modern languages, and given that as a result to the present fact that the classes have been employed, almost exclusively, to practice the speaking skill.

It seems evident that, in some sense, speaking the language that is being learned is the most important and influential factor in this learning process, but there are occasions or

circumstances in which their importance must diminish, as happens with those courses whose students have as main learning goals: to read and write in English.

Generally speaking, it seems that the four skills in modern language classes favors only to each of them in an articulated way, but to all the others. In this regard, Sharwood-Smith states: that in fact, reading and writing may positively speed up spoken performance. And even goes so far as to say that the four skills are to some extent facets of the same diamond. Learners must not separate them too rigidly for the purposes of constructing specific teaching materials. Paulson points out, psychologists now warn against relying too heavily on any one channel. (Sharwood-Smith, 2017)

Finocchiaro (2005) is also blunt in this regard about that classroom activities should be designed to help learners perceive the interrelationships between the listening, speaking, reading and writing skills and; these activities should strike a balance among these abilities. And later, when speaking of communicative competence, the same author will add that learners must be engaged in activities that will develop this competence not only in listening and speaking, but in all four skills.

But there is something else stated by Prator (2001) about many teachers who also note that their students, specially, adult students find difficult to learn through the ear only. These students education experience have been made visual minded; they cannot rally grasp or remember a word until they have seen it in written form.

All of the foregoing leads us to the conclusion that learning listening and speaking is as important as reading and writing, although for the individual treatment of the four skills in the present work, the Natural classic order will be followed in which it is usually presented in the methodology on language teaching.

3.5.   THE SPEAKING SKILL

As we have seen in the previous section, the speaker is as important as the listener in oral communication, and therefore, it is evident the enormous importance that this skill has in the teaching of a language. Moreover, during the last years, its importance may have been exaggerated, in detrimental to other skills. (Brown & Yule, 1983)

As for the time to start exercising this skill, it seems obvious that oral practice in English classes should be done from the very beginning of the learning process.

At first, the student should mechanically repeat the classic pattern drills exercises. These exercises will be repeated first in chorus, then by groups and, subsequently, one by one. All of which will facilitate the student's difficult task to say the first words of a language that is not their own.

These first mechanical exercises: "substitution drills", "conversation drills", and so on, are basic to the formation of linguistic habits which a few years ago advocates the "audio-lingual approach". But it is important not to neglect the creative use of English in the communication of ideas advocated by Chomsky and his followers, the transformationalists, and try that meaningful communication as something made as soon as possible in the teaching-learning of English.

The use of dialogues and small role-playing to help students practicing this skill and there is a huge range of possibilities to facilitate in classes such as mural posters, drawings on the wax, movies, "role-cards".

These dialogues and dramatizations must gradually give way to the real communication, that is to say: students should gradually introduce their own words to a situation more or less prepared previously. Well it seems very convenient to practice first the

ability to speak with certain surveillance or direction, in order to arrive, later, at the practice of free conversation. L. G. Alexander states that conversation has to be guided before it can become open-ended or "free" and texts are excellent through which to guide oral work.

It is obvious that the last phase in acquiring this skill of speaking the constitutes the actual practice of free communication, in which the student is going to feel especially motivated, to be able to use mental faculties, and consequently much more in English learning, which must always be one of the main goals of every good teacher.

The use of "free communication" in English classes is really important, learning a second language should be a natural and not a mere acquisition of linguistic habits, as the structuralist proposed. Therefore, learners must try not to stop at the mere repetition of mechanical exercises, making it easier for the student to communicate significantly and even think about this second language.

It is therefore appropriate to use the language in class whenever possible, in order to have real communication, with words of our ideas in the different functions of a language: personal, interpersonal, directive, imaginative, and so on.

3.6. THE WRITING SKILL

This is, perhaps, the skill that had suffered more stigma a few years ago, especially since the defenders of the "Audiolingual approach" took as basic principle that "language is speech, not written". But today there seems to be growing interest in the practice of this skill. "There is growing interest in the teaching of written English; current methodology has attempted to bring it into line with various developments in the teaching of oral skills. (Sharwood Smith, 2017)

This greater importance now given to "writing skill" is due in recognition of the positive influence that its practice has on the global development of the learning-teaching of English. The visual presentation of language which contributes with writing results in quicker learning than oral presentation alone. Thus the written language, even as a service activity and not an end in itself, should play a significant role in the teaching / learning process.

On the topic of when to start writing in English classes there are different opinions, although there seems to be no valid reason to prevent practice from this skill at the very beginning. In the methodology of these days and as a consequence, in part, due to the influence of the "cognitive-approach" it is not given as much importance as in the past to the negative effect that the fact that students make some mistakes in writing during the process of learning a language, and therefore seems logical that you learn to write from the moment you start practicing the other skills.

It is interesting, then, to begin very soon to do some writing practices, either copying sentences, dialogues, or any text that has been read, or completing sentences and sentences that have been previously practiced in class.

Subsequently, paragraphs that have been adequately filled prepared and even summaries of short stories, without forgetting to do some dictation from time to time. At a later stage, all types of directed composition "controlled or guided writing", on whose practice there are lots of work to do.

Directed writing is one of the best ways to learn to write, but it should not be forgotten that writing is essentially in communication, and that communication presupposes certain intentionality of writing, and therefore it is necessary to exploit the student creative power, as far as possible, within a context of communication.

Writing (like speaking) is essentially in communication and as a consequence, the teacher must keep the idea of communication in his mind and in the mind of the student at all times. The last step in the practice of writing skills is free composition, where the student's creative activity must be fully exercised. But to arrive at this moment with well-founded hopes of success in its implementation, it is necessary that the teacher has previously and progressively programmed a series of exercises and compositions in which he has gone granting little more freedom to the student.

4. ACHIEVEMENT OF OBJECTIVES

4.1. GENERAL OBJECTIVE

To determine the incidence of extensive reading in the development of the productive skills of English in students of the Languages and Linguistics Major at Universidad Técnica de Manabí during the period 2016-2017.

4.2. SPECIFIC OBJECTIVES

✓ To identify reading habits in English as a foreign language in students of the Languages and Linguistics Major at Universidad Técnica de Manabí.

✓ To investigate the level of development of productive skills in students the Languages and Linguistics Major at Universidad Técnica de Manabí.

✓ To develop a proposal of extensive reading of short stories in the referred students the Languages and Linguistics Major at Universidad Técnica de Manabí.

4.3 HYPOTHESES ELABORATION AND VARIABLES DEFINITION

This research outlines the following hypotheses:

4.3.1. GENERAL HYPOTHESIS

✓ The extensive reading influences positively in the development of the productive skills of English in students of Languages and Linguistics Major at Universidad Técnica de Manabí during the period 2017.

4.3.2. SPECIFIC HYPOTHESES

✓ Students of Languages and Linguistics at Universidad Técnica de Manabí have reading habits in English as a foreign language.

✓ Students have a level of productive skills in English in students of Languages and Linguistics at Universidad Técnica de Manabí.

✓ The proposal of extensive reading of short stories for the development of productive skills through the use of auditory learning is a feasible solution in the learning process of English.

4.4. OPERATIONALIZATION OF VARIABLES

4.4.1. INDEPENDENT VARIABLE:

Extensive reading

Table 1 Operationalization of the independent variable

CONCEPT	DIMENSION	INDICATOR
Extensive reading, **free reading**, **book flood**, or **reading for pleasure** is a way of language learning, including foreign language learning, through large amounts of reading. As well as facilitating acquisition and learning of vocabulary, it is believed to increase motivation through positive affective benefits.	Extensive	• Easy. • Wide variety of books on various subjects. • The students choose what they want to read. • Read as much as possible and books for beginners or students with an intermediate level tend to be short. • Reading is your own reward. • Students read fast.
	Intensive	• Grammar • Lexis • Pragmatic • Coherence

Note prepared by the authors

4.4.2. DEPENDENT VARIABLE:

Productive skills

Table 2 *Operationalization of the dependent variable*

CONCEPT	DIMENSION	INDICATOR
The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills. They can be compared with the receptive skills of listening and reading.	Oral	- Phonology - Phonetics - Rhythm - Intonation
	Written	- Style - Punctuation - Register

Note: prepared by the authors

4.5. DEVELOPMENT OF RESEARCH DESIGN

4.5.1. LEVEL OF RESEARCH

Descriptive research: Due to its methodological approach and epistemological foundation it tends to be in descriptive order, oriented towards theoretical structures (…), it uses preferably qualitative, descriptive and unquantified information. These qualitative and interpretive paradigms are used in the study of small groups: communities, schools, classrooms

4.5.2. RESEARCH DESIGN

*Documentary research***:** Information from books, magazines and other types of documents was used to analyze and use in the elaboration of the proposal and the achievement of the objectives.

4.5.3. FIELD RESEARCH

Surveys were applied to students of Universidad Técnica de Manabí who are the subject of study. Therefore, the results obtained were analyzed qualitatively.

4.6. METHODS

4.6.1. INDUCTIVE - DEDUCTIVE METHOD

It permits the analysis of data from surveys; this method was also useful for making conclusions and recommendations.

4.6.2. SYNTHETIC- ANALYTICAL METHOD

This method can determine the students' drawbacks when executing self-education in English language learning. By analyzing the problem, it can be broken down into parts in order to establish specific strategies to solve it in the most appropriate and timely manner.

4.7. TECHNIQUES AND INSTRUMENTS

4.8.1. SURVEY

A questionnaire for students of Universidad Técnica de Manabí was conducted in order to get to know the level of autonomy that they exhibit in this institution.

4.8.2. DATA TABULATION

This technique required tables and graphs to help visualize the results in a dynamic and summarized way.

4.8. RESOURCES

4.8.1. HUMAN

- ✓ Students of the major of Languages and Linguistics of Universidad Técnica de Manabí

- ✓ Thesis adviser of the same institution

- ✓ 2 researchers

- ✓ Adviser responsible of conducting the Project.

4.8.2. MATERIALS

- ✓ Copies

- ✓ Computer

- ✓ Standards A.P.A Guide

- ✓ Books

- ✓ Cameras

- ✓ Transport

- ✓ Internet

4.9.3. EXPENSES

This research paper had a cost of $273 American dollars, which were financed by the author.

5. DEFINITION AND SELECTION OF SAMPLE

To achieve the objectives of the research and operationalize the concepts and elements involved in the problem, we worked with a sample of 50 students of the universe of 125 students and 6 teacher. As is shown in the following table:

Table 3 *Population*

Educative Institution	Major of Languages	Number of students and teachers
Students		125
English teachers		6
TOTAL		131

Note prepared by the authors

5.1. FORMULA TO CALCULATE THE SAMPLE

$$n = \frac{N}{E^2\,(N-1)+1}$$

5.1.1. DATA

n = sample

N = population

E = 0.05

5.2. PROCEDURE

$$n = \frac{131}{0.5^2\,(131-1)+1} = \frac{131}{0.0025\,(130)+1} = \frac{131}{1.325} = 100$$

In this way, the sample was obtained to implement the survey to students and do the research.
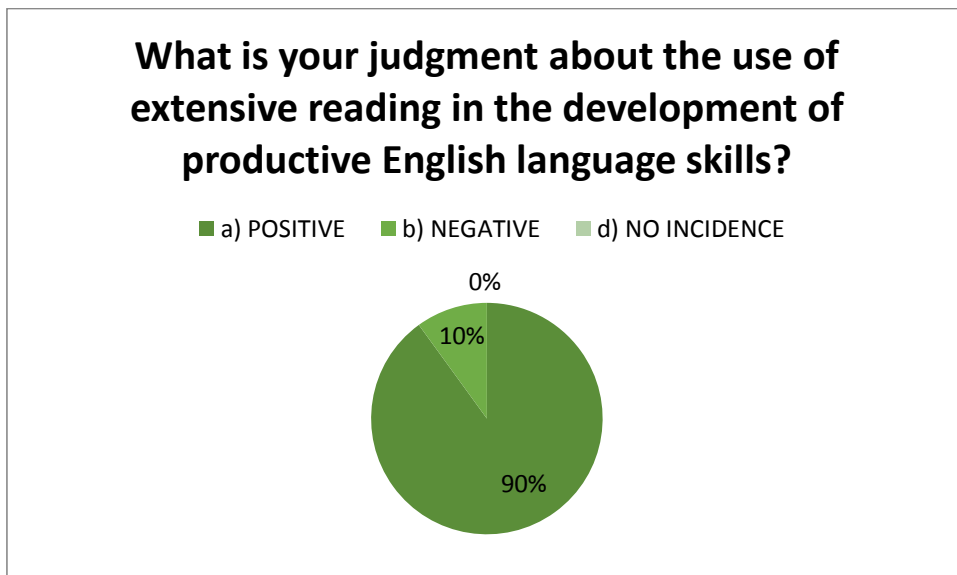
6.   DATA COLLECTION

SURVEYS APPLIED TO STUDENTS OF LANGUAGES AND LINGUISTICS MAJOR AT UNIVERSIDAD TECNICA DE MANABI

1. What is your judgment about the use of extensive reading in the development of productive English language skills?

Table 1:

Effectiveness of extensive reading	
POSITIVE	90
NEGATIVE	10
NO INCIDENCE	0

Note: prepared by the authors.

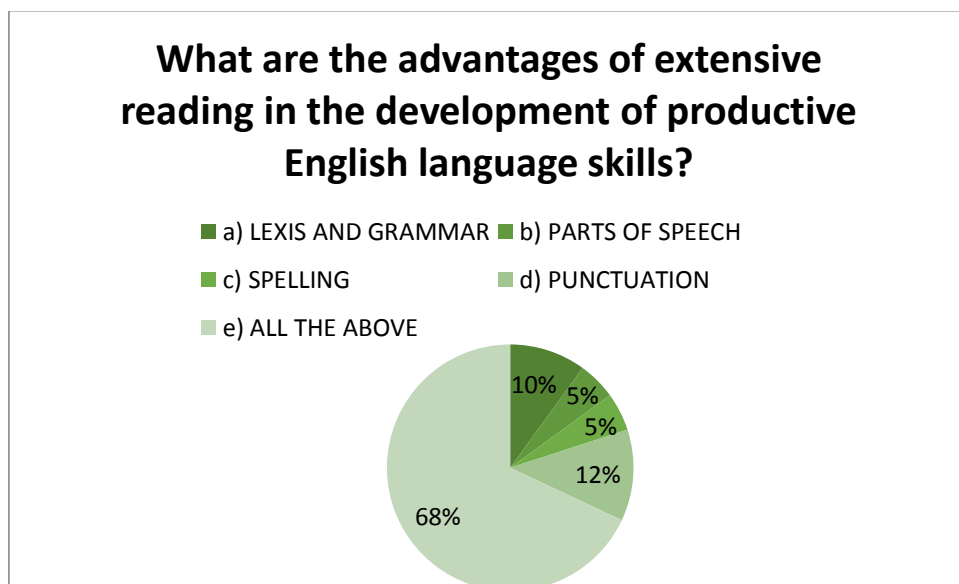**Source:** Students of the Languages and Linguistics Major of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

2. What are the advantages of extensive reading in the development of productive English language skills?

Table 2:

Advantages of extensive reading.	
LEXIS AND GRAMMAR	25
PARTS OF SPEECH	10
SPELLING	0
PUNCTUATION	65
ALL THE ABOVE	0

Note prepared by the authors.

What are the advantages of extensive reading in the development of productive English language skills?

- a) LEXIS AND GRAMMAR
- b) PARTS OF SPEECH
- c) SPELLING
- d) PUNCTUATION
- e) ALL THE ABOVE

10% 5% 5% 12% 68%

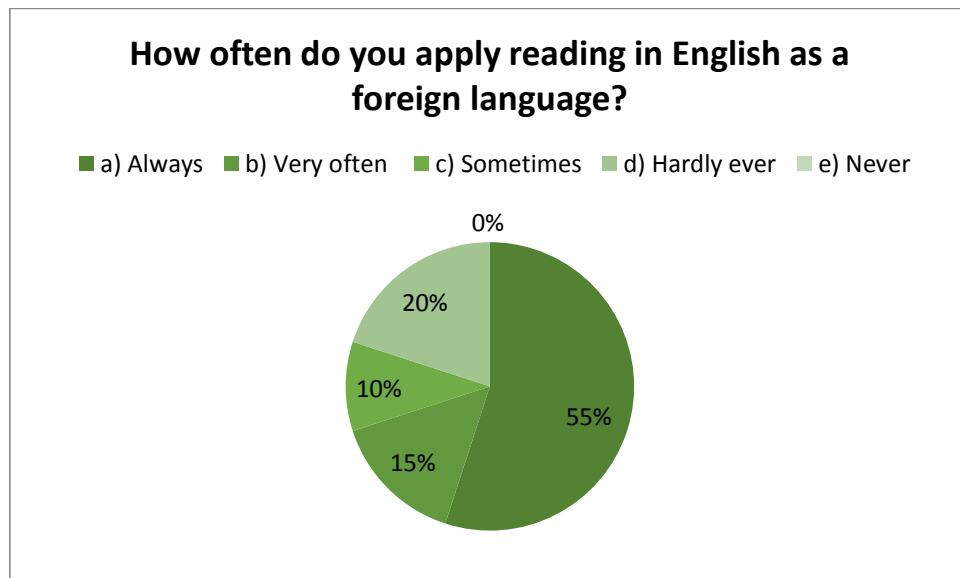**Source:** Students of the Major of Languages and Linguistics of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

3.   How often do you apply reading in English as a foreign language?

Table 3:

Reading as a habit	
ALWAYS	55
VERY OFTEN	15
SOMETIMES	10
HARDLY EVER	20
NEVER	0

Note: prepared by the authors.

How often do you apply reading in English as a foreign language?

■ a) Always ■ b) Very often ■ c) Sometimes ■ d) Hardly ever ■ e) Never

0%
20%
10%
15%
55%

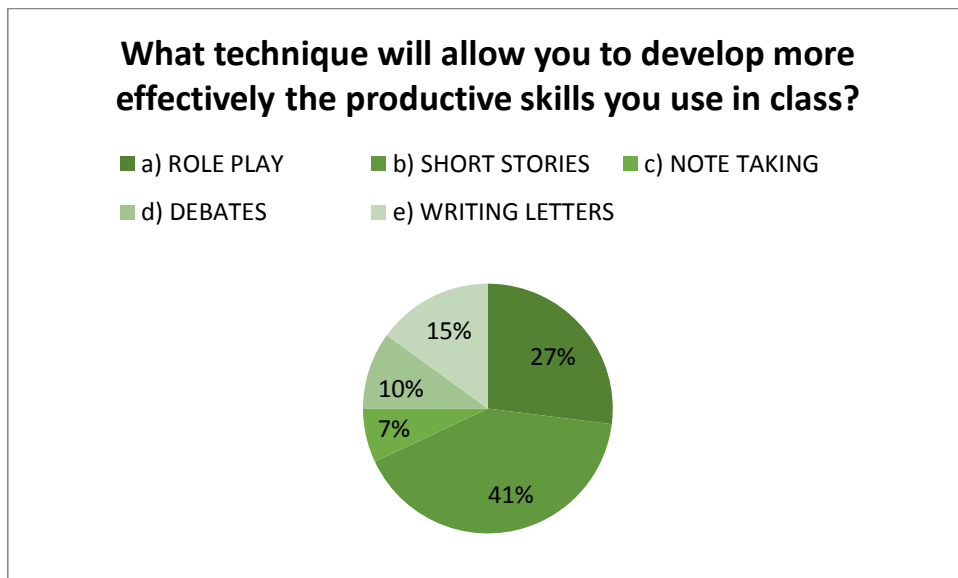**Source:** Students of the Major of Languages and Linguistics of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

4. What technique will allow you to develop more effectively the productive skills you use in class?

Table 4:

Most efficient techniques used in class	
ROLE PLAY	27
SHORT STORIES	41
NOTE TAKING	7
DEBATES	10
WRITING LETTERS	15

Note: prepared by the authors.

What technique will allow you to develop more effectively the productive skills you use in class?

■ a) ROLE PLAY ■ b) SHORT STORIES ■ c) NOTE TAKING
■ d) DEBATES ■ e) WRITING LETTERS

15% 27% 10% 7% 41%

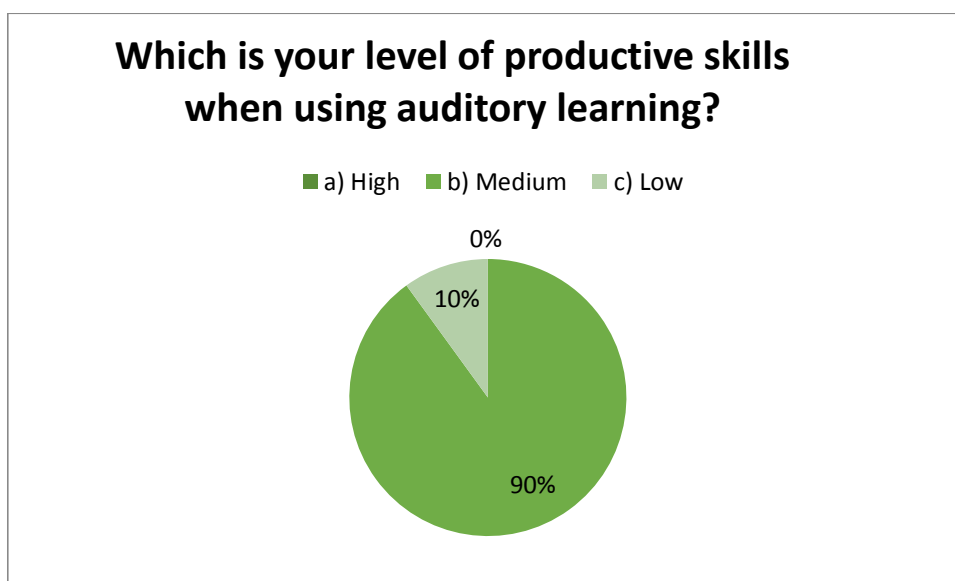**Source:** Students of the Major of Languages and Linguistics of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

5. What do you consider to be your level of English in applying productive skills?

Table 5:

Level of productive skills	
HIGH	0
MEDIUM	90
LOW	10

Note: prepared by the authors.

Which is your level of productive skills when using auditory learning?

■ a) High ■ b) Medium ■ c) Low

0%
10%
90%

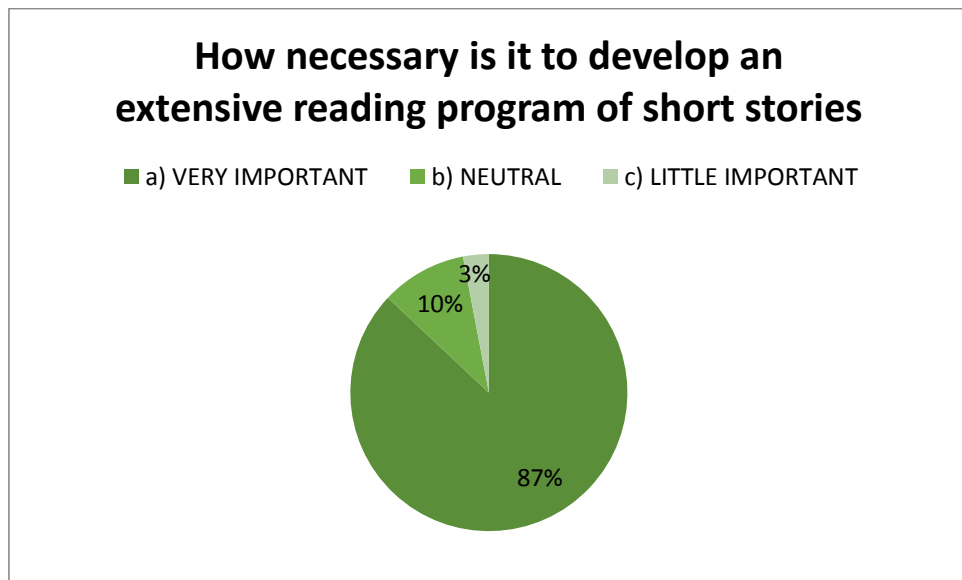**Source:** Students of the Major of Languages and Linguistics of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

6. How necessary is it to develop an extensive reading program of short stories for students.

Table 6:

Creation of a reading program	
a) VERY IMPORTANT	87
b) NEUTRAL	10
c) LITTLE IMPORTANT	3

Note: prepared by the authors.

How necessary is it to develop an extensive reading program of short stories

■ a) VERY IMPORTANT ■ b) NEUTRAL ■ c) LITTLE IMPORTANT

3%
10%

87%

Source: Students of the Major of Languages and Linguistics of UTM

Authors: Cedeño Burgos Erika; Romero Alava Ana

7. DATA ANALISYS

ANALISYS OF TABLE 1 AND FIGURE 1

What is your judgment about the use of extensive reading in the development of productive English language skills?

The Students answers were 90% that indicated extensive reading strongly improve productive skills of English, 10% said that it is not effective, and 0% said no there is no incidence. It can be seen that there is willingness for learning English through the reading for pleasure activities and tasks that are developed within the classroom.

ANALISYS OF TABLE 2 AND FIGURE 2

What are the advantages of extensive reading in the development of productive English language skills?

68% of the respondents revealed that all the options are developed by using extensive reading, 12% expresses that it is punctuation, while 10% say it was lexis and grammar, 5% said it was parts of speech and 5% was in favor of spelling. For this reason, it comes up the need to encourage students during and after the learning of the language in the class in a way that affects positively the process.

ANALISYS OF TABLE 3 AND FIGURE 3

How often do you apply reading in English as a foreign language?

In This graph shows that 55% of the staff surveyed pointed out that they always read outside the classroom, 15% said they do it very often, 10% said sometimes and 20% expresses they hardly ever read. It is possible to observe the students' need for the teacher to implement habits of reading is important, so they can have a good development of the productive skills.

ANALISYS OF TABLE 4 AND FIGURE 4

What technique will allow you to develop more effectively the productive skills you use in class?

41% of respondents indicated that short stories is the most effective technique to improve productive skills, 27% said that it is role-plays, 7% reported that it is note taking, while 10% stated that it is debates and another 15% said it is writing letters.

For this reason there is a need to use extensive reading learning and obtain good results by improving English productive skills that reinforces what has been learned in the classroom, whether it is helped by the content of books or some didactic material.

ANALISYS OF TABLE 5 AND FIGURE 5

What do you consider to be your level of English in applying productive skills?

90% of respondents say that the level of productive skills using extensive reading learning is medium, 10% report that it is low, and 0% indicates that it is high.

According to the results obtained, students do not find motivation to learn English, therefore, teaching becomes monotonous, and thus there is a huge need to encourage students to improve the learning process and extensive reading can be the solution.

ANALISYS OF TABLE 6 AND FIGURE 6

How necessary is it to develop an extensive reading program of short stories for students?

87% of respondents indicated that the creation of a reading program with activities of extensive reading learning is very important for learning English, while 10% reported that it is neutral, while 3% said it is not important at all.

More than half of the respondents say that extensive reading learning is important and that is why this learning strategy in the teaching-learning process must be applied.

8. ELABORATION OF RESULTS REPORT

8.3.1 ACHIEVEMENT OF OBJECTIVES:

The achievement of the objectives is demonstrated after completing the research in its theoretical and practical part.

8.3.2 GENERAL OBJECTIVES:

To determine the incidence of extensive reading in the development of the productive skills of English in students Languages and Linguistics at Universidad Técnica de Manabí during the year 2016-2017.

More than 80% of the informants agreed that extensive reading is an effective strategy and method to improve communicative skills and it is observed that more than half of the informants agree that it has many advantages and motivates students very often.

Indeed, learners and teachers use extracurricular materials because it helps to cover several units of the book or just as an initiative to use didactic materials, updated in what is related to the learning process. Because of this initiative, the teaching becomes interesting and motivating and allows the learners to develop productive skills, and consequently produces positive language learning.

This is the reason why the respondents agree on the need to encourage the student to read extensively and obtain additional information to reinforce what has been learned in the classroom, as well as develop tasks in groups or pairs, allowing them to have a good development of the productive skills so that they can improve the learning process

8.3.3   SPECIFIC OBJECTIVE #1:

To identify reading habits in English as a foreign language in Language and Linguistics' students at Universidad Técnica de Manabí.

Extensive reading learning in students has an emotional impact in the development of their productive skills, thus, it becomes obvious that students need to be motivated to learn a second language. A huge percentage of students enter university to study only as a requirement to achieve the goal of graduation and achieve a third or fourth level degree in the Universidad Technical de Manabí. Therefore, there is a need for students to be motivated in a way that affects positively the learning process, promoting solidarity and fellowship at any time and place when it is required.

As a conclusion more than 50% of informants want a teacher to help them to be motivated before, during and after the learning process, taking into consideration that learning a new language is to return to a new childhood where they learn with songs, games, short stories and dynamics that make learning more interesting, this is a way predisposed to learn a new language.

8.3.4   SPECIFIC OBJECTIVE #2:

To investigate the level of development of productive skills in students the Language and Linguistics at Universidad Técnica de Manabí.

The updated motivational strategies favor the development of productive skills of the students. It can be seen that the respondents indicate that they agree with the extensive reading learning strategies used by the teacher, either due to the presence of new material or perhaps due to the initiative of using a different method, consequently there will be shortcomings in learning the language.

Likewise, 90% of the informants point out that they have a medium level of productive skills. There is always a need for the teacher to update his teaching strategies, either by using books, short stories, English newspapers, extracurricular material and so forth that allows him to better off a topic treated in classes and that would allow the student to be involved in real situations that strengthen their language skills.

8.3.5   SPECIFIC OBJECTIVE #3:

To develop a proposal of extensive reading of short stories in the referred students the Language and Linguistics at Universidad Técnica de Manabí.

More than 80% of the respondents raised the need for a program of short stories using extensive reading learning strategies that stimulate interest in learning a second language. For the classes, in order to be more interesting in the institution, the respondents affirm that it is urgent to create a highly motivating environment that allows them to know the learner that through reading a variety of materials with different topics.

The proposal is approved, and it is imperative to develop an updated guide for extensive reading learning strategies for the teacher, which will serve as a support and complement in the classroom of Languages and Linguistics Major. The motivation for learning English must be adequately nourished throughout the whole process of learning so that although it has ups and downs it can continue to maintain its driving force in the process aimed at achieving that goal of learning English as a second language.

9.   CONCLUSIONS

During the period of execution of the investigation, applying the knowledge acquired in the process of instruction in the Languages and Linguistics Major, the authors of this work have come to the following conclusions:

- The majority of students find extensive reading at the moment of learning English very influent in the development of productive skills.

- Concerning to productive skills, writing is the most developed ability when applying extensive reading since lexis and grammar and punctuation were pointed out as the advantages you get from using this technique.

- Reading is applied in an intensive way during the English class and that is why this technique gives a great opportunity for students to improve their productive skills at the moment of learning a new language.

- Role plays and short stories are the preferred strategies to improve productive skills as the latter better off writing and the first one improve speaking.

- The level of productive skills in students of the institution where the research was carried out is medium

- The proposal is a feasible solution to be applied in this institution

9.1. RECOMMENDATIONS.

During the performance of the study, it could be noticed some necessities students and the educational institution have related to motivation strategies. With this investigation some negative aspects can be balanced in order to enhance the learning process. Due to those expectations it is recommended:

- It is suggested to use the extensive reading learning during the learning process since through looking for improving productive skills this one seems to be a good option to be implemented.

- It should be carried out writing and speaking workshops using extensive reading in order to take advantage of this technique.

- Promote the use of extensive reading on the side of teachers through the implementation of seminars for them so they will be ready to use this strategy.

- Role plays and short stories have to be a MUST in every class as it is shown that they are quite effective and interesting for learners.

- Extensive reading should be applied at a high proportion with the aim of reaching a high level of productive skills.

- The proposal should be implemented through seminars and workshops in every institution where it is accepted.

THE PROPOSAL

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN
ESCUELA DE IDIOMAS

CONTRIBUTOR CREDITS
GUIDE WITH EXTENSIVE READING STRATEGIES FOR
ENGLISH TEACHERS
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B. A. Miguel Angel Macías Loor, M. Sc.

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Ana Carolina Romero Alava

Introduction

By partially developing productive skills in the majority of students, it has caused extensive reading learning to be limited, since the communication is ineffective. Workgroups are formed occasionally within the classroom; this causes students to work individually. To achieve the construction of knowledge it is necessary to work in a group way with acceptance of opinions and analysis from different points of view. Most of students do not take roles within the working groups because of certain situations, this leads to the disorientation of activities. Teachers use few exercises to practice activities (speaking and writing) for this reason there is little language management and the use of written compositions with the correct use of lexicon, grammar and word functions.

There are difficulties for most of the students in developing certain skills (speaking and writing) participating, contributing with ideas, carrying out monitoring of tasks causing a limited learning, so it is necessary to develop a manual of activities for productive skills. It is suggested to use extensive reading learning since it is achieved through interaction, taking roles, accepting responsibilities and analyzing the other, with the aim of working on common goals. It is also recommended to apply methods of group work as it is based on the activity performed by each member of the group, seeking solutions to questions raised through the discussion of ideas. It is suggested to assign roles within the working groups to coordinate activities and in this way each student is responsible for processing information, developing, reformulating and constructing it.

Justification

This work is important because it will improve productive skills (speaking and writing) through extensive reading learning in order to achieve better cognitive development and fluency in oral comprehension, and correct writing of the language, to do this it is added the elaboration of a manual of activities to achieve those goals. It is of interest because it seeks communication through the English language, using real situations for practicing it; by means of writing acquisition of an advanced level of lexicon and how to write words and functions.

Objectives of the motivational strategy guide

General objective

To develop a manual about extensive reading activities to improve productive skills: speaking and writing in UTM students.

Specific objective.

- To arouse in students the interest to learn a second language through extensive reading learning strategies that allows the learner to improve productive skills.

- To analyze extensive reading learning strategies in the development of the teaching-learning process of English, through competences: speaking and writing skills.

- To socialize the guide of extensive reading learning style strategies through a seminar or workshop addressed to all English teachers of the institution, whose purpose will be to be updated in methods and techniques of English teaching.

ACTIVITY 1

Group: Teenagers intermediate				**Time:** 45 Minutes
Present topic work: Speaking Activity (discussion activity).				
Competence development: Students will get a conclusion, share ideas.				
Timing	**Teacher activity**	**Student activity**	**Success indicators**	**Aims of the stage**
45 minutes	Give a relevant book with a specific topic Form groups	After reading the book, they present their opinion to the class	Students get into the topic and participate	The speaking should be equally divided among group members

ACTIVITY 2

Group: Teenagers intermediate				**Time:** 45 Minutes
Present topic work: Speaking Activity (role play activity)				
Competence development: Students will assume roles.				
Timing	**Teacher activity**	**Student activity**	**Success indicators**	**Aims of the stage**
45 minutes	Provide short stories Assign roles Form groups	Have a variety of social roles from the short story and perform it	Assume roles	It is other way to get students to speak

KEEP CALM AND LEARN ENGLISH

ACTIVITY 3

Group: Teenagers intermediate				Time: 45 Minutes
Present topic work: Speaking Activity (storytelling activity)				
Competence development: Students will develop creative thinking and express ideas.				
Timing	**Teacher activity**	**Student activity**	**Success indicators**	**Aims of the stage**
45 minutes	Read a small story	Summarize the tale	Develop creative thinking	Students can create their own stories to tell their classmates

ACTIVITY 4

Group: Teenagers intermediate	**Time:** 45 Minutes

Present topic work: Writing Activity (a person you will never forget)

Competence development: Students will connect information with their experiences.

Timing	Teacher activity	Student activity	Success indicators	Aims of the stage
45 minutes	Form groups Provide letters with information about unforgettable people	Each student takes a letter to write down information	Assume roles to write down information	Everybody complete the letters

ACTIVITY 5

Group: Teenagers intermediate	**Time:** 15 Minutes

Present topic work: Writing Activity (a special birthday)

Competence development: Students will be able to associate sentences to form a paragraph.

Timing	Teacher activity	Student activity	Success indicators	Aims of the stage
15 minutes	Form groups Give students a short articles about celebrating birthdays	Each student gives original ideas about a birthday party	Brainstorming	Write a composition

ACTIVITY 6

Group: Teenagers intermediate	**Time:** 15 Minutes

Present topic work: Writing Activity (dictation)

Competence development: Students will develop speaking and writing skills.

Timing	Teacher activity	Student activity	Success indicators	Aims of the stage
15 minutes	Give students a short story Dictate the story after students have read it	Copy the dictation	Identify the tense	Write the essay

10. RESEARCH PAPER BUDGET.

The expenses have been calculated for the execution and completion of the project is as follows:

Table 7:

Research paper Budget.

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
100 hours	Use of internet	$ 0,60	$60,0
5 texts	Book Rental	$ 1,00	$ 5,00
60 sheets of paper	Printing color	$ 0,25	$15,0
200 sheets of paper	Printing White and Black	$ 0,05	$10,0
100 sheets of paper	Copies	$ 0,03	$ 3,00
5 CDs	CD recording	$ 1,50	$15,0
1	Research paper binding	$20,0	$20,0
	Transport		$60,0
3	Manuals	$20,0	$60,0
10	Folders	$ 0,50	$ 5,00
2	Plagiarism control of the research paper	$10,0	$20,0
	TOTAL		**$273,0**

Note: prepared by the authors.

11. ACTIVITIES CHRONOGRAM 2017

Table 8: Activities Schedule and Budget

ACTIVITIES	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL
Topic selection and elaboration of the project	■								
Review and approval of the project		■	■						
Selection of bibliographical sources and development of the theoretical framework		■	■						
Implementation of the survey and interview and preparation of statistical tables with their analysis				■					
Preparation of the proposal					■				
Review and correction of the research paper						■			
Approval of the research study							■		
Presentation of the thesis								■	
Defense of the thesis									■

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13. ANNEXES

Annex 1: Questionnaire for the survey at students.

UNIVERSIDAD TÉCNICA DE MANABÍ
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE IDIOMAS Y LINGÜÍSTICA
ENCUESTA DIRIGIDA A ESTUDIANTES

La presente encuesta tiene como objetivo determinar la influencia de la lectura extensiva en el desarrollo de las destrezas productivas del inglés en los estudiantes de la Carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Cuál es su criterio sobre el uso de la lectura extensiva en el desarrollo de las destrezas productivas del idioma inglés? (Objetivo General)
   - Positivo ( )
   - Negativo ( )
   - No incide ( )
2. ¿Qué ventajas proporciona la lectura extensiva en el desarrollo de las destrezas productivas del idioma inglés? (Objetivo General)
   - Léxico y gramática   ( )
   - Recursos del discurso   ( )
   - Habla continua   ( )
   - Deletreo   ( )
   - Proceso y producto   ( )
   - Distribución y puntuación   ( )
   - Todas las anteriores   ( )
3. ¿Qué tan seguido aplica la lectura en inglés como lengua extranjera? (Primer objetivo específico)
   - Siempre   ( )
   - A menudo   ( )
   - De vez en cuando ( )
   - Rara vez   ( )
   - Casi nunca   ( )
   - Nunca   ( )
4. ¿ Qué técnica que permitan desarrollar más efectivamente las destrezas productivas usas en clases? (Primer objetivo específico)
   - Role-play   ( )
   - Short stories   ( )
   - Note taking   ( )
   - Debates   ( )
   - Escribir cartas ( )
5. ¿Cuál considera que es su nivel de inglés al aplicar las destrezas productivas? (Segundo objetivo específico)
   - Alto ( )
   - Medio ( )
   - Bajo ( )
6. ¿Cuán necesario es desarrollar un programa de lectura extensiva de historias cortas en los estudiantes la Carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí.? (tercer y cuarto objetivo específico)
   - Muy importante   ( )
   - Neutral   ( )
   - Poco importante ( )

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ENCUESTA DIRIGIDA A PROFESORES

La presente encuesta tiene como objetivo determinar la influencia de la lectura extensiva en el desarrollo de las destrezas productivas del inglés en los estudiantes de la Carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

7. ¿Cuál es su criterio sobre el uso de la lectura extensiva en el desarrollo de las destrezas productivas del idioma inglés? (Objetivo General)
- Positivo ( )
- Negativo ( )
- No incide ( )

8. ¿Qué ventajas proporciona la lectura extensiva en el desarrollo de las destrezas productivas del idioma inglés? (Objetivo General)
- Léxico y gramática ( )
- Recursos del discurso ( )
- Habla continua ( )
- Deletreo ( )
- Proceso y producto ( )
- Distribución y puntuación ( )
- Todas las anteriores ( )

9. ¿Qué tan seguido aplica la lectura en inglés como lengua extranjera? (Primer objetivo específico)
- Siempre ( )
- A menudo ( )
- De vez en cuando ( )
- Rara vez ( )
- Casi nunca ( )
- Nunca ( )

10. ¿ Qué técnica que permitan desarrollar más efectivamente las destrezas productivas usas en clases? (Primer objetivo específico)
- Role-play ( )
- Short stories ( )
- Note taking ( )
- Debates ( )
- Escribir cartas ( )

11. ¿Cuál considera que es su nivel de inglés al aplicar las destrezas productivas? (Segundo objetivo específico)
- Alto ( )
- Medio ( )
- Bajo ( )

12. ¿Cuán necesario es desarrollar un programa de lectura extensiva de historias cortas en los estudiantes la Carrera de Idiomas y Lingüística de la Universidad Técnica de Manabí.? (tercer y cuarto objetivo específico)
- Muy importante ( )
- Neutral ( )
- Poco importante ( )

Annex 3: Major of Languages and Linguistics

Annex 4: Students completing the surveys

Annex 5: Students completing the surveys

Annex 6: Teachers completing the surveys

Annex 7: Delivery of the manual to the vice dean of the major of Languages and Linguistics

Annex 8: Development of the thesis with the thesis adviser