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DEPARTMENT OF LANGUAGES

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DISTANCE LEARNING EDUCATION

TITLE:

“THE ACTION RESEARCH AS A STRATEGY TO IMPROVE TEACHING AND LEARNING PROCESS IN THE ENGLISH CLASS OF TENTH GRADES AT “ABDON CALDERON” MILITARY HIGH SCHOOL IN QUITO, DURING THE FIRST TERM, 2009 – 2010 SCHOOL YEAR”

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CERTIFICATE

We, Dr. Oswaldo Villa., Director and María Eugenia Arcos Jiménez M.Sc., Co-Director, duly certify that the Thesis under the title: “The action research as a strategy to improve teaching and learning process in the English class of tenth grades at “Abdón Calderón” Military high school in Quito, during the first term, 2009-2010 school year ” by Mayra Elizabeth Almache Bermeo and Rober Fernando Badillo Pucha, who have finished their studies in Linguistics Applied in the English Language program at the distance modality in the Army Polytechnic School, after being studied and verified in all its chapters; the dissertation is authorized in front of the correspondent university authorities.

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To “Abdón Calderón” Military high school staff, who facilitated all the necessary information for finishing this entire project.

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Finally, to our thesis director Dr. Luis Oswaldo Villa and Co director Dr. Maria Eugenia Arcos, for trusting us for their patience and because they offered their knowledge during the whole process of elaboration of this thesis.

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DEDICATION

To God who gave me the opportunity to live, who has guided me during this journey and given me a wonderful family.

With love and affection mainly to my parents who gave me the life and have always been close to me during my studies supporting and giving me all their love.

To my boyfriend who is my life and who is always aware of my accomplishments, a big hug of thankfulness.

To my siblings and friends through their guidance and encouragement have helped me grow as person, for their support, trust and love

Mayra Almache.

To God because he guided and provided me with the wisdom and all the requirements to accomplish this project.

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To my parents and siblings, because they have been my inspiration and support.

Rober Badillo

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SUMMARY

To develop this research, the scheme proposed by the Army Polytechnic School's Language Department has been followed in detail. It clearly shows us how to develop a research and our Tutors helped us to obtain the requirement results which permit us to complete it successfully.

The field of teacher education is wide and complex, much attention has been paid especially to methods and techniques in language teaching, where minimal attention is paid to the development of teachers, this subject attempt to review different approaches that involve teachers in developing theories, understanding the nature of teacher decision making and strategies for critical self awareness and self evaluation. It provides the data for this kind of self reflection and examination.

This research will help to define the conceptual base upon which the design of education programs in language teaching is based, to review innovative practices in teacher education it will also help to describe research issues and research findings in second language teacher education, directly based of the specific objectives which are established at the beginning of the research work, teachers need to investigate various sources of knowledge, experience and resources to be used in exploring and developing their own approach to teaching. Methodology for language teacher needs to be firmly grounded in both theory and practice.

INTRODUCTION

Considering the last trends in the field of teaching English language, focused on the use of action research and effective strategies which permit to teacher and students reach the teaching and learning process English as a second language, following specific methods in the teaching work which is considered as a group of applicable rules which results have to be predictable, it is necessary for us to make use of these strategies which can be implanted in advanced language.

Good teaching does not adopt any already known technique blindly; that could be adapted to different educational requirements, Educators and their biological, social, financial, cultural and political conditions strategies that are considered as individuals, collectives, mixed and globalized; More than one teacher has created his/her own technique, beginning from a general criterion, promote meaningful learning, looking for quality in education, based on creativity, and experience.

The needs of educational changes are formally known for all social groups of our country. However, there are not the same objectives, and there had not been any fundamental assent to guarantee a stronger movement to promote better achievements.

The most important aspects found in each chapter are summarized in the following resume:

Chapter I refers to “Research Problem” which contains the themes such as problem identification, problem setting, main problem, secondary problems, variables working out, general and specific objectives, justification that helps to set up the real necessity to research new active techniques to improve the meaningful learning of the English language.

Chapter II concerns about the “Theoretical Frame” that involves theoretical and conceptual focus, structure, hypothesis system, working hypothesis, null hypothesis, and alternative hypothesis which serve to review in detail the different sources of useful information in the analysis of the researched topic.

Chapter III focuses on the “Methodological Design” which contains research type and design, population and sample, instruments for data collection, processing and analysis linked with the methodology to obtain and process the researched data for its analysis.

Chapter IV is about the “Analysis and Interpretation of results” with its components such as previous for the data collection, survey to students, survey to teachers; applying a descriptive statistics, through conventional formulas that helped us to verify the proposed hypothesis.

Chapter V mentions conclusions and recommendations which were achieved as outcomes of this important research.

Chapter VI deals with the Proposal, description, and justification, objectives, theoretical Foundation, development of the seminary that they will help us as professionals to handle with new alternative techniques to improve the teaching-learning process.

In the REFERENCES MATERIALS will show a brief description of bibliographical sources such as: books and websites that were used for the research, at the same time there will be the Annexes that contain some teacher - student’s surveys.

PART I

RESEARCH PROBLEM

1.1. RESEARCH THEME

“The **action research** as a strategy to improve **teaching and learning process** in the English class of tenth grades at “ABDON CALDERON” Military High School in Quito, during the first term, 2009 – 2010 school years”

1.2 PROBLEM IDENTIFICATION

The low efficiency of students in the English language knowledge in 10th courses at “ABDON CALDERON” Military High School in Quito, where most of the teachers should develop a correct action research strategy to improve teaching Practices in English class

During the practice with the students of the tenth year of basic education of the “Abdón Calderon” High School at the Pichincha province, we deduced that the action research is necessary to improve teaching practices in the English class where students are unresponsive and avoid interact with the teacher.

Furthermore, students can often be very reluctant to give feedback or ask the teacher a question in front of the class, being the most important causes the lack of communicative features during the teacher practices, the poor pedagogical background, the inappropriate didactic material and the old-fashioned Methodologies used for the teacher to motivate students to act in class.

Can the use of action research improve the teaching practices in class?
My goal with this study is demonstrate that through the application of proper teaching methods teachers will improve their teaching practices. It is very important for us to find the solution to this problem and to reach the students and teachers success.

We deduce that a well-designed evaluation system improves practices and ensures the quality of teaching, develop a school culture in which effective evaluation is encouraged teachers on their own professional growth in schools where teachers collaboratively learn and solve problems with a sense of being part of a professional community, is both a powerful motivator and a significant source of job satisfaction.

1.3 Problem-setting

1.3.1 Main problem

How will the application of Action Research strategies contribute with the improvement in the teaching and learning process of the English Language for students of the tenth grades at “Abdón Calderón” Military high school, during the first term of school year 2009 - 2010?

1.3.2. Secondary problems.

- How do the **lack of information and Teachers` Training** affect the teaching-learning process for secondary school students of the tenth grades at “Abdón Calderón” Military High school, during the first term of school year 2009 - 2010?
- How does the loss of **teachers` initiative** limit the learning of students for secondary school of the tenth grades at “Abdón Calderón” Military high school, during the first term of school year 2009 - 2010?
- How does the lack of **motivation** minimize the students` attention in the English class for secondary school students of the tenth grades at “Abdón Calderón” Military high school, during the first term of school year 2009 - 2010?

1.4 VARIABLES WORKING OUT

Independent Variable

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
<u>Action Research.</u>	Reflective process of progressive problem solving led by individuals working with others in teams or as part of a "community of practice" to improve the way they address issues and solve problems.	<ul style="list-style-type: none"> ➤ Introduction about Action Research ➤ Methods in social enquiry ➤ Action learning ➤ Reflective process 	<ul style="list-style-type: none"> ➤ The Action Research Process ➤ Role of the researcher ➤ The principle of triangulation ➤ Principles ➤ Observation

Dependent variable

VARIABLES	DEFINITION	DIMENSIONS	SUBDIMENSIONS
<p><u>Teaching and Learning process</u></p>	<p>Component focuses on the methods and activities That is used to help students gain understanding of the information presented.</p>	<ul style="list-style-type: none"> ➤ Teaching and learning process. ➤ Methods of practice and performance. ➤ Techniques. 	<ul style="list-style-type: none"> ➤ Learning process. ➤ Teaching process ➤ Interactive activities ➤ Collecting student feedback ➤ Technology ➤ writing practices ➤ Narrative Functional ➤ Reading practices ➤ Strategy instructions; ➤ listening practices

1.5 OBJECTIVES

1.5.1 General

To develop new **action research** strategies to achieve the way of relationships in the **teaching and learning process** in the class and the teacher practices training and applicability for secondary school of the tenth grades at “Abdón Calderón“ Military high school, during the first term of school year 2009 - 2010?

1.5.2 Specific.

- To solve and expand teachers knowledge with Interactive activities and **action research strategies** to apply and improve the methodology in **teaching and learning process** for secondary school students of the **tenth** grades at “Abdón Calderón“Military high school, during the first term of school year **2009 – 2010**.
- To determine how **How does the loss of teachers’ initiative limit the learning of students for secondary school** of **tenth** grades at “Abdón Calderón “ Military high school, during the first term of school year **2009- 2010**.
- To generate the research based on the proposal of applying **action research** to achieve the **teaching and learning process** to students at Abdón Calderón High School, term 2009-2010”

1.6 JUSTIFICATION

In the “Abdon Calderon” High School, according to the data that were analysed, it is possible to conclude that the action-research training strategy that was implemented in the context of this collaborative supervision model will help teachers to change their evaluation teaching practice in their English classes, developing, analytical and evaluative skills in the description of instructional practice, and developed reflective.

The purpose of this study was to advance the necessary base for understanding the relationship between teacher evaluation practices and teacher job satisfaction. As study by indicated that state departments of education, to improve teacher quality and student achievement, would be well advised to attend to the preparation and qualifications of the teachers school administrators hire and retain in the profession and support the findings regarding the value of teacher knowledge, training, and learning, all components of the revised teacher evaluation model.

Quaglia and Marion (1991)¹ suggested more research is needed to determine if an internal construct such as teacher satisfaction can be improved by changing an external construct in the workplace such as the school’s organizational culture. Teacher’s evaluation, with the inclusion of teacher empowerment and collaboration, is an integral part of the school’s organizational culture.

¹ Quaglia and Marion (1991)

PART II

THEORETICAL FRAME

2.1. Theoretical and Conceptual Focus

2.1.1 INTRODUCTION ABOUT ACTION RESEARCH

Action research is an interactive inquiry process that balances problem solving actions implemented in a collaborative context with a collaborative analysis to understand underlying causes enabling future predictions about personal and organizational change that focused efforts to improve the quality of our project and its performance.

Action research in our project has the potential to generate genuine and sustained improvements in the schools giving educators new opportunities to reflect and assess their teaching; to explore and test new ideas, methods, and materials; to assess how effective the new approaches were; to share feedback with fellow team members; and to make decisions about which new approaches to include in the team's curriculum, instruction, and assessment plans.

2.1.1.1 The Action Research Process

Action research is a practical approach to professional inquiry in any social situation in this way is in the education and are therefore of particular relevance to teachers in their daily contact with students. The context for professional inquiry might change, but the principles and processes involved in action research are the same, regardless of the nature of the practice.

As its name suggests, action research concerns actors – those people carrying out their professional actions from day to day - and its purpose is to understand and to improve those actions. It is about trying to understand professional action from the inside; as a result, it is research that is carried out by practitioners on their own practice.

Action research in education is grounded in the working lives of teachers, as they experience them.

Carr and Kemmis (1986)² describe action research as being about:

- the improvement of practice;
- the improvement of the understanding of practice;
- The improvement of the situation in which the practice takes place.

In this we are going to bear in mind to Stephen Kemmis³ who has developed a simple model of the cyclical nature of the typical action research process in which he considerate that each cycle has four steps: plan, act, observe, reflect, that allows teachers to interact with course material through specific experimentation within their own pedagogy, analyze the results and extract what was applicable and relevant for their personal teaching situation and style.



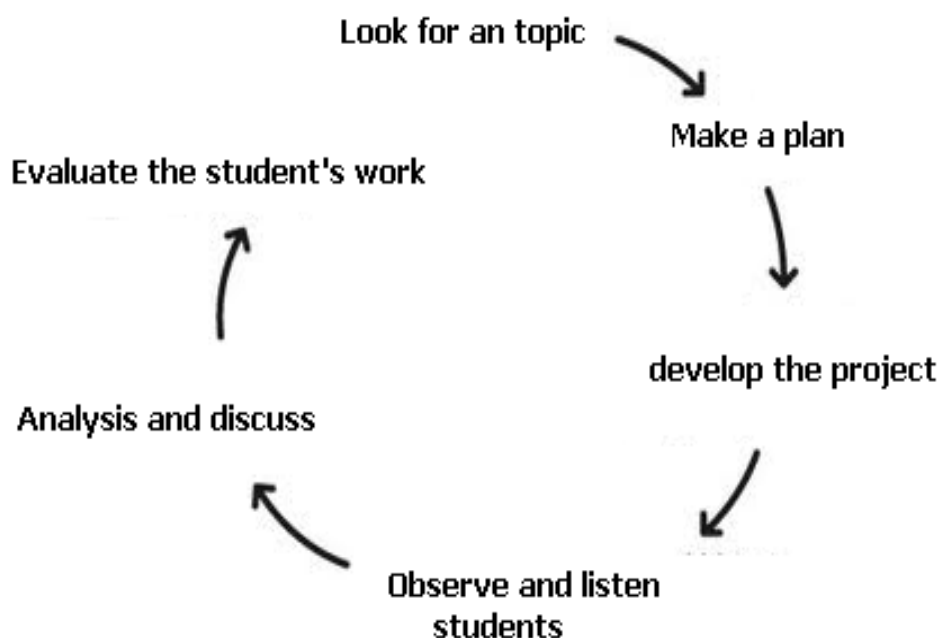
² Carr and Kemmis (1986)

³ Stephen Kemmis

This sequence underpins the process of the inquiry but be prepared to find fuzzy edges between the stages as your inquiry proceeds. For a start, you will probably not start with planning; there may be much monitoring and observation of existing practice, before you are ready to plan and implement a change. You may find yourself reflecting as you are acting – something that Donald Schön (1983)⁴ calls ‘knowing-in-action’. However, once that first change is implemented the action research cycle proceeds generally in the above manner.

2.1.1.2 Role of the Action Researcher

The action researcher evolves into a “decision maker, consultant, curriculum developer, analyst, activist, school leader”, action research involves more than just conducting research within the classroom; it is a public endeavor in which educators “define teacher research as inquiry that is intentional, systematic, public, voluntary, ethical, and contextual”.



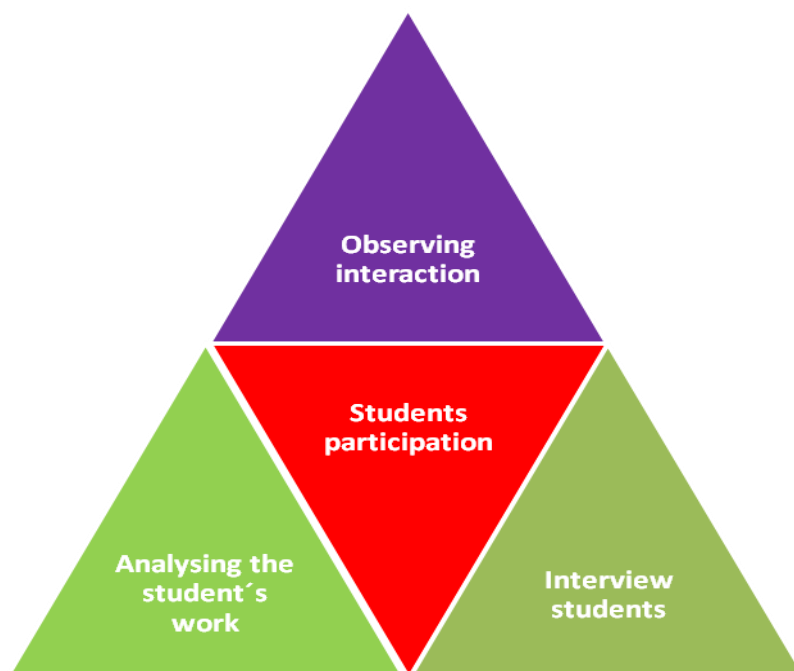
4 Donald Schön (1983)

2.1.2 METHODOLOGY

The prime criterion for choosing a particular data gathering method in action research is whether it is anticipated that the method will give useful information about the practice under study. It is sometimes thought that methods used in action research are purely qualitative. Although the overall analysis of the data generated by any methods used will be quantitative in nature, numerical or statistical information may be of great value to that analysis.

What is most important is that the researcher understands that different research methods illuminate only particular aspects of a situation. In seeking evidence of practice, or the effectiveness of a change in practice, a teacher needs to look at it from different perspectives; we needs to employ a triangulation of methods. This is a simple principle, involving the careful choice of a range of data gathering techniques, each of which might illuminate a different aspect of the same issue:

The principle of triangulation of Qualitative Research by Peter Wood⁵



⁵ Peter Wood

The most common forms of triangulation in qualitative and quantitative work are:

- Of method. One of the commonest forms of triangulation is to combine interviews with observation. Observation will test and fill out accounts given in interviews, and vice versa. Others have been mentioned above.
- Of time. This allows for the processual nature of events. For example, one might wish to study a teacher's teaching methods. Observation of a class or classes is clearly indicated. But a deeper understanding might be achieved if the researcher were to:

a) Discuss with the teacher beforehand what content and approach was planned for the lesson;

b) Observe the lesson as it happens;

c) Discuss with the teacher afterwards what had happened and why, if aims had been achieved, modified, etc.

- Of persons. This might involve consulting a range of people, perhaps in different roles or positions about a particular item - as with school policy above; or bringing more than one view to bear on a situation, that is, using more than one researcher.

So we said that the methodology is generally a guideline for solving a problem, with specific components such as phases, tasks, methods, techniques and tools.

2.1.3 ACTION LEARNING

Action Learning involves working on real problems, focusing on learning and actually implementing solutions. It is a form of learning by doing because it is a process of inquiry, beginning with the experience of not knowing 'what to do next', and finding that answers are not available through current expertise.

Professor Revans⁶ founded AL on the principle that it creates conditions in a tight learning community such that real people are obliged to tackle real problems in real time.

2.1.3.1 Principles.

1. Good practice encourages interaction between students and teachers

2. Good practice encourages interaction and collaboration between students because good learning, like good work, is collaborative and social.

3. Good practice uses active learning techniques, so students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments, and spitting out answers.

4. Good practice gives prompt feedback, Knowing what you know and don't know focuses your learning. In getting started, students need help in assessing their existing knowledge and competence.

5. Good practice communicates high expectations.

High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated.

⁶ Professor Revans

2.1.4 REFLECTIVE PROCESS

In reflective practice, the teacher applies this theory in classroom practice, observes and reflects on the results, and adapts the theory. The classroom becomes a kind of laboratory where the teacher can relate teaching theory to teaching practice.

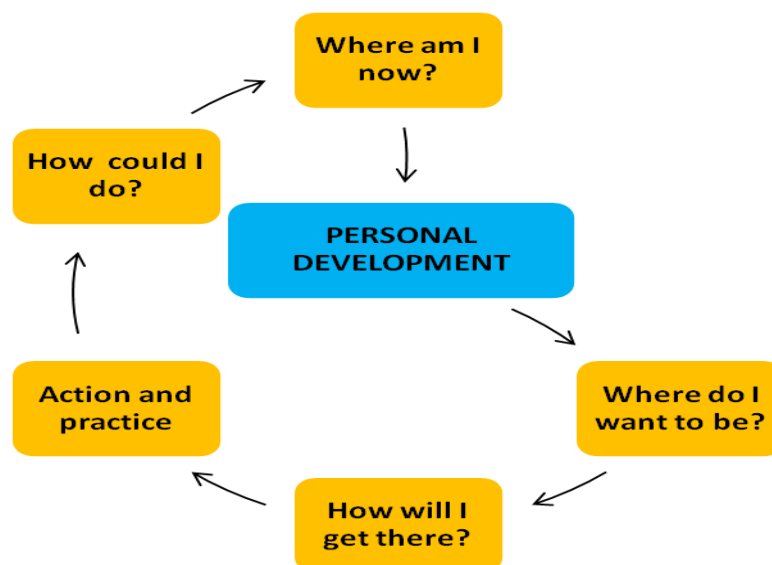
Research in the classroom develops the stages and activities of a research process. In these the teacher inevitably asks how, question refers to the methods and procedures.

In general, the method comprising:

- Formulation of a problem from questions.
- Selection of techniques, tools and research methods.
- Registration and systematization of information.

Analysis and reporting of results or the academic community and other teachers, so that in this way becomes social knowledge and help expand the scientific horizons of the classroom.

The writing of reflection journals provides an opportunity for the expression of feelings and analysis of work. However, the simple guideline of writing strength, weakness, and improvement of teaching is not sufficient.



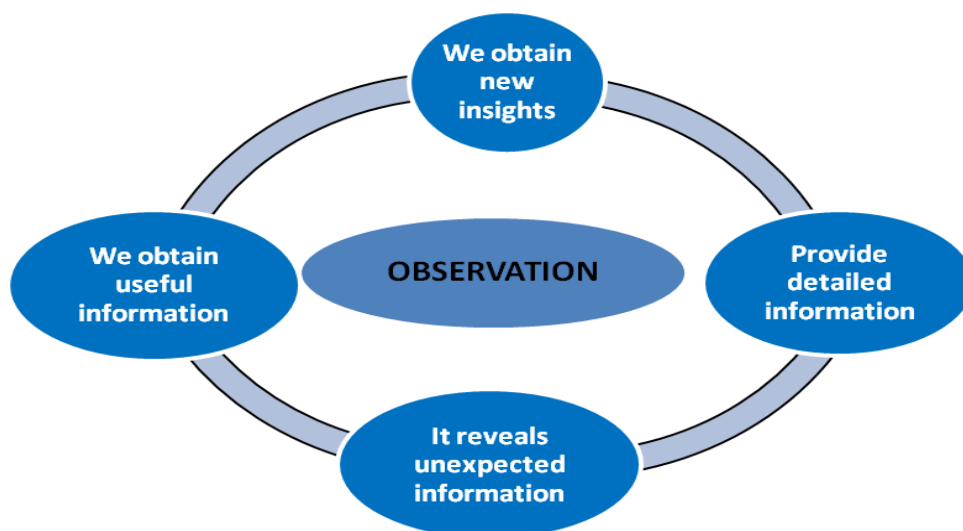
2.1.4.1 Observation

Participant observation is usually undertaken over an extended period of time, ranging from several months to many years. An extended research time period means that the researcher will be able to obtain more detailed and accurate information about the people studies.

Strength of observation and interaction over long periods of time is that researchers can discover discrepancies between what participants say and often believe should happen and what actually does happen, or between different aspects of the formal system.

The teachers obtained new insights into aspects of their teaching. For example:

- “It provided more detailed information on student performance during specific aspects of the lesson than I could have gathered on my own.”
- “It revealed unexpected information about interaction between students during a lesson.”
- “I was able to get useful information on the group dynamics that occur during group work”.



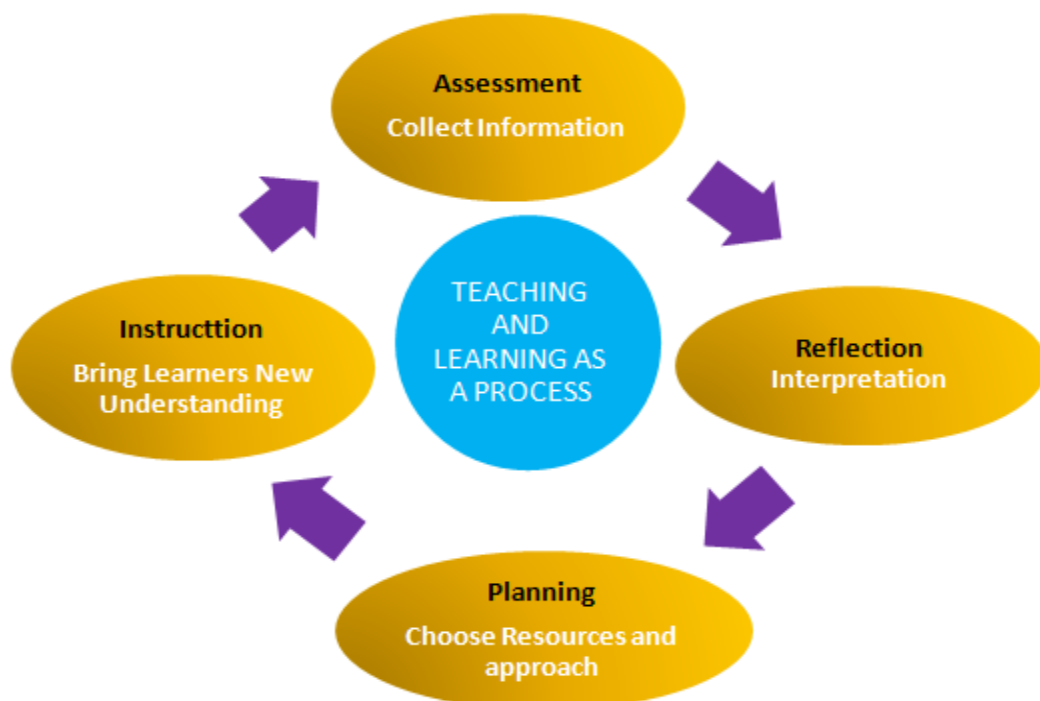
2.2 TEACHING AND LEARNING PROCESS

2.2.1 INTRODUCTION ABOUT TEACHING AND LEARNING PROCESS

Educators can be empowered to understand the implications of their teaching practices on student performance by creating a professional learning environment that encourages teacher research, and then implementing a strategy intended to improve current practice and significance impact on teacher empowerment.

According to Paul Black and Dylan Wiliam in their 1998 ⁷ since student learning is now the goal, the teaching model changes and the pace of instruction changes.

This figure describes a different teaching process, the Teaching and Learning Cycle.

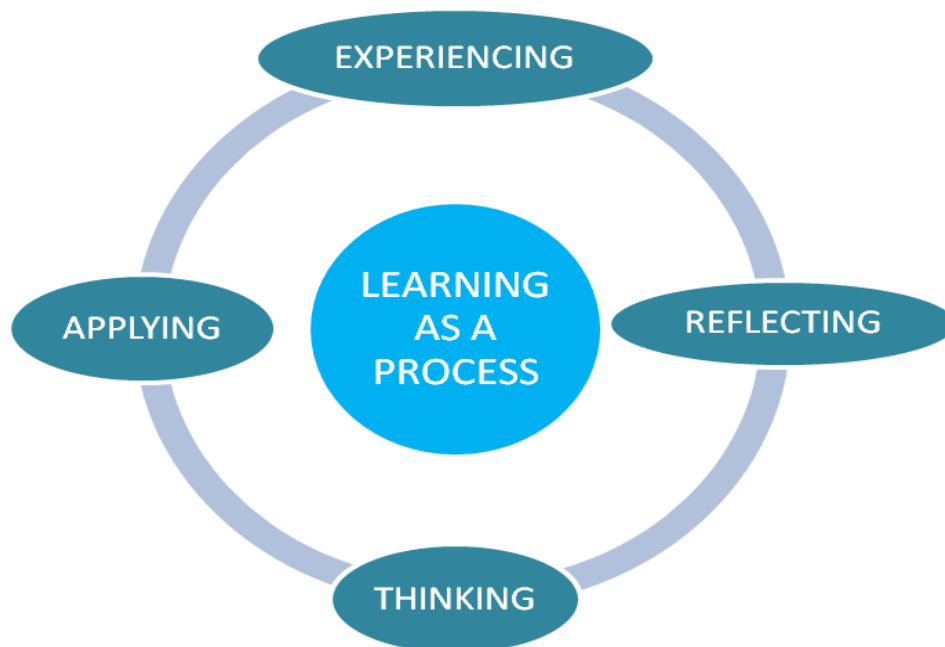


⁷ Paul Black and Dylan Wiliam in their 1998 *Phi Delta Kappan*

2.2.1.1 Learning process

Kolb and Fry⁸ developed a way of looking at the adult learning process called the Experiential Learning Cycle. Learning is the acquisition of new knowledge, skills and attitudes. Learning is seen as happening in a cycle made up of four stages: concrete experience, reflective observation, abstract conceptualization and active experimentation.

To put it simply, first the learner must experience something directly - concrete experience. Next the learner reflects on the experience, comparing it to what s/he already knows - reflective observation. The learner then thinks about his or her observations and develops some new ideas about how things work - abstract conceptualization.

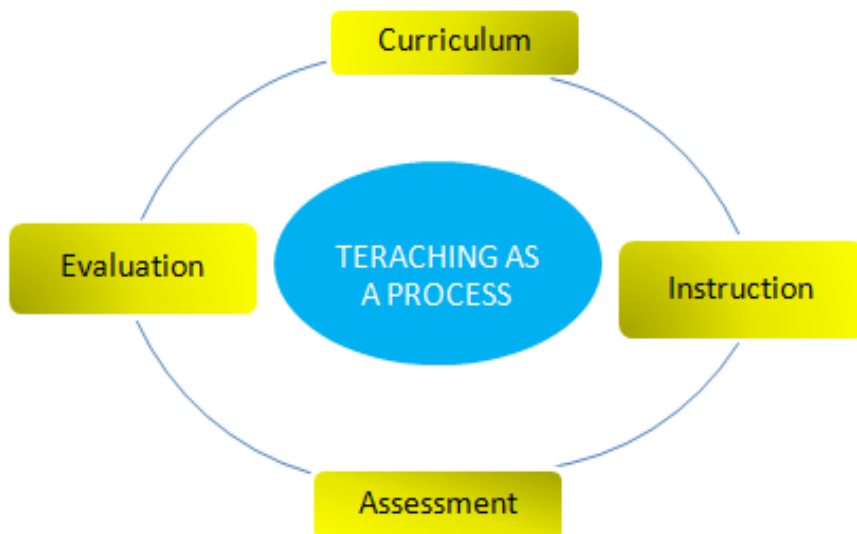


⁸ Kolb and Fry

2.2.1.2 Teaching process

The goal of the TTC is to cover the textbook during the school term or year.

- In the first step of this process, teachers map content onto the school calendar, and instructional units are designed in order to meet this goal.
- The second step is teaching. The pace of instruction is dictated by the length of the school year and the number of pages in the textbook. Instructional units target the ability level of students at the middle of the class. The instruction will be too easy for some students, too difficult for others, and just right for many.
- The third step is classroom assessments, where classroom tests are used solely for the purpose of assigning a letter grade.
- The fourth and final phase is evaluation.



2.2.2 METHODS OF PRACTICE AND PERFORMANCE

2.2.2.1 Interactive activities

Schlechty (1990)⁹ “To improve [schooling], one must invest in people, support people, and develop people”. Educational practitioners can be liberated to improve their profession with opportunities that promote

⁹ Schlechty (1990)

systemic, collaborative teacher research conducted in the authentic setting of the classroom.

The interactive classroom pedagogical work with modified activities and adapted for modern times we are living where it is needed the technology and knowledge sharing using all the tools at our disposal.

These classrooms have improved and the performance and preparing students to meet the growing technological development of the modern era, as it promotes the use of computers, projectors, interactive whiteboards, games, music, movies, graphic organizer, researching and other instruments, capable of exchanging information with a computer.

The reason for the creation of these shows or interactive classrooms is the globalization of knowledge, international, providing excellent training to all students internationally speaking. See annexes.

2.2.2.2 Collecting student feedback

Classroom assessment involves students and faculty in the evaluation of teaching and learning for the purpose of ongoing improvement. Assessments may elicit student responses to questions related to the course content or focus on the instructor's effectiveness.

In-Class Assessments quizzes can be used as "curve busters," opportunities for students to earn extra points and improve their grades by answering questions correctly.

Purposes

In responding to the consultation exercise, institutions referred to the main purposes of student feedback as:

- Contributing to monitoring and review of quality and standards.
- Enabling a dialogue with students

- Helping students reflect upon their experiences
- As part of the teaching and learning process
- Identifying good practice

2.2.3 TECHNIQUES.

2.2.3.1 Technology

- The challenge for education is to design technologies for learning that draw both from knowledge about human cognition and from practical application.
- “Like training wheels,” computers enable learners to do more advanced activities.
- To that end, Information technology must become an integral part of the general education curriculum so students are prepared to meet future technology challenges.

2.2.3.2 Writing practice

The first class meeting to collect personal data the student, I ask them a number of questions about their own experiences with self-sponsored writing tasks as well as writing tasks at the high school.

- Teachers, demonstrates how to record, analyze and represent classroom culture as well as encourages students through critical reflection.
- The students' questions also provide me with an opportunity to make visible to them their own assumptions about literacy.

2.2.3.3 Narrative Functional

Related to teaching narrative that there are two cycles in teaching English, the first is spoken cycle and the second is written cycle.

“Each cycle divided into four stages, these are:

- 1). Building knowledge of the field,

- 2). Modeling of text,
- 3). Joint construction of text,
- 4). Independent construction of text.

Supported by Hammond (1992:17)¹⁰ stated that At each stage the teacher needs to select a number of different activities that provide a framework of structure and support as the learners increasingly gain control over written language.

STAGE 1: Building Knowledge of the Field

Classroom tasks and activities at this stage enable learners to:

- a. Explore culture similarities and differences related to the topic including:
- b. Practice grammatical patterns relevant to the topic or text type
- c. Build up and extend vocabulary relevant to the topic or text type

STAGE 2: Modeling of Text

There is an explicit focus on analyzing the genre through a model text related to the course topic.

- a. Focusing on the genre as a written or 'crafted' object
- b. Discussing the social function of the genre and the purpose intended by the reader or writer

STAGE 3: Joint Construction of Text

Emphasizes and draws together both field and mode as it focuses on the learners' knowledge on the topic as well as using knowledge about language to assist them to move from spoken to written language.

- a. Explore further the purpose of the genre and its relation to topic or field
- b. Contribute knowledge of the field in the shared construction of text

¹⁰ Hammond (1992:17)

- c. Negotiate with teacher and other students regarding the most appropriate organization of knowledge about topic into a written text

STAGE 4. Independent Construction of the Text

This means analyzing and identifying through whole class, group or individual work, where and why problem areas are occurring in the texts and whether they relate, for example, to overall schematic structure or to grammatical patterns, spelling or punctuation.

Classroom tasks and activities at this stage enable learners to:

- a. **Incorporate** knowledge of schematic structure and grammatical patterns into their own writing
- b. **Produce** written texts that approximate control of the genre
- c. **Planning** (the on-the job educational problem are identified, the most probable cause of the problem was determined, and the feasible solution was finally developed).
- d. **Teaching or acting** (the selected feasible solution (writing narrative based on generic structures and language features of narrative genre) was implemented in two cycles; these are spoken and written language).
- e. **Observing** (a variety of data was collected to justify the extent to which the research objective was attained).
- f. **Reflecting** (the data was analyzed to justify the significant improvement)

2.2.3.4 Reading practices

- Reading achievement-level descriptions present expectations of student performance in relation to a range of text types and text difficulty and in response to a variety of assessment questions intended to elicit different cognitive processes and reading behaviours.

- The specific processes and reading behaviours mentioned in the achievement-level descriptions are illustrative of those judged as central to students' successful comprehension of texts.

2.2.3.5 Strategy instructions

- Language learning strategies are used by learners to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons.
- Recognizing that there is a task to complete or a problem to solve, language learners will use whatever met cognitive, or social/affective strategies they possess to attend to the language-learning activity.
- Language learning strategy instruction is a teaching approach that aims to raise learner awareness of learning strategies and provide learners with systematic practice, reinforcement and self-monitoring of their strategy use while attend to language learning activities.

2.2.3.6 Listening practices

- Yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Morley, 1991)¹¹.
- Identify students' current use of learning strategies through questionnaires, interviews, learning diaries or other means.

11 Morley, 1991)

2.2 STRUCTURE

As many knows, and as teachers we are aware that English is the official language of the globalized world in which we are living, there is one of the main reasons why it is important that educators seek to **action research strategies** to improve the skills of students, no matter what is their level of education, Because it is so vital that students feel comfortable when learning a foreign language with the sole purpose of developing potential that will help them not only in his student life but throughout in his personal and worker life.

So I can say that as educators we have the responsibility to implement the best foundations for our students, given that we are the main perpetrators in acquiring a second language and they absorb everything we teach but using appropriate techniques to their needs.

Considering all these points, this research will be based mainly on **action research strategies**; it is referred to in the first part of this structure as our independent variable, and the **teaching and learning** as our dependent variable, and finally we relation to the two variables in the third part.

2.3. HYPOTHESIS SYSTEM

2.3.1. Working Hypothesis

Action Research strategies will allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school in Quito city during the first term of the school year 2009 - 2010”.

2.3.2. Null Hypothesis

Action Research strategies do not allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school in Quito city during the first term of the school year 2009 - 2010”.

PART III

METHODOLOGICAL DESIGN

3.1. RESEARCH TYPE AND DESIGN

3.2 Population and sample

The population as a group of investigative units refers to the people, institutions, documents, facts, among others, to which the investigation refers and for which the conclusions made will be valid.

This research was made at the “Abdón Calderón” Military high school at the Mariscal Sucre Avenue in Quito, Pichincha province.

Then the Sample to this research work is composed by 40 students that means with a population of 40 students of the last 10th students' courses at “Abdón Calderón” military high school in Quito; distributed as follow:

Experts: 2 teachers from “Abdón Calderón” military high school in Quito

Instruments: Interview (selection questions)

The population is small, 40 students. No sample is necessary.

3.3 Fielding

A survey will be designed and administered to both teachers and students.

In descriptive research the following steps should be included:

- Problem selection and problem formulation. The research problem being tested should be explicitly formulated in the form of a question.
- Literature search. Intensive literature search regarding the formulated problem enables the researcher to divide the problem into smaller units.
- Report writing. The report entails the reproduction of factual information, the interpretation of data, conclusions derived from the research and recommendations.

3.4 Instruments for data collection

The instrument for data collection will be the survey because it is considered as a branch of social science research focused on the valuation of entire populations by analyzing representative samples of the same (Kerlinger, 1983).¹²

The survey research is characterized by the gathering of evidence, oral or written, provocative and aimed with the purpose of ascertaining facts, opinions and attitudes

The instrumentation consists of designing a questionnaire or an interview card designed to measure opinions about specific events or facts. The first two instruments are based on a series of questions. The questionnaire the questions are administered written numerous units of analysis. In an interview responses to questions can be written on the card can be an interview or a face to face interaction.

3.5 Processing and analysis

Data will be analysed by using descriptive statistics, to compare results and search the relationship between the variables for this reason after collect the necessary information we follow a special process that refers to:

- Clarify all contradictory, incoherent or incomplete information.
- Omit unnecessary information.
- Read many times the variables to have in mind the objective.
- Tabulate the variables in this case the independent variable “Action research as a strategy” and the dependent variable “teaching and learning process”.

¹²(Kerlinger, 1983).

PART IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1. Previous the Data Collection

As it was pointed out previously relating projects were chosen to be an instrument that allows evaluating the reading, writing, speaking and listening skills performance of the students of tenth grades of the “Abdón Calderón” Military High school. This was chosen because testing these skills has never been an easy issue and some difficulties are involved.

The teaching using projects is important because it involves to side the mechanic and rote teaching to focus in a work more challenge and complex using an interdisciplinary approach rather than one areas and encourage cooperative work.

4.2. Results of the pre test

Table 4.1. Displaying the results obtained from the pre test applied to the control group

Tenth grade Control Group		Reading	writing	Fluency	Pronunciation	Total
1	Daira Acosta	14	17	14	15	15
2	Fernanda Alvarez	9	12	5	6	8
3	Andrés Baquero	10	7	12	11	10
4	Haidith Bernal	16	14	14	12	14
5	Yaisuly Bonilla	11	10	10	5	9
6	Lorena Camelo	11	11	12	14	12
7	Yelitza Cañas	13	15	15	17	15
8	Keric Carvajal	12	7	13	12	11
9	Edward Espitita	11	10	7	8	9
10	Alexis Farfán	12	11	14	15	13
11	Dayanna Farfán	9	8	14	9	10
12	Johan Gil	15	14	12	15	14
13	Nataly González	11	9	13	15	12
14	Miguel Gutierrez	10	7	13	10	10
15	Yessica Hernandez	10	9	8	9	9
16	Jeferson Jaramillo	10	5	7	10	8
17	Johan Londoño	12	6	10	12	10
18	Gustavo Merchan	14	13	10	11	12
19	Oscar Molina	13	17	14	16	15
20	Yeimi Molina	10	9	15	10	11
AVERAGE		11,15	10,55	11,6	11,6	11,35

Mean 11,35

Standar Deviation 2,247

Table 4.2. Displaying the results obtained from the pre test applied to the experimental group.

Tenth grade Experimental Group	Reading	writing	Fluency	Pronunciation	Total
Leonel Molina	13	15	10	14	13
Yesica Mora	12	10	11	7	10
Maryory Mora	12	13	10	9	11
Eliana Pinilla	7	6	13	14	10
Verónica Moreno	13	15	14	10	13
Katia Parrado	5	5	6	4	5
Sandra Parrado	15	10	10	13	12
Yessica Quinceno	17	13	14	12	14
Laura Reina	10	8	10	12	10
Oscar Riaño	8	6	10	8	8
Marina Rincón	2	2	0	4	2
Jennifer Rincón	14	11	13	10	12
Ronald Rodríguez	17	13	12	14	14
Gustavo Rojas	6	9	10	11	9
Héctor Romero	9	10	14	11	11
Yurleidy Saray	15	17	14	10	14
Wilson Sierra	7	9	12	12	10
Jhorman Tibanbre	12	10	14	16	13
Marcela Vargas	13	9	11	11	11
Mónica Velásquez	5	12	9	10	9
AVERAGE	10,6	10,15	10,85	10,6	10,55

Mean 10,55

Standar Deviation 3,034

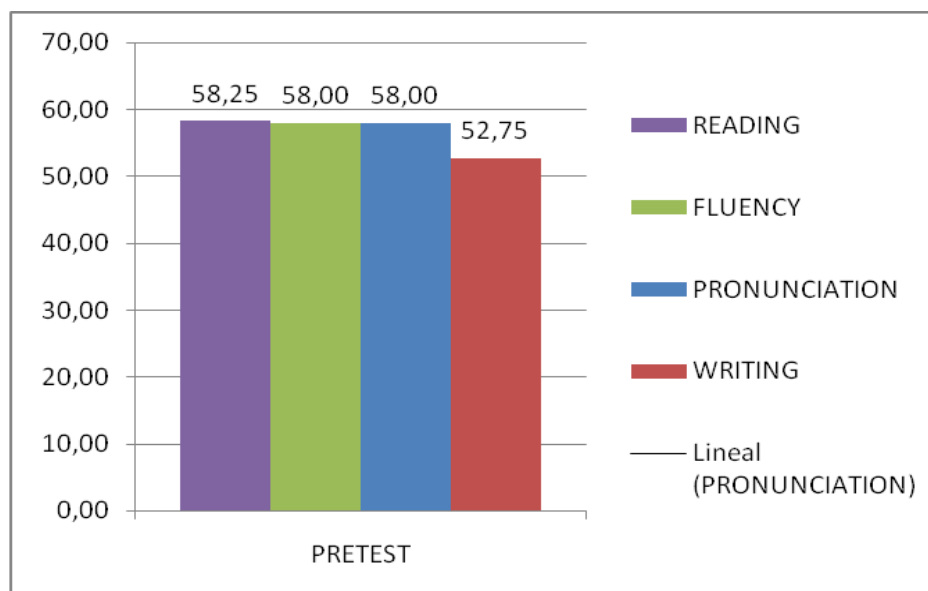
4.3 Analysis and Interpretation

This allows us to affirm that the scores come from two different populations. In the other hand, what is important for this study is the fact that the difference between both groups is not significant. This means that both groups are in similar level of proficiency using action research as a strategy.

The results obtained were: mean 11, 35 and the standard deviation 2,247 for the control group and the experimental group with a mean of 10, 55 and the standard deviation 3,034.

4.4 Results in the different evaluated parameters

Figure 4.1. Displaying in percentages the means obtained by the control group in the different parameters that were evaluated

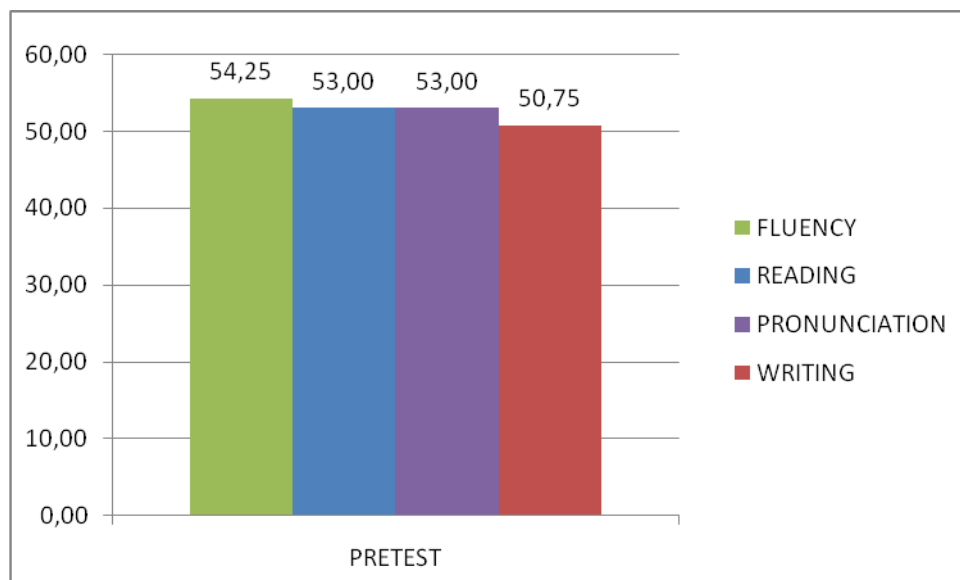


4.5 Analysis and Interpretation

This implies that students in general can maintain speech with not too much effort. In addition they don't show serious pronunciation problems (as it was previously remarked, it was only considered the phonological aspect and not the suprasegmental one). However they show important problems in writing the sentences correctly and they show a limited vocabulary when speaking.

It is not difficult to note that the parameters that obtain the highest score means are reading, fluency and pronunciation with 58, 25% and 58, 00% of performance, respectively, and last, writing with 52, 75 %. We must take in account that the criteria for the evaluation is to consider the level of the students as Basic User – skills, according to the Curriculum of the high school.

4.6 Displaying in percentages the means obtained by the experimental group in the different parameters that were evaluated



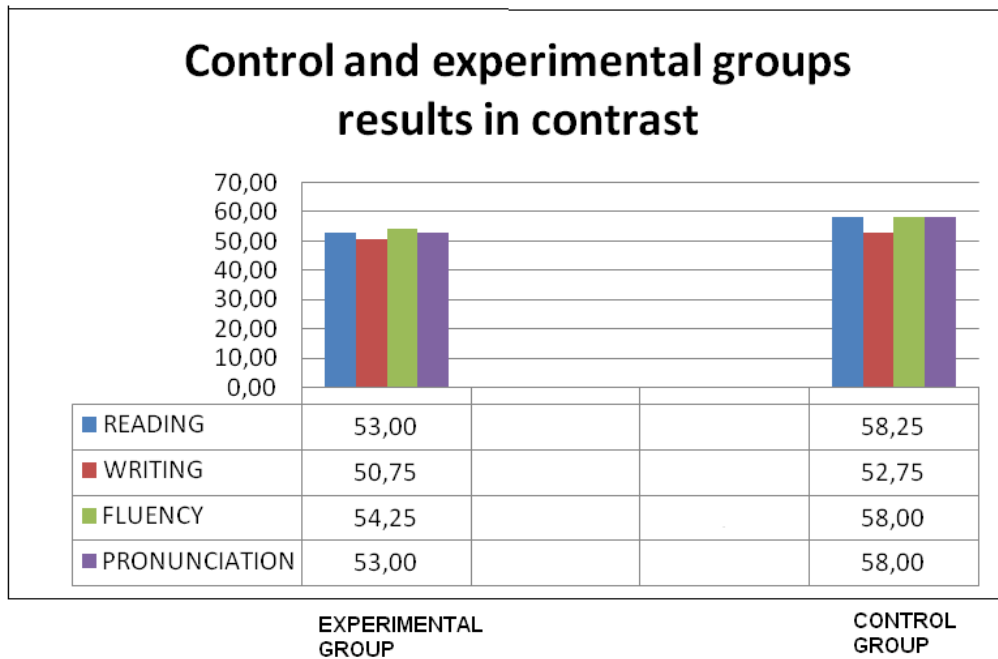
4.7 Analysis and Interpretation

This means that students in general can maintain speech with not too much effort. In addition they don't show serious pronunciation problems. However, they show important problems in structuring the sentences correctly and they show a limited vocabulary when speaking.

The results of the scores of the experimental group are similar to the control group. In pronunciation and reading 53, 00 %, fluency 54, 25 % and last, with a significant difference writing with 50, 75 %.

4.8 Comparing the results between the control and experimental groups

Figure 4.3. Control and experimental groups results in contrast



4.9 Analysis and Interpretation

Its is quite noticeable that the level of both groups are similar in all of the parameters evaluated.

This is important for our study (since the groups wre not assigned radomly) because we can be confident that if we get positive results in the experimental group, this will not be due to a superior level of the experimental group, but it will be the result of applying the innovative speaking techniques in the group.

4.10 Statistic Analysis between the Groups

CONTROL GROUP PRE TEST

N	STUDENTS NAMES	SCORE x_i	$\bar{x}_i - x_i$	s^2
1	DAIRA ACOSTA	15	3,65	13,32
2	FERNANDA ÁLVAREZ	8	-3,35	11,22
3	ANDRÉS BAQUERO	10	-1,35	1,82
4	HAYDITH BERNAL	14	2,65	7,02
5	YAISULY BONILLA	9	-2,35	5,52
6	LORENA CAMELO	12	0,65	0,42
7	YELITZA CAÑAS	15	3,65	13,32
8	KERIC CARVAJAL	11	-0,35	0,12
9	EDWARD ESPITITA	9	-2,35	5,52
10	ALEXIS FARFÁN	13	1,65	2,72
11	DAYANNA GARCÍA	10	-1,35	1,82
12	JOHAN GIL	14	2,65	7,02
13	NATALY GONZÁLEZ	12	0,65	0,42
14	MIGUEL GUTIÉRREZ	10	-1,35	1,82
15	YESSICA HERNÁNDEZ	9	-2,35	5,52
16	YEFFERSON JARAMILLO	8	-3,35	11,22
17	JOHAN LONDOÑO	10	-1,35	1,82
18	GUSTAVO MERCHAN	12	0,65	0,42
19	OSCAR MOLINA	15	3,65	13,32
20	YEIMI MOLINA	11	-0,35	0,12
	Σ	227	0	104,55

$$\bar{x}_i = \frac{\sum x_i}{n}$$

$$\bar{x}_i = \frac{\sum x_1 + x_2 + x_3 \dots + x_{20}}{n}$$

$$\bar{x}_i = \frac{227}{20} = 11.35$$

The mean of the control group pre test is 11.35.

EXPERIMENTAL GROUP PRE-TEST

n	STUDENTS NAMES	SCORE x_i	$\bar{x}_i - x_i$	s^2
1	LEONEL MOLINA	13	2,45	6,00
2	YESSICA MORA	10	-0,55	0,30
3	MARYORI MORA	11	0,45	0,20
4	ELIANA PINILLA	10	-0,55	0,30
5	VERÓNICA MORENO	13	2,45	6,00
6	KATIA PARRADO	5	-5,55	30,8
7	SANDRA PARRADO	12	1,45	2,10
8	YESSICA QUICENO	14	3,45	11,90
9	LAURA REINA	10	-0,55	0,30
10	OSCAR RIANO	8	-2,55	6,50
11	MARINA RINCÓN	2	-8,55	73,10
12	YENIFFER RINCÓN	12	1,45	2,10
13	RONALD RODRÍGUEZ	14	3,45	11,90
14	GUSTAVO ROJAS	9	-1,55	2,40
15	HÉCTOR ROMERO	11	0,45	0,20
16	YURLEIDY SARAY	14	3,45	11,90
17	WILSON SIERRA	10	-0,55	0,30
18	JHORMAN TIBAMBRE	13	2,45	6,00
19	MARCELA VARGAS	11	0,45	0,20
20	MÓNICA VELÁSQUEZ.	9	-1,55	2,40
	Σ	211	0	174,95

$$\bar{x}_i = \frac{\sum x_i}{n}$$

$$\bar{x}_i = \frac{\sum x_1 + x_2 + x_3 \dots + x_{20}}{n}$$

$$\bar{x}_i = \frac{211}{20} = 10.55$$

The mean of the experimental Group pre test is 10.55.

	Control Group	Experimental Group
Sample	$n_1 = 20$	$n_2 = 20$
Mean	$\bar{x}_1 = \frac{\sum x_i}{20} = \frac{227}{20} = 11.35$	$\bar{x}_2 = \frac{\sum x_i}{20} = \frac{211}{20} = 10.55$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{104.55}{19} = 5.502$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{174.95}{19} = 9.207$
Standard Deviation	$s_{x1} = \sqrt{5.502} = 2.247$	$s_{x2} = \sqrt{9.207} = 3.034$

4.11 Results of the post test

Table 4.3. Displaying the results obtained from the post test applied to the control group.

TENTH Grade Control group		Reading	Writing	fluency	Pronunciation	Total
1	Daira Acosta	18	20	15	19	18
2	Fernanda Alvarez	10	11	16	15	13
3	Andrés Baquero	9	11	10	10	10
4	Haidith Bernal	12	14	17	13	14
5	Yaisuly Bonilla	10	8	11	15	11
6	Lorena Camelo	9	10	7	14	10
7	Yelitza Cañas	15	10	17	14	14
8	Keric Carvajal	18	19	20	19	19
9	Edward Espitita	18	12	15	19	16
10	Alexis Farfán	8	6	10	8	8
11	Dayanna Farfán	18	14	16	12	15
12	Johan Gil	13	11	16	16	14
13	Nataly González	5	7	5	3	5
14	Miguel Gutierrez	11	10	15	16	13
15	Yessica Hernandez	12	13	11	12	12
16	Jeferson Jaramillo	19	19	19	19	19
17	Johan Londoño	5	6	10	7	7
18	Gustavo Merchan	20	20	20	20	20
19	Oscar Molina	4	10	6	4	6
20	Yeimi Molina	12	12	14	10	12
	AVERAGE	12,30	12,15	13,50	13,25	12,80

MEAN 12,80

STANDAR DEVIATION 4,35

Table 4.4. Displaying the results obtained from the posttest applied to the experimental group.

Tenth grade Experimental Group		Reading	Writing	fluency	Pronunciation	Total
1	Daira Acosta	18	20	15	19	18
2	Fernanda Alvarez	10	11	10	13	11
3	Andrés Baquero	13	14	16	13	14
4	Haidith Bernal	10	4	6	4	6
5	Yaisuly Bonilla	19	20	18	19	19
6	Lorena Camelo	20	20	20	20	20
7	Yelitza Cañas	11	8	13	12	11
8	Keric Carvajal	16	19	15	14	16
9	Edward Espitita	18	18	17	19	18
10	Alexis Farfán	19	20	19	18	19
11	Dayanna Farfán	11	10	14	13	12
12	Johan Gil	15	16	17	16	16
13	Nataly González	8	7	5	8	7
14	Miguel Gutierrez	15	10	15	16	14
15	Yessica Hernandez	20	20	20	20	20
16	Jeferson Jaramillo	13	5	11	7	9
17	Johan Londoño	20	20	20	20	20
18	Gustavo Merchan	19	20	18	19	19
19	Oscar Molina	15	14	10	13	13
20	Yeimi Molina	16	17	19	17	17,25
	AVERAGE	15,30	14,65	14,90	15,00	14,96

Mean 14,96
Standar deviation 4,44

4.12 Analysis and Interpretation

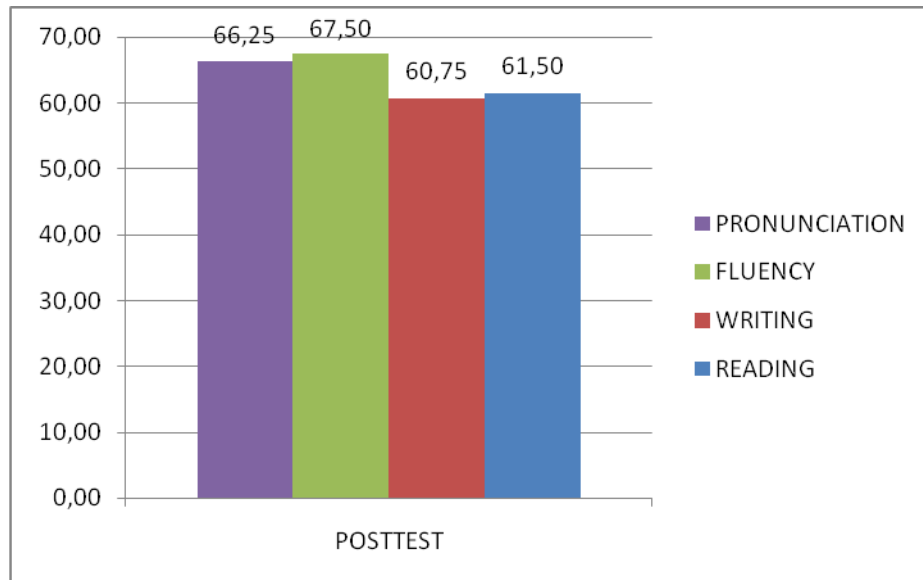
The results of means and standard deviation allow us to affirm that the scores come from two different populations. Regarding to the increase in the mean of the control group, this could be the result of a better confidence obtained by the students as the English program was developed. It is important for this study the fact that the growing of the mean of the experimental group is significantly higher than the growing of the mean of the control group. Then there is an important difference in the results of the posttests between the experimental group and control group. However, in order to know if the difference of these means is really significant, we need to apply the **t-test** statistical tool

The results show a mean of 12,80 and the standard deviation 4,35 for the control group, and the experimental group with a mean of 14,96 and the standard deviation 4,44. It is also noticeable that the means of both groups are higher related to those of the pretest.

The mean of the control group increased 1, 45 points. In the other hand, the mean of the experimental group increased 4, 41 points.

4.13 Results in the different evaluated parameters

Displaying the means obtained by the control group in the different parameters that were evaluated

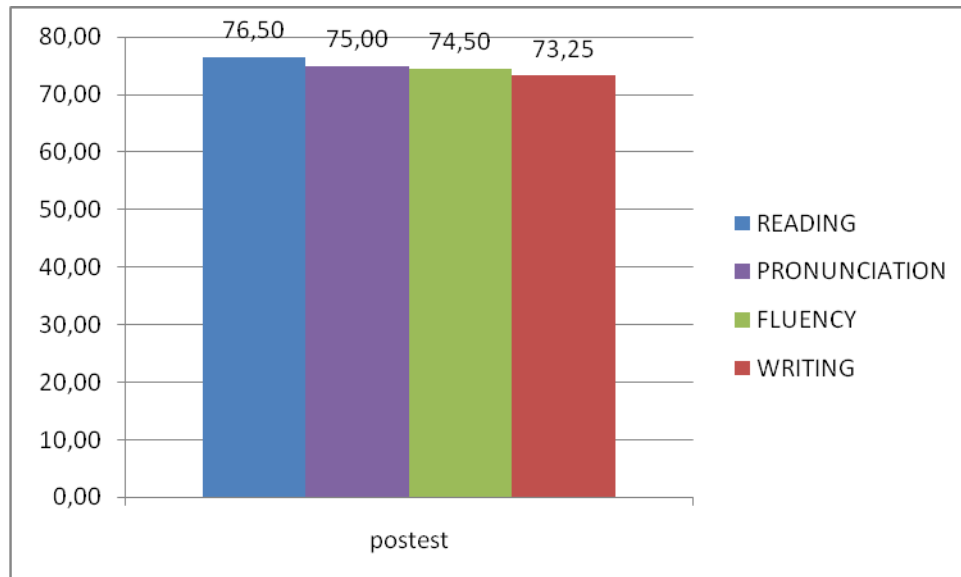


4.14 Analysis and Interpretation

The results indicate that in general students can maintain speech with a good fluency with not too much effort. Interestingly, they have improved their pronunciation. This may be due to the fact that in the current English periods of classes we have worked many writing and reading exercises. However similarly to the pretest results they still show problems in the four skills, structuring the sentences correctly but they had implemented their vocabulary and we can say that it helped in their fluency.

In the pretest the high percentage of performance is obtained in fluency with 67, 50%. Then in lower percentages we have pronunciation with 66,25 %, reading with 61, 50 and writing with 60, 75 %.

4.15 Displaying the means obtained by the experimental group in the different parameters that were evaluated



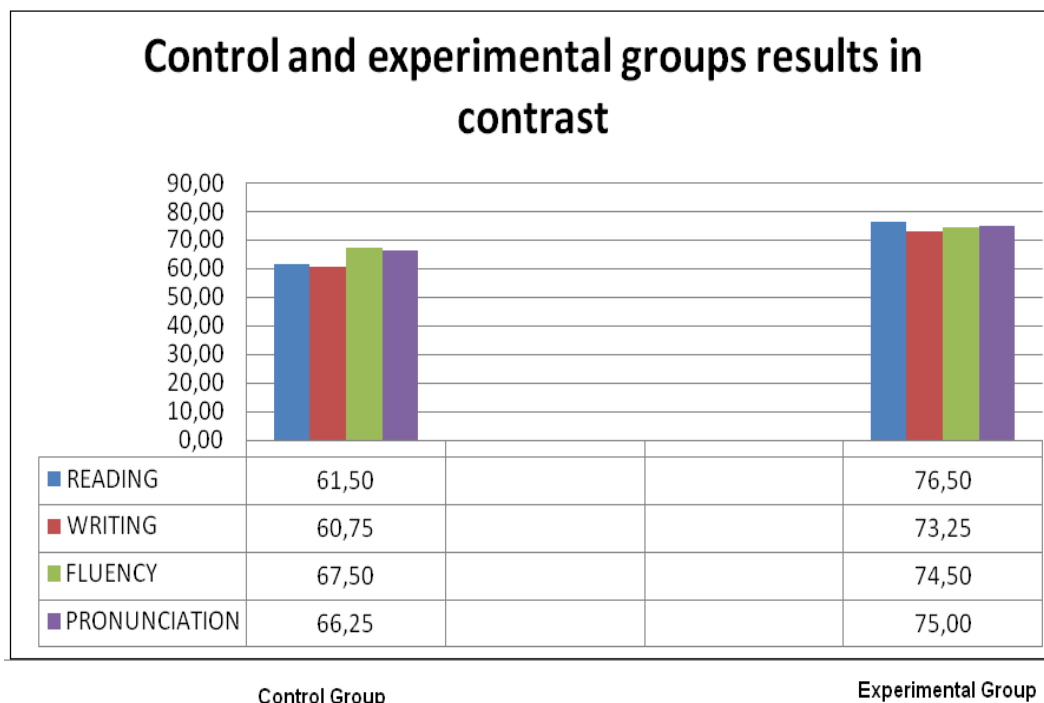
4.16 Analysis and Interpretation

These results allow us to assert that the innovative strategies applied were effective. The increase of the fluency parameter and the pronunciation parameter is significant. This allows us to imply that the increase is not the result of having learned memorizing grammar structures, but the result of applying in speaking what they already knew.

The scores of the four parameters have increased. From 53,00% in the pretest to 75,00% in the posttest for the pronunciation parameter. Fluency has increase from 54, 25% to 74, and 50%. Reading from 53,00% to 76,50% and writing from 53,00% to 73,25%.

4.17 Comparing the results between the control and experimental groups

Figure 4.6. Control and experimental group results in contrast



4.18 Analysis and Interpretation

Even though the mean of the control group has experimented some increase, the means of all of the parameters of the experimental group are higher than the control group. The major difference we find in the reading parameter.

Regarding to the reading parameter, this could be due to the fact that the students in Abdón Calderon Military High School are exposed to an important number of English teaching per week and a consequence they don't have important problems in fluency and pronunciation. The major difference is in the reading parameter. This may be due to fact that both groups have received the same grammar instruction, but the students of the experimental group have more opportunities to put into practice through the innovative strategies applied in the research.

CONTROL GROUP POST TEST

EXPERIMENTAL GROUP POST-TEST

n	STUDENTS NAMES	SCORE x_i	$x_i - \bar{x}$	S^2
1	DAIRA ACOSTA	18	5,20	27,04
2	FERNANDA ÁLVAREZ	13	0,20	0,04
3	ANDRÉS BAQUERO	10	-2,80	7,84
4	HAYDITH BERNAL	14	1,20	1,44
5	YAISULY BONILLA	11	-1,80	3,24
6	LORENA CAMELO	10	-2,80	7,84
7	YELITZA CAÑAS	14	1,20	1,44
8	KERIC CARVAJAL	19	6,20	38,44
9	EDWARD ESPITITA	16	3,20	10,24
10	ALEXIS FARFÁN	8	-4,80	23,04
11	DAYANNA GARCÍA	15	2,20	4,84
12	JOHAN GIL	14	1,20	1,44
13	NATALY GONZÁLEZ	5	-7,80	60,84
14	MIGUEL GUTIÉRREZ	13	0,20	0,04
15	YESSICA HERNÁNDEZ	12	-0,80	0,64
16	YEFFERSON JARAMILLO	19	6,20	38,44
17	JOHAN LONDOÑO	7	-5,80	33,64
18	GUSTAVO MERCHAN	20	7,20	51,84
19	OSCAR MOLINA	6	-6,80	46,24
20	YEIMI MOLINA	12	-0,80	0,64
	Σ	256	0,00	359,20

n	STUDENTS NAMES	SCORE x_i	$x_i - \bar{x}$	S^2
1	DAIRA ACOSTA	18	3,05	9,29
2	FERNANDA ÁLVAREZ	11	-3,95	15,62
3	ANDRÉS BAQUERO	14	-0,95	0,91
4	HAYDITH BERNAL	6	-8,95	80,15
5	YAISULY BONILLA	19	4,05	16,38
6	LORENA CAMELO	20	5,05	25,48
7	YELITZA CAÑAS	11	-3,95	15,62
8	KERIC CARVAJAL	16	1,05	1,10
9	EDWARD ESPITITA	18	3,05	9,29
10	ALEXIS FARFÁN	19	4,05	16,38
11	DAYANNA GARCÍA	12	-2,95	8,72
12	JOHAN GIL	16	1,05	1,10
13	NATALY GONZÁLEZ	7	-7,95	63,24
14	MIGUEL GUTIÉRREZ	14	-0,95	0,91
15	YESSICA HERNÁNDEZ	20	5,05	25,48
16	YEFFERSON JARAMILLO	9	-5,95	35,43
17	JOHAN LONDOÑO	20	5,05	25,48
18	GUSTAVO MERCHAN	19	4,05	16,38
19	OSCAR MOLINA	13	-1,95	3,81
20	YEIMI MOLINA	17,05	2,10	4,40
	Σ	299,25	0,00	375,16

$$\bar{x}_i = \frac{\sum x_i}{n}$$

$$\bar{x}_i = \frac{\sum x_1 + x_2 + x_3 \dots + x_{20}}{n}$$

$$\bar{x}_i = \frac{256}{20} = 12.80$$

$$\bar{x}_i = \frac{\sum x_i}{n}$$

$$\bar{x}_i = \frac{\sum x_1 + x_2 + x_3 \dots + x_{20}}{n}$$

$$\bar{x}_i = \frac{299.05}{20} = 14.95$$

	Control Group	Experimental Group
Sample	$n_1 = 20$	$n_2 = 20$
Mean	$\bar{x}_1 = \frac{\sum x_i}{20} = \frac{256}{20} = 12.80$	$\bar{x}_2 = \frac{\sum x_i}{20} = \frac{299.25}{20} = 14.96$
Variance	$s_1^2 = \frac{\sum (x_{i1} - \bar{x}_1)^2}{n_1 - 1} = \frac{359.20}{19} = 18.9$	$s_2^2 = \frac{\sum (x_{i2} - \bar{x}_2)^2}{n_2 - 1} = \frac{375.16}{19} = 19.74$
Standard Deviation	$s_{x1} = \sqrt{18.9} = 4.35$	$s_{x2} = \sqrt{19.74} = 4.44$

Control and Experimental Groups Variance:

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(20 - 1)18.90 + (20 - 1)19.74}{20 + 20 - 2}$$

$$S^2 = \frac{181.80 + 375.06}{38}$$

$$S^2 = \frac{556.86}{34}$$

$$S^2 = \frac{734.16}{38}$$

$$S^2 = 19.32$$

Standard Deviation: $S = \sqrt{19.32}$

$$S = 4.39$$

4.19 t student:

$$t_{obs} = \frac{\bar{x}_2 - \bar{x}_1}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} =$$

$$t_{obs} = \frac{14.95 - 12.80}{4.39 \sqrt{1/20 + 1/20}}$$

$$t_{obs} = \frac{2.15}{4,39 \sqrt{0,05 + 0,05}}$$

$$t_{obs} = \frac{2.15}{4,39 \sqrt{0,10}}$$

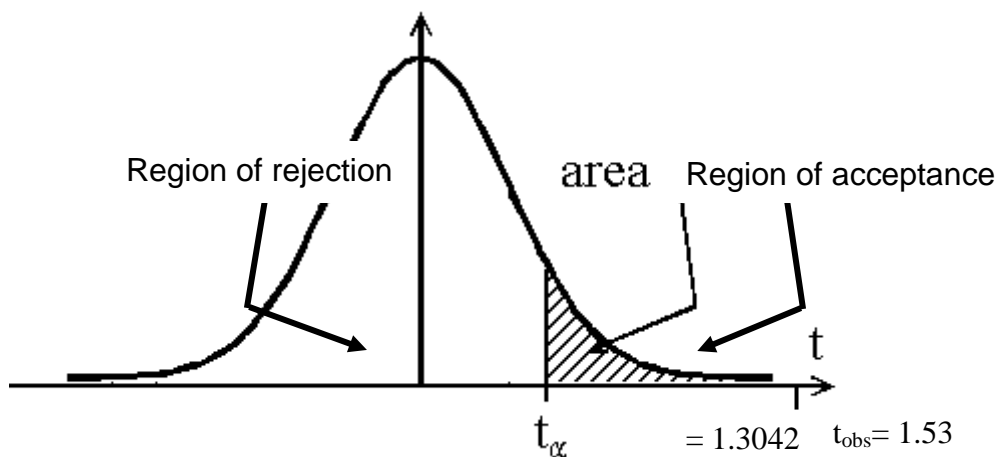
$$t_{obs} = \frac{2.15}{4,39 \times 0,32}$$

$$t_{obs} = \frac{2.15}{1.40}$$

$$t_{obs} = 1.53$$

Significance level at 10% $t_{\alpha} = 1.3042$

Degrees of freedom: $= n_{cont} + n_{exp} - 2$
 $= 20 + 20 - 2 = 38$



T-STUDENT CHART

Grados de libertad	0.25	0.1	0.05	0.025	0.01	0.005
1	1.0000	3.0777	6.3137	12.7062	31.8210	63.6559
2	0.8165	1.8856	2.9200	4.3027	6.9645	9.9250
3	0.7649	1.6377	2.3534	3.1824	4.5407	5.8408
4	0.7407	1.5332	2.1318	2.7765	3.7469	4.6041
5	0.7267	1.4759	2.0150	2.5706	3.3649	4.0321
6	0.7176	1.4398	1.9432	2.4469	3.1427	3.7074
7	0.7111	1.4149	1.8946	2.3646	2.9979	3.4995
8	0.7064	1.3968	1.8595	2.3060	2.8965	3.3554
9	0.7027	1.3830	1.8331	2.2622	2.8214	3.2498
10	0.6998	1.3722	1.8125	2.2281	2.7638	3.1693
11	0.6974	1.3634	1.7959	2.2010	2.7181	3.1058
12	0.6955	1.3562	1.7823	2.1788	2.6810	3.0545
13	0.6938	1.3502	1.7709	2.1604	2.6503	3.0123
14	0.6924	1.3450	1.7613	2.1448	2.6245	2.9768
15	0.6912	1.3406	1.7531	2.1315	2.6025	2.9467
16	0.6901	1.3368	1.7459	2.1199	2.5835	2.9208
17	0.6892	1.3334	1.7396	2.1098	2.5669	2.8982
18	0.6884	1.3304	1.7341	2.1009	2.5524	2.8784
19	0.6876	1.3277	1.7291	2.0930	2.5395	2.8609
20	0.6870	1.3253	1.7247	2.0860	2.5280	2.8453
21	0.6864	1.3232	1.7207	2.0796	2.5176	2.8314
22	0.6858	1.3212	1.7171	2.0739	2.5083	2.8188
23	0.6853	1.3195	1.7139	2.0687	2.4999	2.8073
24	0.6848	1.3178	1.7109	2.0639	2.4922	2.7970
25	0.6844	1.3163	1.7081	2.0595	2.4851	2.7874
26	0.6840	1.3150	1.7056	2.0555	2.4786	2.7787
27	0.6837	1.3137	1.7033	2.0518	2.4727	2.7707
28	0.6834	1.3125	1.7011	2.0484	2.4671	2.7633
29	0.6830	1.3114	1.6991	2.0452	2.4620	2.7564
30	0.6828	1.3104	1.6973	2.0423	2.4573	2.7500
31	0.6825	1.3095	1.6955	2.0395	2.4528	2.7440
32	0.6822	1.3086	1.6939	2.0369	2.4487	2.7385
33	0.6820	1.3077	1.6924	2.0345	2.4448	2.7333
34	0.6818	1.3070	1.6909	2.0322	2.4411	2.7284
35	0.6816	1.3062	1.6896	2.0301	2.4377	2.7238
36	0.6814	1.3055	1.6883	2.0281	2.4345	2.7195
37	0.6812	1.3049	1.6871	2.0262	2.4314	2.7154
38	0.6810	1.3042	1.6860	2.0244	2.4286	2.7116
39	0.6808	1.3036	1.6849	2.0227	2.4258	2.7079
40	0.6807	1.3031	1.6839	2.0211	2.4233	2.7045
41	0.6805	1.3025	1.6829	2.0195	2.4208	2.7012
42	0.6804	1.3020	1.6820	2.0181	2.4185	2.6981
43	0.6802	1.3016	1.6811	2.0167	2.4163	2.6951
44	0.6801	1.3011	1.6802	2.0154	2.4141	2.6923
45	0.6800	1.3007	1.6794	2.0141	2.4121	2.6896
46	0.6799	1.3002	1.6787	2.0129	2.4102	2.6870
47	0.6797	1.2998	1.6779	2.0117	2.4083	2.6846
48	0.6796	1.2994	1.6772	2.0106	2.4066	2.6822

4.20 ANALYSIS OF THE HYPHOTESIS INSIDE THE GROUPS

$$H_o : \mu_d = 0$$

Action Research strategies do not allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school in Quito city during the first term of the school year 2009 - 2010”.

$$H_1 : \mu_d > 0$$

Action Research strategies will allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school in Quito city during the first term of the school year 2009 - 2010”.

After analysing the data, the result is that the t_{obs} is 1.53, which falls in the acceptance region proving that the null hypothesis “Action Research strategies do not allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school in Quito city during the first term of the school year 2009 – 2010” must be rejected.

We can accept the alternative hypothesis “Action Research strategies will allow students and teachers to improve their skills and interaction in the class during English lessons for secondary school students of the tenth grades at “Abdón Calderón” Military high school.

The increase in the mean is significant, and the reduction in the variance and in the standard deviation clearly shows that the **Action research strategies** in the improvement of teaching and learning process where a meaningful improvement in the mean can be seen.

PART V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- We can conclude that the action research strategies help students and teachers to improve their learning and teaching process because once we have analyzed and checked the hypothesis we can see that the critical value is 1,3042 and the T calculated is 1,53 so it is evident that the H_o is rejected because it falls in the rejection zone.
- On the other hand the H_1 is accepted because it falls in the acceptance region like you can see the critical value is 1, 3042 and t calculated is 1, 53 which clearly shows that the Alternative Hypothesis is greater than the Critical Value $t_{obs} = 1, 53 > t_a = 1, 3042$.
- It is important to point out that Action Research strategies help the students and teachers to improve their skills and interaction in the class to feedback as a part of the educational process.

5.2 RECOMMENDATIONS

- We firmly suggest all English teachers to apply action research strategies like **Debates, Games, Group Work, Graphic Organizers, and Researching**, all these based in projects to help students and teachers to improve their learning and teaching process.
- It is important to maintain an acceptance level in the class to be conscious that the teaching and learning process depends on the teacher's knowledge of action research strategies to be able to catch up students' attention and interest while providing them with a high level of confidence and support.
- In other hand feedback students during the teaching and learning process implementing action research strategies is necessary because its help to monitory investigate and elaborate our own conclusions.

PART VI

PROPOSAL

2.3 Proposal

THE IMPLEMENTATION OF PROJECTS USING ACTION RESEARCH STRATEGIES TO IMPROVE TEACHING AND LEARNING PROCESS OF ENGLISH LANGUAGE IN THE “ABDON CALDERON” MILITARY HIGH SCHOOL IN QUITO CITY.

2.4 Introduction

Faced with numerous challenges ahead, on top of a century characterized by economic progress and scientific advancement for the poverty and inequality, education is an indispensable tool for individuals and societies can move toward the ideals of peace, freedom and justice.

The education has like objective to enable all persons, without exception, to succeed and develop their abilities, which mean that each individual can take responsibility for himself, making his personal project and integrate and cooperate with others.

We have developed the **Logical Framework** Projects as a tool to help to conceptualize a project and analyze the assumptions behind it. Since the development of the **Logical Framework**, it has been adopted, with various adaptations.

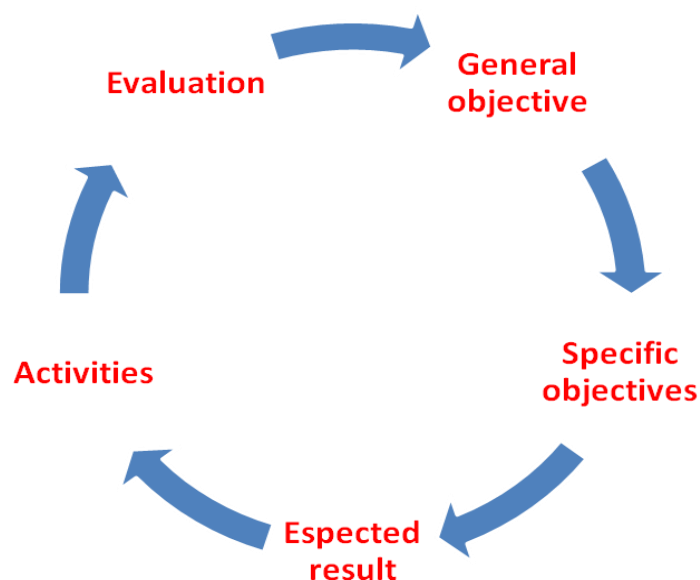
The **Logical Framework** has proven extremely valuable for project design, implementation, monitoring, and evaluation.

As was seen in the preparation of this project profile, there is a logical interrelationship between the overall Problem, the Goal, the Specific Objective, the Expected Outputs, and the Activities. The **Logical Framework** facilitates an analysis of these interrelationships and their relationships with the surrounding environment.

We know that the learning needs of today include basic tools such as reading, writing, and especially the interaction between teacher and student, they are also fundamental contents of the learning acquisition of attitudes that can develop their full capacities, to make decisions with trial and keep the spirit of wanting to continue learning.

The combination of teaching and learning activities regulated alongside conventional or other extracurricular approaches enable students to access the essential dimensions of education: ethics and cultural, scientific and technical, social and artistic for this reason this project aims to develop an educational drive that is based on three key dimensions:

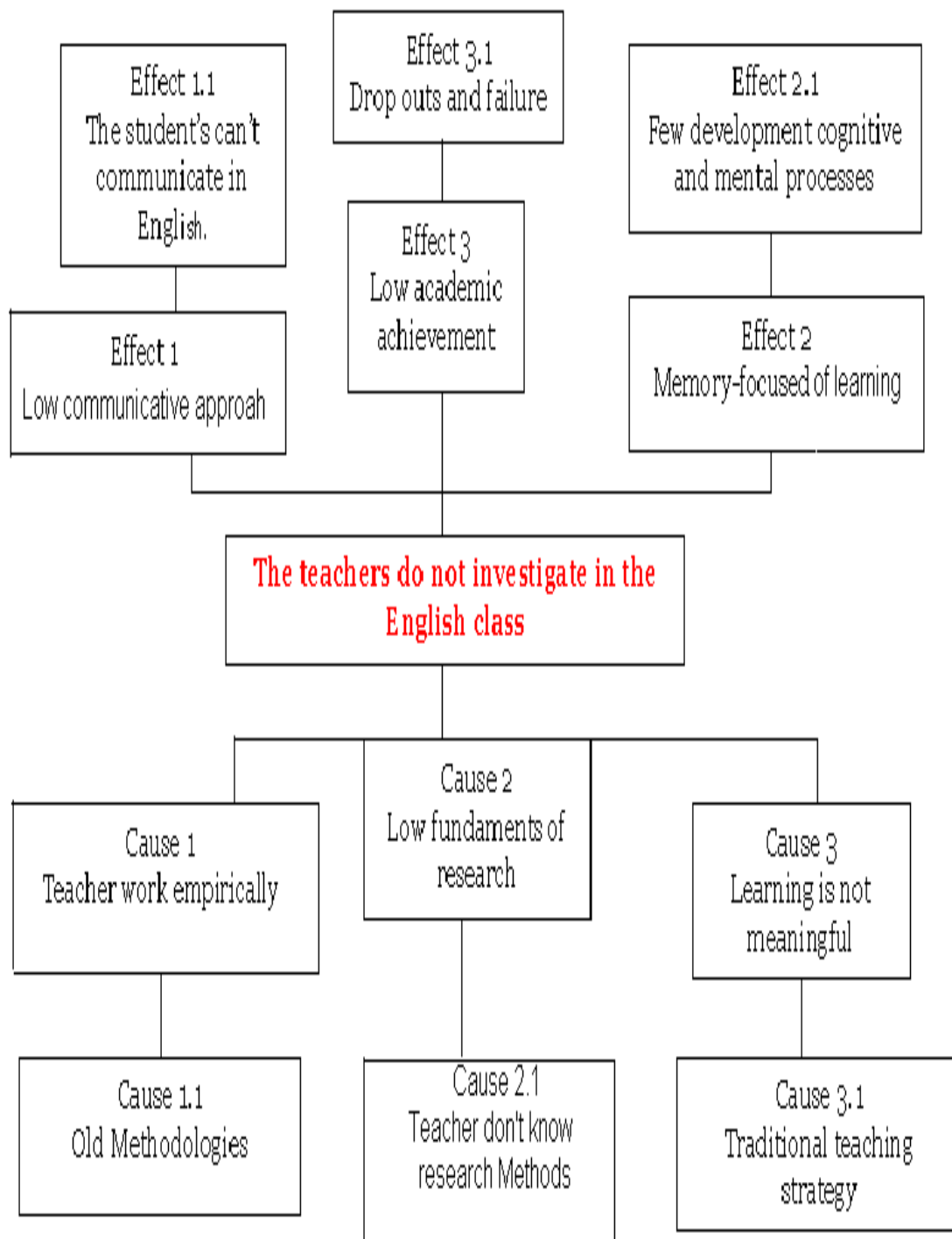
An interdisciplinary team carrying out a thorough description of a commodity system will be able to identify the priority problems in each component of the system, and with these, establish objectives which will lead to a project profile. Since most people have limited experience writing projects, or profiles of projects, there is a need for a method of determining whether the project profile is logically conceived or not. The **logical framework format** is a valuable tool which does just that.



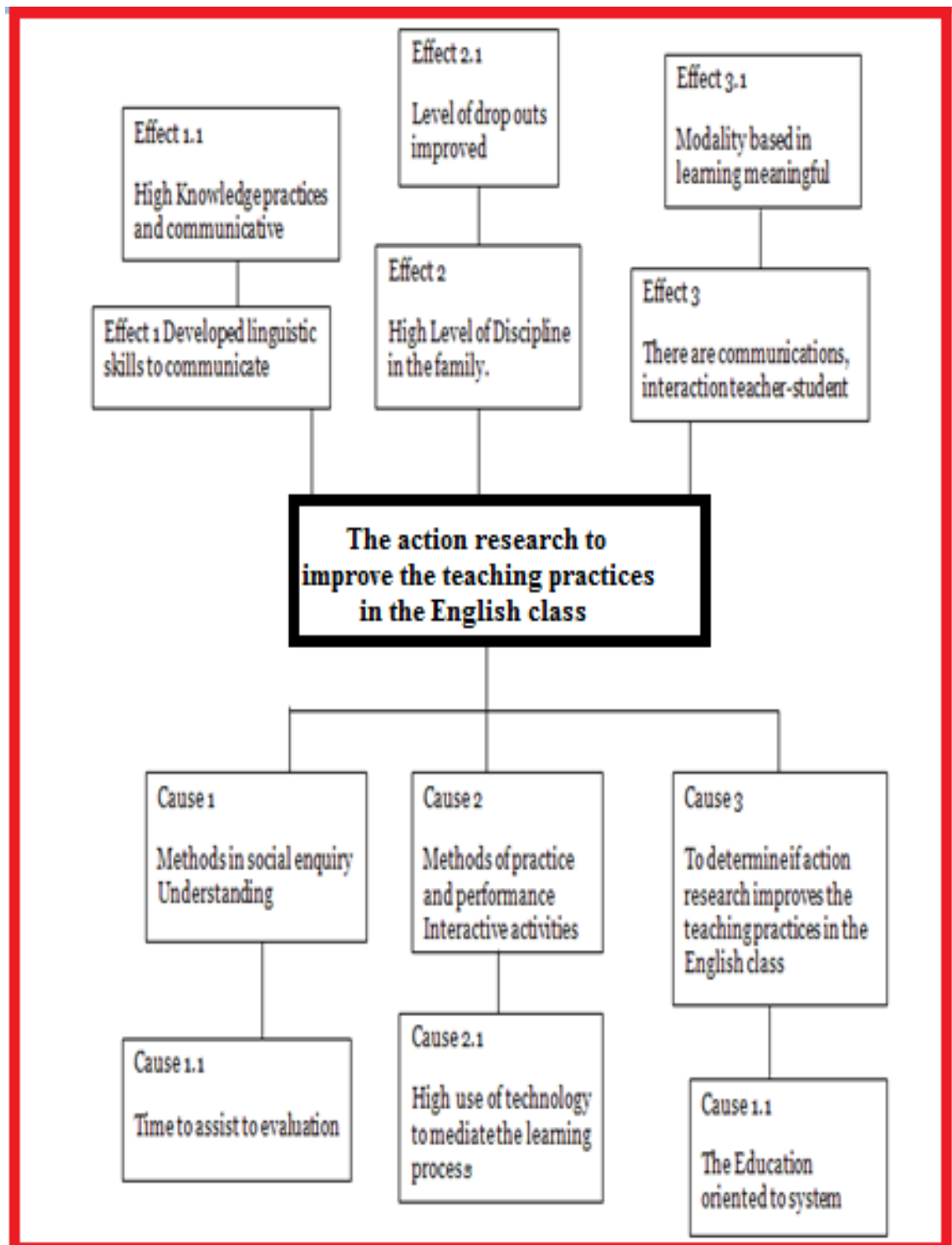
Stakeholder analysis

Groups	Interest	Problems	Resources
Students	Acquisition of competences and skills that permit to communicate, understand and express ideas in this foreign language.	Do not have necessary materials to develop appropriately their language skills inside class and outside of class	Training to enhance their mastery of the English language. Using different sources inside and outside the class
Teacher	Improve teaching practices in the English class. Improve the quality of the class using better methodologies and specially being in contact with students.	Many teachers use old methodologies to teach and they do not have an interaction in class because work just with the book.	Improve the quality and the educative condition using technological instruments and interaction in class.
Community	Learn a foreign language special English is an indispensable tool in this time because it open doors to your personal and social goals and opportunities.	Many people unknown the importances of this language for this reason they do not insist to their sons learn this language and so they do not speak English.	The Program achieves international quality standards that provide the comprehension of this project.

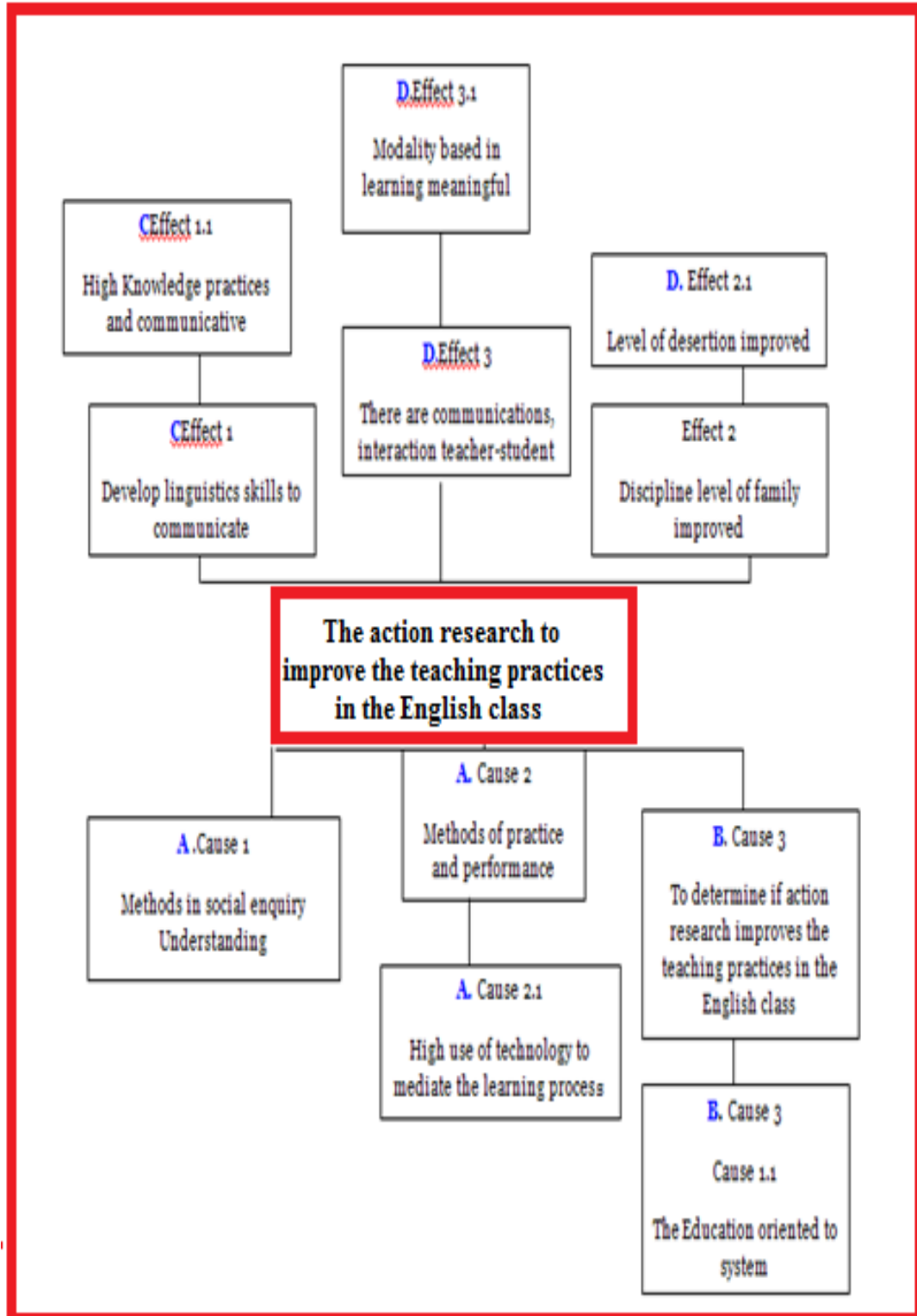
PROBLEM TREE



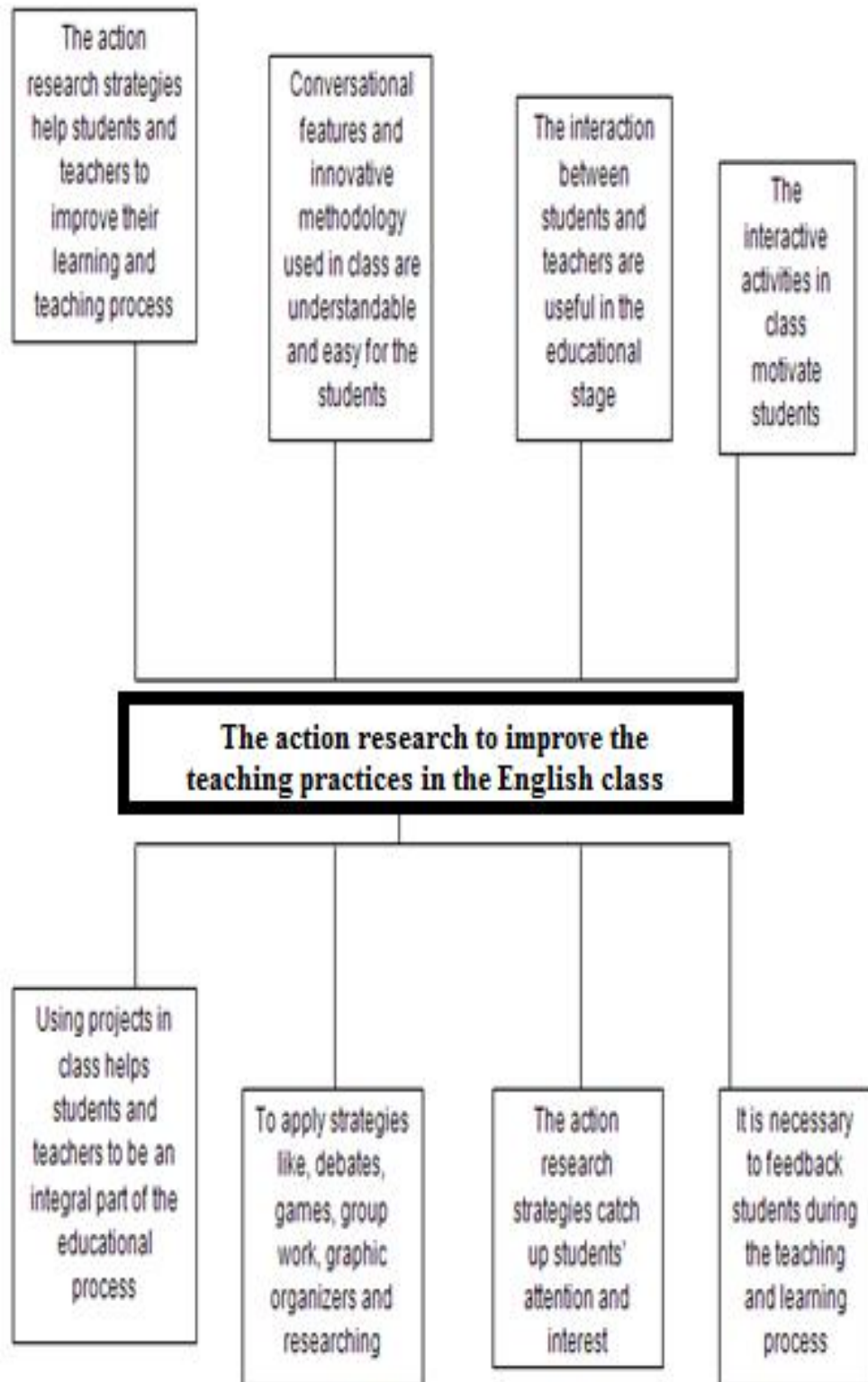
OBJECTIVES TREE



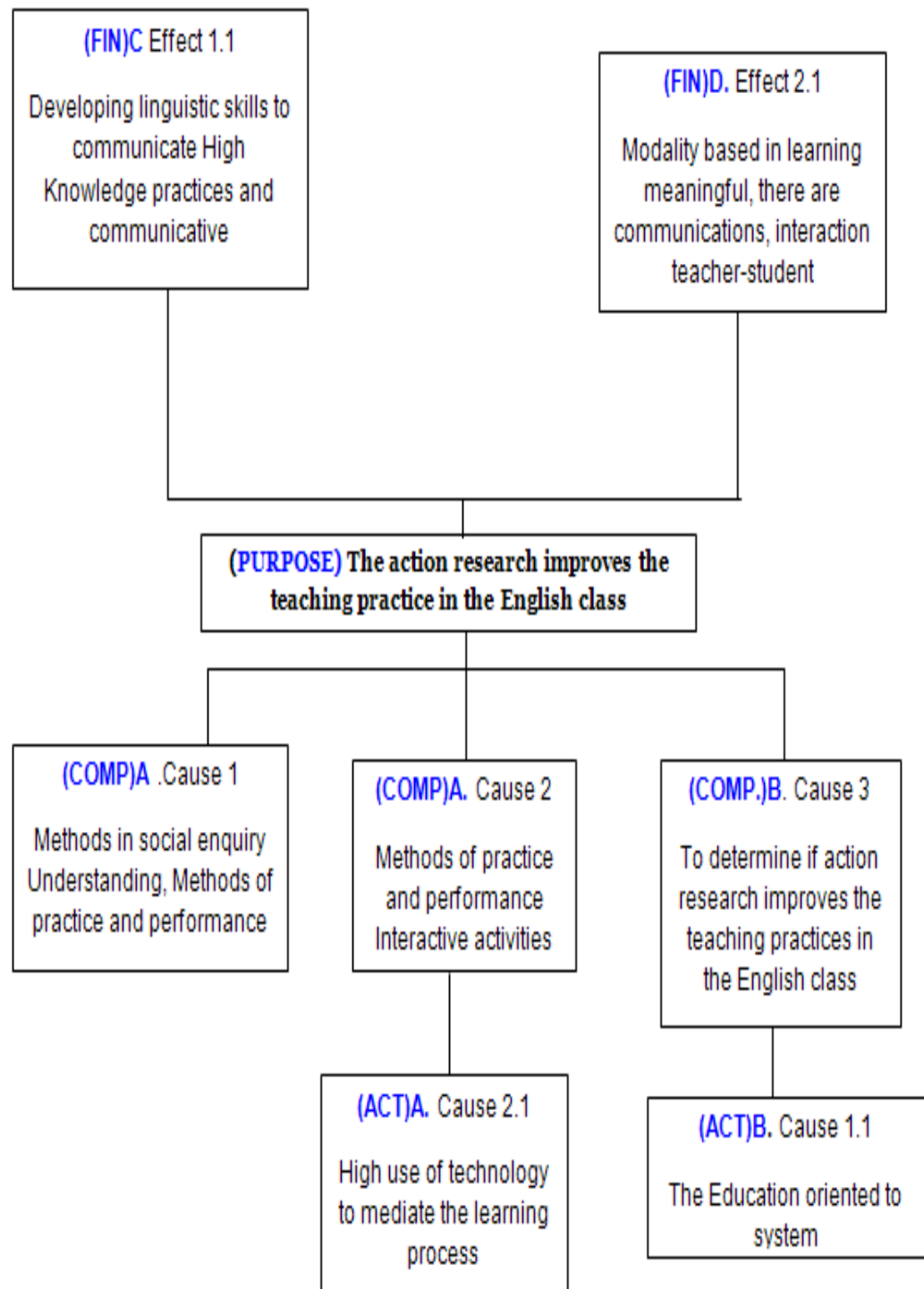
ALTERNATIVES TREE



CONCLUSIONS TREE



STRUCTURE



6.3 JUSTIFICATION.

In the “Abdon Calderon” High School, According to the data analysed, it is possible to conclude that using action-research strategies in the class will help teachers to increment their goals in the teaching process during their English class, so developing their analytical and evaluative skills in the description of instructional practice, and reflective developed.

The purpose of this study is to understand the relationship in the teaching and learning process, as the study indicate the most important in class is improve teacher quality and student achievement, to attend the preparation and qualification of teacher school staff to hire and retain in the profession the findings regarding the value of teacher knowledge, training, and learning, all components of the revised teacher evaluation model.

Immersed in most teacher evaluation practices as collaborative inquiry, a shared sense of responsibility and self-direction, and the reflective practice to create an atmosphere that enhances the knowledge of all teachers and the process of evaluation that incorporate collaborative dialogue and reflective practices lead a school environment where changes can be aligned with procedures that foster teacher and student growth, leading to teacher satisfaction.

Therefore, we should view the hierarchy of phases that is proposed by different authors as merely possible paths that are changeable, according to one’s individual profile, historical circumstances, educational context, and training. As Huberman (1992:53)¹³ puts it, “to a great extent, human development is ‘teleological’, in the sense that the human actor observes, studies, and plans the ‘sequences’ that he or she goes through, and is able to change or determine the characteristics of the next ‘phase’”.

13 Huberman (1992:53)

6.4 OBJECTIVES

6.4.1 General

To apply the projects as an action research strategy to improve the teaching practices in the learning process in the classroom, this allows increasing the knowledge in the speaking skill development with students attending the tenth level of education in the “Abdon Calderon” high school during the 2009-2010.

6.4.2 Specific

- Apply the conversational features to achieve the relationships development in the class to improve the learning skills to use it in a fluent communication with their fellow men.
- Encourage students to express their ideas during class, using the teaching and learning strategies to improve reading, writing, fluency and pronunciation during the class.
- Plan the contents that the teacher will impart to satisfy the necessities and the students' interests, taking into account the ability level, cognitive development, and learning style.
- Intensify the communicative interaction between students and teacher while carrying out the learning tasks

6.5 THEORETICAL FOUNDATION

How to use projects in class?

A project is typically defined as a collaborative enterprise, frequently involving research or design that is carefully planned to achieve a particular aim.

In the school the project is involved in a normal essay assignment. It requires students to undertake their own fact-finding and analysis, either from library/internet research or from gathering data empirically. The written report that comes from the project is usually in the form of a dissertation, which will contain sections on the project's inception, methods of inquiry, analysis, findings and conclusions.

Everyone is welcome here. If you're a professor, teacher, or student, we encourage you to use projects in your class to demonstrate how an open topic works. Many of these projects have resulted in both advancing the students' knowledge and useful content.

An advantage of this over regular homework is that the student is dealing with a real world situation, which is not only more educational but also makes it more interesting, possibly resulting in increased dedication.

Besides, it will give the students a chance to collaborate on course notes and papers, and their effort might remain online for reference, instead of being discarded and forgotten as is usual with paper coursework, or classroom systems which are routinely reinitialized.

The classroom coordination project exists to provide guidance to educators.

Methodology

The language teaching has been influenced for various currents of thought, appreciations and challenges. It is not only recently that Noam Chomsky¹⁴ with his generative grammar had aroused the challenged foundations for methodology. He pointed out the need to distinguish what impact his theories of linguistics and language acquisition had on language teaching.

It suggested two currents of methodological thought. One is the changing concept of the nature of mind which determines not only the learning process. The other current is the practical concerns of language teaching which may vary according to the changing needs of the language learner which may exist apart from theoretical considerations. It is important to recognize the effect of both influences the theoretical and practical.

It deals primarily with the characteristics, principles and techniques of the different methods and approaches for language teaching. It is concerned with the revision of language teaching methodologies which serve as an aid to what teachers can do in the class. Students need to be exposed to methods, to reflect on their principles and get acquainted with techniques so they can become clearer about what they need to do to teach a language.

Natural principles to language classes are used as well as intensive oral interaction in the target language, using questions as a way of presenting and eliciting language. Some believers in the natural method argued that a foreign language could be taught without translation or the use of the learner's native tongue. Speaking began with systematic attention to pronunciation; known words could be used to teach new vocabulary.

14 Noam Chomsky

THE TEACHING/ LEARNING PROCESS OF THE 'COMMUNITY LANGUAGE LEARNING AND THE TOTAL PHYSICAL RESPONSE' METHODS.

	Community Language Learning	Total Physical Response	Communicative Language Teaching
1. Goals	Communication. Promote non defensive learning.	Communication. Learning L1= learning L2.	Communication in social context. Appropriate. Functional competence.
2. Role of the teacher/student	Counsellor/client. As S assumes more responsibility, becomes independent of T.	Director. T provides model of L2 for imitation. Later role reversal.	Facilitator. Manager of learning activities. Promotes communication among Ss.
3. Teaching/ Learning Process	Security, aggression, attention, reflection, retention, discrimination. Ss initiate speech in L1, T supplies L2.	Comprehension before production. Modelling by T followed by performance.	Ss learn to communicate by negotiating meaning in real context. Activities include information gap, choice, feedback.
4. Nature of student/teacher interaction?	Changes over time. Importance placed on cooperative relationship between T/S and S/S.	T speaks, Ss respond nonverbally. Later, Ss verbalize.	T arranges tasks for communication. S/S interaction.
5. How are students' feelings dealt with?	S viewed as whole person, no separation of intellect and feelings. T "understands" Ss.	Ss have fun in a non stressful situation.	Ss are motivated to learn thru usefulness of language functions.
6. View of language/ culture?	Language for developing critical thinking. Culture integrated with language.	Spoken over written.	Language in social context, for communication.
7. What skills are emphasized?	Ss determine syllabus by what they want to say.	Grammar and vocabulary (initially via imperatives). Comprehension precedes production.	Function over form. Discourse and sociolinguistic competence + all four skills.
8. Role of L1?	Used in the beginning, less in later stages.	Not used.	Generally not used.
9. How does evaluation occur?	Integrative tests. Self-evaluation.	By observation.	Communicative tests. Fluency and accuracy.

This methodology could be used in different activities like:

LANGUAGE GAMES (Listening-reading practices)

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

ROLE PLAY (narrative-reading-listening practices)

Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say).

EMPHASIZED IN THE THREE METHODS

COMUNITY LANGUAGE LEARNING

Particular grammar points, pronunciation patterns and vocabulary are worked with based on the language the students have generated.

The most important skills are understood and speak the language at the beginning, with reinforcement through reading and writing.

TOTAL PHYSICAL RESPONSE

Vocabulary and grammatical structures are emphasized over other language areas. These are embedded with imperatives.

Understanding the spoken word should precede its production.

COMMUNICATIVE LANGUAGE TEACHING

Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker

and listener, so too is meaning thought to be derived from the written word through an interaction between the reader and the writer. The writer is not present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind.

The goal of the teaching and learning strategies course was to introduce a variety of teaching techniques and to provide students with an opportunity to practice teaching techniques in a micro-teaching setting.

Develop lesson plans by applying various teaching techniques, and then they taught lessons to a small group of peer students in the micro-teaching lab. The presentations of lessons are video-taped. Peer students are asked to write anonymous comments on feedback sheets.

Presented five micro-teaching lessons and wrote five reflection journals collected. Initially, the content of each journal is analyzed and coded in three broad areas of teaching practice: the teacher, the student, and the curriculum/instruction. The area of "teacher" included the writings of personal features such as voice quality and attitude. The descriptions of the presentation of instructional materials are categorized in the area of "curriculum/instruction." The area of "students" concerned the writings of students' backgrounds and learning styles.

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