UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

TITLE OF THE RESEARCH WORK:

"Analysis of the application of language skills and how they influence in the level of English learners of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022".

Work presented as requirement for obtaining the Bachelor's degree as **"LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, PROFESOR DE IDIOMAS; INGLÉS"**

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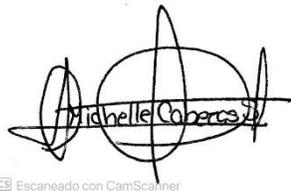**Thesis Tutor:**

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Riobamba, Ecuador. 2022

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I, Michelle Dennisse Cabezas Salas, with identity card 0604356238, author of the research work entitled: "Analysis of the application of language skills and how they influence in the level of English learners of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022". certify that the production, ideas, opinions, criteria, contents and conclusions exposed are my exclusive responsibility.

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Certifico que este ´proyecto de investigación ha sido completado en el 100%. Cumple con los parámetros establecidos y tiene el mérito suficiente para ser expuesto a la presentación pública y evaluación por parte del tribunal respectivo.

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PhD. Mónica Torres Cajas
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The undersigned, professors appointed Members of Court of degree for the evaluation of the research work "Analysis of the application of language skills and how they influence in the level of English learners of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022". Presented by Michelle Dennisse Cabezas Salas, with identity card CC 0604356238, under de tutorship of PhD. Mónica Janeth Torres Cajas; We certify that we recommend the APPROVAL of this for degree purposes. Previously, the research work has been evaluated and the author's support has been listened to; having nothing else to observe.

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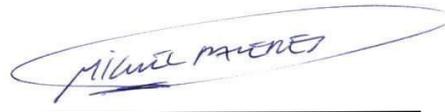
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Riobamba, 25 de abril de 2022

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PhD. Mónica Torres C.

TUTORA

DEDICATION

To my mother and my brother Diego who have been my motivation and support at all times.

With love.

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RESUMEN

Las cuatro habilidades lingüísticas como escuchar, leer, hablar y escribir son esenciales para dominar el idioma inglés, de lo contrario, los estudiantes de idiomas no podrán comunicar lo que piensan y sienten, al igual que no les será posible comprender a sus interlocutores. Así, se espera que los aprendices de idiomas sean capaces de comprender, analizar y comunicar sus ideas de manera independiente, para ello es necesario desarrollar todas las habilidades del idioma lo cual se puede lograr con la ayuda de estrategias metodológicas. Por tanto, el objetivo de esta investigación es analizar la aplicación de las destrezas y cómo estas influyen en el nivel de inglés de los estudiantes de Tercero de Bachillerato General Unificado "A" en la Unidad Educativa "Isabel de Godin" y en consecuencia así proponer estrategias metodológicas que contribuirá al desarrollo de habilidades receptivas y productivas. Esta investigación es no experimental y tiene un enfoque cualitativo. Se utilizó como instrumento la guía de observación para 30 estudiantes de dicha institución, lo que evidenció que la mayoría de las estrategias metodológicas para el desarrollo de cada una de las habilidades no son aplicadas, como consecuencia los estudiantes no pueden comunicarse correctamente. En base a la observación se estableció que el nivel de inglés es básico-elemental, lo cual no corresponde a la edad ni nivel de estudio.

Palabras claves: metodología, estrategias metodológicas, destrezas, comunicación.

ABSTRACT

The four language skills such as listening, reading, speaking and writing are essential to master the English language, otherwise the language learners won not be able to communicate what they think and feel just as it will not be possible for them to understand their interlocutors. Thus, it is expected language learners to be able to understand, analyze and communicate their ideas independently, for this it is necessary to develop all the skills of the language which can be achieved with the help of methodological strategies. Therefore, the objective of this research is to analyze the application of skills and how they influence the level of English of the students of Tercero de Bachillerato General Unificado "A" in the Unidad Educativa "Isabel de Godin" and accordingly thus propose methodological strategies that will contribute to the development of receptive and productive skills. This research is non-experimental and has a qualitative approach. The observation guide was used as an instrument for 30 students of said institution, which showed that most methodological strategies for the development of each of the skills are not applied, as a consequence the students cannot communicate correctly. Based on the observation, it was established that the level of English is basic-elementary, which does not correspond to age or level of study.

Keywords: methodologies, methodological strategies, skills, communication.

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CHAPTER I.

1.1. INTRODUCTION.

The English language worldwide is the most used to communicate, so there are more people who study and learn this beneficial language, the reason is that it has gone from being a privilege to a necessity for different fields and even more so in education., it is for the reason that the teaching-learning of this universal language is a priority from elementary levels to advanced levels, through school, high school and university; students are expected to be able to understand, analyze and communicate independently and autonomously (Chávez , Saltos , & Saltos , 2017); for this it is necessary to develop the four skills such as reading, listening, speaking and writing, the development of these deserve the use and application of methodological strategies so that students acquire not only one, but all the necessary skills.

It can be evidenced that the skills influence the level of English and that it must be developed harmoniously, therefore, it is important to listen and speak, as well as to read and write. (Sánchez A. , 1982). However, a problem was identified in the teaching of the language in the Unidad Educativa "Isabel de Godin", in the students of Tercero de Bachillerato General Unificado "A", since not all the skills were applied, for the same reason that they were not commonly taken into account or implemented methodological strategies. As a result, the students failed to advance in linguistic competence. Another factor that affects the development of the language in the teaching-learning process of the students is that they are not motivated, nor guided to apply the majority of methods that favor the development of all communication skills, so there is a low level sufficiency in students (Ortega Auquilla, 2017).

Therefore, this study focuses on the analysis of the application of skills and how they influence the level of English in the Unidad Educativa "Isabel de Godin", the same information that is totally useful and truthful as a support or guide for teachers, who can analyze the methodological strategies provided by this research and put them into practice.

On the other hand, the study follows a qualitative approach since it analyzes the application of skills and how they influence the level of English of the students in the Tercero

de Bachillerato General Unificado "A", which are a fundamental part of this research project. In addition, the instrument used for data collection is the observation guide during the classes taught by the teacher.

This research deals with the principles of teaching and learning, so it belongs to the area of English teaching methodology.

1.2. PROBLEM STATEMENT

English has become the universal language of communication, whether in the field of education, business, science, technology, among others. English is a fundamental resource to quality education and job opportunities. Through time, English has had a gradual transcendence as it is the most widely spread language worldwide. According to the report, EF English Proficiency index 2020, many countries of the word have improved, according to the studies 26 countries improved significantly out of 100 countries evaluated. (Russell, 2020). English is one of the most studied languages in the world since it plays a fundamental role in education, becoming a basic language and this is how it becomes a fundamental piece both in schools, colleges and universities as a basic means of learning and teaching a second language, also a source of access to modern scientific knowledge and research. Therefore, it is important to intervene and make an effort to improve the quality of teaching English. (Abdulsalam, 2016).

English skills are important at a national level, unfortunately for Ecuador in this tenth edition of the English Proficiency Index it obtained a very low level in the command of the English language, since it was ranked 93 out of 100 countries in the world. Ecuador in 2014 was ranked 34 and down to 93 this year. Therefore, the problems that Ecuador still has in the teaching of this skill are very worrying, some problems are the methodology, the level of knowledge of the teachers or ignorance on the use of technological resources. (Proficiency, 2020).

Based on the observations done in the teaching practices in Unidad Educativa "Isabel de Godin" some problems that alter the study of English can be evidenced by not making adequate use of the four skills that are required, since only some skills are taken into account the students do not put into practice all the necessary skills becoming a deficit, hindering their skills and as a result a low level of the language. It could also be seen that the use of language learning

strategies was absent, recalling that it is important to improve proficiency in developing second language skills since they facilitate the use of English.

1.3. PROBLEM FORMULATION

How do the four language skills influence the level of the students of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022?

1.4. JUSTIFICATION

The importance of English is reflected in various fields, such as work, academic, professional, among others, making English a lingua franca as a means of communication between two people who speak different languages and can use English as a "bridge". Therefore, it increases efforts to improve communication skills in students. (University N. , 2018)

Mastering the English language means having the ability to express oneself fluently and without obstacles, expressing our ideas, opinions in order and with the clarity that is required for the message to arrive satisfactorily, but it also means having the ability to understand and assimilate the ideas and responses that we perceive either in a group of people, the media or if we read a text. (Vargas Soto, 2017)

Therefore, learning English involves knowing the four skills: speaking, reading, writing, and listening. English is a very important skill in the global world, if someone does not have a good ability in one of these skills, it will reduce the opportunities that can be presented both in education and professionally. However, the development of language skills can be uneven, since for a student they may be stronger in reading but weak in speaking, writing or listening. (Arias Sanabria, Borda Galindo, & Sosa Ávila, 2016)

This research could help motivate students to learn the English language and master the four fundamental skills so that they can communicate easily and clearly. On the other hand, this project will also be useful for teachers since they could learn about the different methodological strategies to develop language skills properly. In addition, the research will also help local

institutions to make correct use of innovate and dynamic methodological strategies, thus helping students to reach a higher level in English language.

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze the application of skills and how it influences on the level of students, the case of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022.

1.5.2. SPECIFIC OBJECTIVES

• To identify the methodological strategies that are being applied to develop receptive skills.

• To identify the methodological strategies that are being applied to develop productive skills

• To determinate the influence of skills development in the level of English learning.

CHAPTER II.

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGTION REGARDING THE PROBLEM TO BE INVESTIDATED

Today it is possible to show the deficits that students have with English language skills, so methodological strategies have become a central point in the research. This is how there is research on how to develop and improve each of the skills. A research from Universidad Nacional Chimborazo "ANALYSIS OF THE SPEAKING STRATEGIES USED IN THE TEACHING LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL, IN UNIDAD EDUCATIVA ISABEL DE GODIN, AT SECOND OF BACHELOR "A" CLOTHING INDUSTRY SPECIALITY, IN RIOBAMBA CITY, CHIMBORAZO – PROVINCE, DURING THE ACADEMIC YEAR 2017-201" (Asqui Tingo , 2018). In this research focuses on the speaking skills and the importance of integrating speaking strategies, in such a way that a motivation for students is achieved by expressing their ideas, exchanging information or opinions, in addition to having confidence and security to speak clearly and fluently. The objective is to analyze how the teacher applies speaking strategies and how these strategies can help develop and improve the aforementioned skills in said institution. Therefore, the researcher was able to determine that students are motivated by carrying out strategic activities to improve oral expression such as small group discussion or role play strategies, however the author concluded that there would be a better result if such strategies were applied more frequently and consistently so that students feel more confident speaking and practicing the language.

"EXPLORATION OF READING STRATEGIES FOR THE ACQUISITION OF LITERAL READING COMPREHENSION SKILL WITH STUDENTS AT DECIMO DE EDUCACIÓN GENERAL BÁSICA, AT UNIDAD EDUCATIVA CRISTIANA "VERBO" IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM OCTOBER 2016- MARCH 2017" (Vinueza Falconi , 2017). According to this research it is based on the reading skills, it explains that reading comprehension is essential for the student to have knowledge of the main idea, events and characters of a reading, so this study explored how

reading strategies contribute to the acquisition of a reading comprehension, it was also possible to show that the most common activities that teachers used were "think and search" and "story frame". It was determined that when applying reading strategies to develop literal reading comprehension help and benefit students, some of these strategies were "Right there" and "think and search" "questioning strategy" "Direct instruction" and "Story Frames" in such a way that students identified the main idea of the story and were able to create the corresponding responses to the questions that the teacher proposed, however, all these strategies must be guided and with a clear instruction so that they can be carried out with satisfaction.

"ANALYSIS OF THE WRITING STRATEGIES USED FOR TEACHING WRITING SKILLS IN CAMILO GALLEGOS TOLEDO SCHOOL, SEVENTH GRADE OF E.G.B PARALLEL "A" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC YEAR 2017-2018." (Pesantez Mijas, 2019). According to this research, the author explains that to achieve a consolidated writing, with the objective of transmitting and communicating a clear and correct message, the components of writing such as content, organization, language use, vocabulary and mechanics. In addition, the stages of the writing process also play a fundamental role at the time of writing since it helps to have a clear ideas and to structure each of the paragraphs well. However, it was possible to delay how much the lack of application of writing strategies affects students since it is difficult for them to express their ideas when developing activities related to writing, the purpose of this research was to observe the writing process that was applied to develop writing strategies that benefit students and additional knowledge for teachers.

"ANALYSIS OF THE USE OF ENGLISH SONGS AS A METHODOLOGICAL STRATEGY IN THE DEVELOPMENT OF THE LISTENING SKILL AT PRIMER AÑO DE BACHILLERATO "H" AT UNIDAD EDUCATIVA "ISABEL DE GODÍN" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019" (Caiza Mora, 2019). The main objective of this research was to improve the development of listening skill through the use of songs in English in different stages, the most appropriate process to use the songs in the best way and influence the students to improve their listening skills is as follows pre- listening, extensive listening, intensive listening and post listening. Many authors agree that the purpose of using these resources is that students feel motivated and

their classes stop being monotonous, as well as that it helps them to improve their vocabulary, pronunciation, comprehension, etc.

2.2 THEORETICAL FOUNDATIONS/ BASIS

The theoretical framework will be developed base on national and international research in addition to observations of our reality, then the scientific theory will support the research questions, contributing to this study with definitions and concepts.

2.2.1. Language skills

The four language skills, listening, reading, speaking and writing are essential for learning otherwise there is no point in communicating and understanding a topic, also for a student and their education to be successful it is necessary to develop and reinforce these language skills according to the level and needs of the student, since the objective is that they can listen and understand correctly as well as speak it effectively, the importance of verbal communication skills can be appreciated. (Darancik, 2018)

2.2.2 Teacher's role as a guide for an active participation of the student

Today's teaching is intended to train the student, help him to be more critical, analytical and able to make social changes, so we can say that the teacher must be a trained and formative person, who transmits knowledge, trained and willing to help. A teacher must be a clear example of innovation to create an environment of passion for what is being taught, be able to create a relationship between the theoretical and the practical.

According to Torres (2017) explains how the teacher must fulfill their different roles and skills in teaching between the content and the student.

•   The teacher as a mediator where he/ she selects the content, methods and activities that are appropriate for meaningful learning, starting from the student´s prior knowledge to build new ones.

• The teacher as a manager, the main objective of this goal is to encourage and plan interaction in the classroom, in such a way that students assume responsibility for their learning.

• The teacher as a facilitator, helps the student to have more opportunities and resources for the student to create autonomy in their learning

• The teacher as an observer helps to solve communication problems paying attention to the interaction between the students but it must be taken into account that this role will be possible when the learning is structured

• The teacher as an assessor this role focuses on evaluating either the performance, effort, behavior and contribution of the student in the classroom.

• The teacher as an organizer, planning activities in advance and allowing students to fell that their effort and dedication are worth it.

• The teacher as an instructor, the importance of this role is that the teacher must give clear and precise instructions to his/ her students so they can perform it in the best way

• The teacher as a language resource, this role is responsible for providing the necessary and appropriate information on the language for student learning.

• The teacher as a monitor, this role consists of reviewing the activities that the student performs and the teacher makes sure that all the student's doubts are clarified and understood.

• The teacher as a researcher, the objective is to avoid monotony in the classroom so as an improvement in the learning process, the teacher must constantly develop their skills, techniques and strategies

• The teacher as an encourager and motivator, the objective is that the students feel enthusiastic about participating and being part of the class, so teacher will take care of the motivation to learn.

2.2.3. Receptive skills

Receptive skills or also known as 'passive skills', these skills are reading and listening. These skills are receptive because the student does not need to produce the language, only receives it and understands it. (Holmes, 2019)

When the student learners a new language, his receptive skills are first developed and then his productive skills, which contrast with each other. For example, reading can be a support for the development of writing and listening can improve the fluency of speaking.

However, receptive skills are usually challenging to develop, especially when facing a native speaker when starting a conversation, real time is needed, at the end of the message there is no going back to verify the meaning; in the same way, reading when grammar or vocabulary is complex and makes is difficult to understand.

Receptive skills can be improved in many ways, for example, television, music, books or magazines are resources that help to control the student's vocabulary and autonomy. On the other hand, we must not forget that these resources are part but not completely since it is also important not leave aside material, methods, strategies for an effective reading or listening comprehension class and that the teacher has previously chosen and is suitable for the student in such way that they are not discouraged in the learning process.

Reading skill

Definition

Reading skills are those skills that people have to read, understand and interpret, obtaining a meaning from written texts.

According to Romo reading skills is a complex reception activity, it is a communicative activity in which different capacities and cognitive, pragmatic-communicative and highly diverse metacognitive activities intervene and converge, which reveal the interaction between the text and the reader. (Romo, 2019)

In the reception process it is important that the student or reader learns to interpret, organize, identify, understand and master the reading strategies that are successful in reaching the meaning of the text; this process must be identified as an act of communication and communicative participation between the text as sender and the reader as receiver where a dialogue is maintained through what is read and turns into a meaningful message.

The importance of reading

Reading is one of the most enriching ways to learn and acquire knowledge, in addition to being one of the most outstanding language skills. Unfortunately, today students have lost

this great habit of reading when it offers a productive approach to improve vocabulary, for example when the student has a wide vocabulary, he will listen better as he understands then the student will be able to write better and have good grammar and spelling. Therefore, developing this reading skill is of great importance. (Ecoaula.es, 2019)

Methodological Strategies to develop reading skill

• **Purposeful reading:** the purpose of reading is to read effectively from the beginning and connect ideas on the page with what you already know, so it is important to know something about the material, before reading the student can look for information, that is, browse for a couple of minutes. You can start by reading the title, identifying the author, the type of reading, examining its cover then the reader can get more information form the text to focus the brain and make the reading more fruitful. (Melbourne, 2010)

• **Scanning:** the scan consists of doing a quick reading to look, for specific or relevant information, that is, having a preview of the text starting with the title, summary, examining illustrations, graphics or the first sentence of each paragraph. Scanning allows you to read up to 1500 words per minute. (Melbourne, 2010)

• **Skimming:** skimming allows you to read quickly with the aim of having a general idea of the text, it allows you to read up to 1000 words per minute. Skimming helps the student to identify whether or not to continue reading, in which part of the reading requires more of their attention, in addition, skimming help to consider what they already know from the text and develop a purpose for reading and increase the interest and reflection of the material. Skimming does not imply reading every word but rather checking titles, subtitles, words in old, abstract, introduction, objectives or conclusion. (Melbourne, 2010)

• **Phrase reading:** this reading strategy is very useful to develop fluency, reading comprehension and a better oral reading, it also contributes to the teaching of grammar, punctuation and vocabulary. For example, observe the eyes of a reader, you will see how it moves through each sentence of the paragraph in a series of jerks and the pauses between the jerks are known as fixations that will help to capture the words, so a poor reader will capture only one or two words in each fixation while a good reader will be able to take several words in each fixation. (Melbourne, 2010)

- **Analytical reading:** it is useful when the reader needs to make sure that he understands what he is reading, that is to say in a critical and profound way. In order for the reading to make sense, the reader must read more than once, reflect and take notes on the most important things. (Melbourne, 2010)

- **Making the text:** the objective of this strategy is that the reader can underline keywords or main ideas, make notes in the margins, he can also use post- it. This process will help focus on identifying key points and make reading easier to review when required without the need for the student to have to reread everything again.

- **Managing vocabulary:** vocabulary is key to reading comprehension, otherwise it will be difficult for the reader to understand without knowing the meaning of a large part of the vocabulary, for this reason the student must develop this strategy by consulting a glossary or dictionary, keep a list of the new vocabulary along with its definition, illustration, sentences and mode of use. (Melbourne, 2010)

- **Reading Aloud:** it helps students introduce vocabulary, provides fluent, expressive reading through punctuation and intonation, also reading comprehension as it makes complex ideas more accessible, ultimately develops reader interest. (Brunk, 2017)

  - **Summaries:** the student identifies the most important aspects of the reading and details in their own words. This strategy helps to remember and evaluate what the student understood about the text.

Listening skill

Definition

It is a fact that listening is of utmost importance to English language learning as it provides the input of the language. According to Heredia, listeners must identify between sounds, vocabulary, grammatical structures in addition to interpreting stress, intonation and pronunciation in order to put everything into practice simultaneously and retain the information

Listening skills are essential for student learning as they acquire knowledge and information for successful communication. Listening is the process of receiving, constructing meaning and responding to what is spoken. (Gulam, 2018)

This skill is one of the first skills to learn a language since listening is a receptive skill which will affect the ability to produce, without this skill the messages are easily misinterpreted. (Hendrawaty, 2019)

The importance of listening

The skill of listening is a necessity of language and the more efficient the listener, the more successful and satisfying the message will be, since it is not only about hearing. This is a process of receptivity in which it allows understanding and the participation of the listener.

Therefore, the ability to listen helps in learning foreign languages, that is, it is the key to learning a language. Unfortunately, this skill is not practiced in the classroom and is often seen as a passive skill, but it must be taken into account that if students do not clearly understand what they hear in their classrooms it will be difficult for them to learn the language and as a result it will make the rest of the skills are difficult and it is the reason why students do not feel confident and secure enough so listening is crucial for effective and meaningful participation in oral conversation. (Al-Nafisah, Issues and Strategies in Improving Listening, 2019)

Methodological Strategies to develop listening skill

• **Top-down:** this strategy is based on the prior knowledge of the listener, that is to say of the topic, situation or context, since it helps the listener to interpret what student hears. It should be noted that this strategy includes listening to main idea, predicting, drawing inferences or summarizing. (Al-Nafisah, Issues and Strategies in Improving Listening, 2019)

• **Bottom- up strategy:** the listener is based on the language of the message through the combination of sounds, words and grammar which create meanings. This strategy includes listening to specific details, recognizing cognates or order patterns. Listeners often use metacognitive strategies for the purpose of planning when choosing the strategy, monitoring their listening comprehension and evaluating by analyzing whether they have achieved the objectives. (Al-Nafisah, Issues and Strategies in Improving Listening, 2019)

• **Listening for meaning:** to achieve the objectives of this strategy, it is important that the listener follow some basic steps such as finding out the purpose of listening, activating prior knowledge to anticipate the content, paying attention to the beginning, especially when it is relevant, so the listener reduces the amount of unnecessary information. Also check

comprehension while listening and when listening comprehension ends as it helps students to detect inconsistencies. (Al-Nafisah, Issues and Strategies in Improving Listening, 2019)

• **Listening material:** as previously mentioned, it is important that the teacher activates the student's knowledge, it is also recommended that they start listening comprehension using listening texts with easy topics and thus the students are not discouraged, so at this stage, the teachers must present interesting and effective for listeners. (Al-Nafisah, Issues and Strategies in Improving Listening, 2019)

2.2.4. Productive skills

Productive skills or also called 'active skills' are speaking and writing. These skills allow the student to produce language, they are important because the acquisition of language can be evidenced, the more the student produces the language in an appropriate and coherent way, the progress of the student will be known. (RHALMI, 2020)

The goal of productive skills is to help the student produce coherent and appropriate messages, either in spoken or written form. Making sense is important but the most important thing is the ability to communicate, transmit information or share ideas.

Productive skills allow students to face real life situations, it is essential to master the skill of speaking and that students feel comfortable to develop them both inside and outside the classroom; on the other hand, writing skills are very useful for take note, write reports, letters, among other to reach the same goal of skills, communication, writing is a good skill to practice grammar, vocabulary and learn punctuation rules. (Pachina, 2019)

Speaking skill

Definition

Speaking is an interactive process that constructs meaning by producing, receiving and processing information that in turn also depends on the context, participants, physical environment and purpose. (Asqui , 2018)

Speaking, being a productive skill produces sounds that are understood by people who are capable of creating good communication with each other, since speaking is a communication that involves two or more people. (Jati , 2016)

Speaking is the ability of language to express ideas, points of view, opinions or feelings. In addition to developing fluency, pronunciation and the organization of ideas.

The importance of speaking

English has taken on multiple importance over the years, both in a work, educational or commercial environment and the main reason is that it is a language spoken in different countries. Therefore, speaking is an essential tool for communication. In an educational aspect, oral comprehension is important since in a classroom it provides input to students, so they interact with each other to understand what people express. (Macias , 2017)

This skill is intended to be duly informed to be duly informed during communication, to understand what the sender wants to expose to the receiver, to persuade by confirming that the message was understood and to discuss what it means that the speaker wants to discuss in order to make decisions and planning. (Jati , 2016)

Methodological Strategies to develop speaking skill

• **Small group discussion strategy:** this strategy allows students to interact more easily compared to doing it in large groups since it assumes more responsibility for their learning, developing social and leadership skills. It is important for the teacher to monitor the active participation of the students when applying this strategy. Small group discussion helps to interact, analyze and reflect on information on a topic that catches the attention of students. (Asqui Tingo , 2018)

• **Conversational club strategy:** this strategy is very useful for sufferers to establish bonds and connections. The goal is that each member´s contribution, knowledge and skills are valued. It can be developed in different places taking into account the level of English, ages and preferences of the students to improve the linguistic quality, so the students will fell more motivated and increase their skills. (Asqui Tingo , 2018)

• **Debate strategy:** through debate, students learn to expose their points of view justifying them and for that it is necessary for them to know how to use the library to enrich knowledge, analyze it and present arguments. Furthermore, this strategy helps students achieve more effective communication. To develop it, it must be prepared in advance, choose a topic, divide

the students into two groups (pros and cons), observe the students during the debate, the ideas must be expressed in turn. (Asqui Tingo , 2018)

•   **Role play strategy:**   in this strategy, students must improvise about some topic in conversation mode, so they need to imagine their role and the context, so students are more creative in using language in addition to feeling comfortable, motivated and learning vocabulary. (Asqui Tingo , 2018)

Writing skill

Definition

Writing is a way of communicating through a written message as an essay where the mind, opinion, idea or statement is expressed. Writing can be achieved as long as you have clear ideas and the means to achieve them. (Pesantez, 2019)

According to Naveed, one of the means to communicate is writing, the better you write, the easier readers will understand, but this is achieved with practice and time. Writing is possible through symbols that form words and in turn sentences or phrases connected with logic, correctly using grammar to form writing. (Naveed , 2016)

The importance of writing

Writing is very important to develop for any situation because it makes it easier for the student to think better as it analyzes what he reads, interprets and thinks. Writing is a good way to inform, teach and educate, plus it will increase communication skills, on the other hand it also ensures an increase in knowledge, creativity and imagination. (cdadmin, 2019)

Writing enables you to reach a much wider audience, in many places and over time. It is important because everyone needs to communicate whether it is through mail, text message, letters or reports so writing skills determine if the reader received the right message. (Brink , 2020)

Methodological Strategies to develop writing skill

•   **Mind map:** this strategy helps as a brainstorming tool as it allows the student to see the relationship between their ideas and group certain ideas together as they analyze the topic also works when creating discussion groups and generating more ideas. (Pesantez, 2019)

- **Words banks:** there are a list of words that are related to the subject of study. This strategy encourages students to review previously revised knowledge and use the words for their writing, as well as accessing a wide vocabulary and helping to remember the words. (Pesantez, 2019)

- **Cue card:** this strategy consists of making cards with photos or drawings which will help the student to promote speaking and writing. (Pesantez, 2019)

- **Bilingual dictionary:** dictionaries help the student better understand a text when there is presence of unknown vocabulary in addition to improving the spelling, making use of synonyms, antonyms, adverbs or nouns. (Pesantez, 2019)

2.3 ENGLISH LEVELS BASED ON THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

The Common European Framework describes the way that the student must learn in order to use the English language to communicate clearly and effectively, in the same way it defines the levels of mastery which allow checking the student's progress in each learning phase. To determinate the level of English it is necessary to take into account some parameters, categories, criteria and scales; thus, there are three main levels such as level A which includes basic knowledge, level B has a limited knowledge and simple conversations and finally level C dominates the languages without problem. (Cervantes, 2001)

The beginner level is subdivided into levels A1 and A2, the same ones that correspond to the basic students of the language, who communicate in everyday situations using common expressions and limited vocabulary. The intermediate level is divided equally into B1 and B2, which can be determined by a more independent use of the language and have the necessary fluency for communication. The advanced level is graded in C1 and C2 students are proficient in the language as they can develop complete tasks such as expressing themselves without looking for expressions or vocabulary either for social or work purposes.

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CAPÍTULO III.

</div>

3. METHODOLOGICAL FRAMEWORK

3.1. APPROACH

It will be focused on analyzing the application of language skills and how they influence the level of English in Tercero de Bachillerato General Unificado "A" in the Unidad Educativa"Isabel de Godin" in the academic period November 2021- April. 2022, with the objective of identifying the methodological strategies that were applied during the classes. The research work was raised in a non-experimental, ethnographic and observational design for both the teacher and the students. The objective was to describe the information investigated, therefore the study was descriptive.

3.2. RESEARCH DESIGN

3.2.1. Qualitative Research

Qualitative research according to the author consists of collecting and analyzing non-numerical information or data, understanding and interpreting concepts, opinions or experiences and being able to generate new ideas for research (Bhandari, Scribbr, 2020). This project was a qualitative research since it was structured to obtain and analyze qualitative data on the application of skills and how it influences the level of English of the students.

3.3. RESEARCH METHODS

3.3.1. Descriptive Research

According to McCombes, the goal of research is to accurately and systematically describe a population, situation, or phenomenon and to interpret the data. Furthermore, this type of research is capable of answering the questions of what, where, when and how (McCombes, 2019). Therefore, the level of this research was descriptive because it interpreted the influence on the level of English students when the teacher applied the methodological strategies of the skills.

3.3.2. Ethnographic Method

Ethnographic is a qualitative researcher method in which a researcher studies a social or cultural group in order to better understand it (Allen, 2018). The ethnographic method was used because this method corresponds to qualitative research and also because of the opportunity to observe the teacher and the students to obtain data on the methodological strategies that were applied to develop the students' language skills and English level.

3.4. POPULATION AND SAMPLE

The study population is the target population from which the sample is chosen, the same ones that are the result of a study. It is also important to specify the characteristics of the participants (Bhandari, Population vs Sample | Definitions, Differences & Examples, 2020). The chosen population was 30 students of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" and the English teacher.

3.5. SAMPLE

The sample is a specific group from whom you collect data. The sample is always a smaller number compared to the population group (Bhandari, Population vs Sample | Definitions, Differences & Examples, 2020). There was no sample since it was a small population.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

3.6.1. Observation

The term refers to the recording and observation of a behavior of non- experimental situations and the results are both qualitative and quantitative (Cycle, 2019). An observation sheet was used to collect information and reliable data as soon as the students and teachers were observed during the class and thus interpret if the methodological strategies are applied in each of the linguistic skills, as well as interpret the results of how much it influenced at the student level in a period from January 18 to February 4 in 15 classes developed by the teacher.

3.7. TECHNIQUES OF ANALYSIS AND INTERPRETATION TECHNIQUES

3.7.1. Observation Guide

The observation guide is a means that helps to collect data and information about a fact as well as remind the observer of the specific parameters of the situation. (INEE, 2019). The observation guide was elaborated to achieve the specific objectives, the parameters that were established allowed the observer to obtain information on the use and application of methodological strategies to develop linguistic skills.

CHAPTER IV

4. RESULTS AND DISCUSSION

All the information obtained by applying the instrument is presented through a descriptive analysis in order to accomplish the objectives from this research.

4.1 OBSERVATION GUIDE RESULTS

Objective N° 1.- To identify the methodological strategies that are being applied to develop receptive skills.

Table 1.- Methodological strategies about reading and listening skills

READING

ITEM	RESULT	ANALYSIS
Purposeful reading is being used as strategy before reading so that the students can look for information.	Never	The purposely methodological strategy was not applied, it was not evidenced that the type of reading has been identified or that the students infer based on illustrations.
Students by scanning perform a quick reading so they find the most relevant information.	Never	The students did not a quick Reading starting with the title, summaries or illustration which help to obtain relevant information from the Reading
Skimming is used as strategy for students to obtain a general idea.	Never	This strategy was not applied since it was not evident that the students has done a quick Reading in order to obtain a general idea.
To develop fluency, reading comprehension and oral	Often	It was observed that through the phrase Reading strategy, students

ITEM	RESULT	ANALYSIS
reading, students apply phrase reading strategy		developed fluency and punctuation, in addition to identifying grammar and new vocabulary for their reading comprehension.
Analytical reading is used as strategy for students read more than once and takes notes.	Seldom	The students did not understand enough of what they were reading, they tried to read more than once.
The reader underlines keywords or main ideas, make notes in the margins, he can also use post- it	Never	It was observed that they did not apply any way suggested by the strategy, such as taking notes, underlining or using post-it.
Students manage to find new vocabulary in the dictionary using managing vocabulary strategy	Often	Students used the dictionary to look for the meaning of new vocabulary, they also usually make a list of new words.
Reading aloud is used to acquire new vocabulary, fluency, punctuation improvements, and supplement reading comprehension.	Often	This strategy was applied, it was observed that the students read aloud most of the time and a better reading comprehension could be evidenced, in addition the students were corrected in pronunciation
Summaries is applied by the students based on the reading to collect important aspects and describe them in their own words.	Never	The summaries were not applied, so the students did not have the opportunity to check their reading comprehension.

LISTENING

ITEM	RESULT	ANALYSIS

Students interpret, predict, make inferences or summarize using top- down strategy.	Never	Students did not activate their prior knowledge based on the title, topic or context to help them better interpret what they heard.
Students through the bottom- up strategy assess their listening comprehension by obtaining specific details or pattern orders	Never	The students failed to recognize the most important details or the order of events in the audio.
Students' listening is developed by activating prior knowledge and paying attention to the beginning of the audio using listening for meaning strategy.	Never	It was not possible to appreciate that the students have activated some previous knowledge about the audio to anticipate the content.
Through the script, students make use of the listening text to facilitate listening comprehension	Seldom	This strategy was used frequently since the auditory material that was applied was easy and interesting for the students with the help of a script.

Interpretation

The methodological strategies of reading comprehension help students to become successful readers, as long as they know how and when to use them, they can reflect on reading with greater comprehension and offer arguments or opinions about what they read; in the Tercero de Bachillerato General Unificado "A", it was evidenced that most of the strategies were not applied and were totally omitted, such as skimming and scanning, important strategies that help students understand long and complex texts (Hartling, s.f.), when applying both strategies reduces the amount of text and time since skimming provides a general idea, while

skimming helps the student to find specific and important details of the reading. The strategy of making the text was also ignored and the input it provides is very useful, as it promotes deeper understanding and students read with a purpose (Gehr, 2019), so students were not encouraged to be critical when deciding what to underline or annotate to help them identify the most important part of the reading or key points. To develop reading comprehension by identifying the main idea or argument, it can be achieved through the summary strategy, so students reinforce learning and facilitate retention of information (Pennington, 2015), unfortunately the student did not apply this skill to contribute to the development of the skill of reading.

It was also perceived those strategies that were applied and that served for the development and interpretation of reading skills, one of them was phrase reading, the same one that promotes readers to speed up their reading, improve fluency and when the student reads Going from one sentence to another makes each word easier to recognize the meaning, thus improving comprehension (University H. S., 2014), in such a way that the students complied with this strategy with ability, which was useful to improve fluency and read with expression. The analytical reading strategy was carried out since the students felt the need to read several times to reflect on what they were reading, for which the author agrees that it is necessary for the student to ensure that they appreciate and understand in their complete a reading, to achieve this the student must read at least more than once, analyze and take into account key words (Melbourne, 2010). It is difficult for readers to read and understand a text when they do not know the meaning of many words. According to Lyon, a broad and solid vocabulary increases the chances that the student will improve their reading comprehension (Lyon, s.f.), the more words the student masters and knows, the better he will understand the text, so it was possible to show the students if they try to expand their vocabulary and look for the meaning of the words they do not know, it should be emphasized that with the help of the teacher they identify if the unknown word is a verb, noun, adjective, etc.

According to Farach, the methodological reading strategies allow and help both the teacher and the students to achieve all the objectives of this skill, he also points out that it is important to understand, reflect and make these strategies their own for a better understanding of the written texts, as well Helps students expand their vocabulary, improve spelling and influences writing (Farrach Úbeda, 2016).

Al-Nafisah mentions that the methodological strategies for listening can be improved by applying them effectively, since the goal is for students to feel motivated (Al-Nafisah, Issues and Strategies in Improving Listening, 2019) but by not applying them, students fail to understand and feel insecure also makes learning complicated, feel demotivated and disinterested. Methodological strategies such as top-down and bottom- up was not applied. Top-down strategy is related to background information to understand the message. Thus the bottom-up goes from meaning to language, so listeners make use of their prior knowledge based on the type of speech, situation or context when they listen and try to understand it. (Bekaryan, 2016), as a result the students were unable to infer about the topic or context, nor did they listen to the main idea. However, it can be added that the strategy that was used by the students is Listening material, the same as Khalid points out that this strategy influences to speed up the comprehension of the text heard, he also suggests that listening texts with easy and entertaining topics be used so that the student is constantly encouraged and motivated since for them this skill is challenging and difficult to master (Al-Nafisah, Issues and Strategies in Improving Listening, 2019), it was reflected that this strategy is an aid for listening comprehension, they identified the pronunciation and used the scripts as a guide while listening.

Objective N° 2.- To identify the methodological strategies that are being applied to develop productive skills

Table 2.- Methodological strategies about speaking and writing skills

SPEAKING		
ITEM	RESULT	ANALYSIS
Students developed speaking by interacting, analyzing and reflecting on information among themselves through the	Seldom	This strategy was put into practice by allowing students to interact with each other and maintain active participation

small group discussion strategy.		
Conversational clubs are being used as strategy where each member contributes with their knowledge and skills.	Never	It was not possible to verify that the students put this strategy into practice with other students from other classrooms.
Students expose their ideas and justify them through debate	Never	It was not found that students carry out debates in such a way that they argue their pints of view addition to being more analytical.
Students improvise on any topic through role play.	Seldom	This strategy was not applied frequently for the development of their creativity and the use of language in an improvised way.

WRITING

ITEM	RESULT	ANALYSIS
The mind map is used as a brainstorming so that student can analyze the topic.	Seldom	The use of this methodology was reflected since they shared main ideas to reach a joint conclusion.
Students can review through the words banks strategy the vocabulary and use the words for their writing.	Often	The word bank was used which allowed students to use that vocabulary in their writing.

Through cards, photos or drawings, students recognize the vocabulary using the cue card strategy.	Seldom	This strategy was rarely used as a resource for students through photos or drawings to identify vocabulary and develop their writing skills by recognizing and using new vocabulary.
Bilingual dictionary strategy helps the students understand the vocabulary, synonyms, antonyms, adverbs or nouns that can be used in writing	Seldom	Students do not often use the dictionary to find unknown words and thus apply them in their writing.

Interpretation:

Asfaw, listed that there are different types of techniques and types of activities that the teacher should use to teach speaking, such as debates, role plays, interviews, storytelling (Dereje Asfaw Bulbula, 2021). In the present observational study, it was identified that these methodological strategies were not applied as the author suggests. According to Fernandes explains that the debate is one of the activities in which students argue about a specific topic, which brings many benefits, such as improving critical thinking, developing communication skills and asking questions, so it is very important that the debate is practiced in the oratory classroom (Fernandes, 2016); despite this, the students never practiced this strategy, which would have been very useful for their development. Another absent strategy was the conversational clubs, based on the author the objective is that the contribution of each student in knowledge, experiences and that they have the opportunity to practice speaking and listening skills is valued, an English conversation club is one of the best ways for students to feel confident and comfortable using the language (Subina & Balbuca , 2016). It was clearly noted that the students are very afraid or embarrassed to express themselves in English, which is why they frequently use their mother tongue throughout the class. On the other hand, the strategies that they managed to apply with some regularity were the small group discussion strategy in

which the class socializes actively, this strategy provides many advantages for students, such as increasing the possibility of contributing with the opinions of each student, which allows the student to take the time to think and analyze what he is going to say, and also promotes a more active participation in a small group compared to an entire class. Role play was also present in the classroom, this strategy allows students to develop their ability to speak, since they assume roles of different characters since they can even improvise; They also improve fluency in language, it was observed that the students did put it into practice but not frequently as would be ideal.

Writing is another skill that is part of the productivity skills, for the development and improvement of the same, the use of methodological strategies is fundamental, so it was observed in the classes that the students did frequently apply the strategies such as the mind map. According to authors, students think, organize and compose their ideas before writing to develop a good piece of writing including the most important points thanks to this strategy (Kurniawan, Faihatunnisa, Rahmawati, A.P., & Khodriyah, 2019); with the help of the teacher, most of the students contributed with ideas on some topic to write a text and can be guided when writing. Another strategy that was very useful and was applied was the word bank, the students had a specific vocabulary that could be used in their writings, it also helped to identify the new vocabulary. Pesantez explains that the word bank helps the student to have key vocabulary that can be integrated into the content of their writing and encourages the student to review previous knowledge. In the same way, for this author, the use of dictionaries is crucial, since it helps to understand a text and learn vocabulary, beyond giving a meaning it can provide synonyms, antonyms, nouns, adjectives, adverbs, etc; so the student has more breadth in her lexicon and will be able to use it in the writings (Pesantez Mijas, 2019).

Objective N° 3.- To determinate the influence of skills development in the level of English learning.

The objective of teaching the English language is for the student to achieve a command of the language with fluency and for communicative purposes. For the learner to acquire the linguistic skills which allow them to listen to instructions, speak for themselves, read and understand to make effective use of the texts, methodological strategies are necessary, so that

students enhance these skills and be independent beings. and autonomous, capable of using the language (Chandía Cabas , 2015). Based on the results and evidence obtained above, it was determined that the Tercero de Bachillerato General Unificado "A" students of the Unidad Educativa "Isabel de Godin" do not integrate the four language skills, there is an absence in the development of reading, listening comprehension, oral expression and writing, which are not correctly affecting the level that corresponds to the students since there are aspects to optimize. In this study it was reflected that a large part of the students have great difficulty in communicating using the English language, so they cannot meet their needs, assuming that one of the reasons for a poor command of the language was that they overlooked in using the methodological strategies for the development of speaking and listening skills, on the contrary, the students gave a little more interest to the reading and writing skills, in addition, the students emphasized reinforcing their vocabulary, pronunciation and grammatical rules. Therefore, they are not promoted in teaching, so that the student does not have sufficient resources for learning and as a result has a deficit by having limited knowledge, in addition to developing a lack of motivation and interest in learning. According to what was analyzed, it can be determined that the level of English of the Tercero de Bachillerato "A" is A2, corresponding to a basic-elementary level since they make use of common expressions, scarce vocabulary and of course problems with productivity and receptive skills, making it difficult to understand and communicate the language. Therefore, to achieve this objective, a series of activities must be implemented in the planning where students can put into practice the methodological strategies and can develop linguistic skills.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- In the present study it was possible to identify that it is easier for students to develop reception skills through methodological strategies, however they were not applied in their entirety, in the case of reading skills, only methodological strategies were applied 55.5 % such as the phrase reading, analytical reading or reading aloud; on the contrary, among the methodological strategies that were ignored are scanning, skimming, purposeful reading, among others; It should be noted that students focus on improving their pronunciation and expanding their vocabulary, leaving aside the development of skills. In the second skill that corresponds to the receptive ones, it is the listening whose methodological strategies were used only 25% when making use of the material listening. Therefore, the students present deficits in reading and listening comprehension since they are unable to autonomously develop the activities where they must apply these skills.

- With reference to the observation, it is determined that the use of methodological strategies for the development of productive skills have potential in student learning, making classes more active, dynamic and participatory. one of the productive skills is the speaking skill, it was shown that the students applied the skills 50%, such as the small group discussion and role play, although unfortunately the conversational clubs and debates were ignored, according to some authors apply these skills they help students to be more critical and feel more confident in speaking the language with other students. On the other hand, the writing was opportunely developed with the help of methodological strategies to organize ideas before writing. so that students successfully develop this strategy.

- It is defined that the objective of communicative competence in the teaching of the English language through the four fundamental skills is the student's

ability to communicate and be able to read a text comprehensively, understand an oral or written message and listen satisfactorily. For this, the use of methodological strategies as teaching resources and guidance is necessary, so that the student can develop and master the skills. In addition, it is very important that teachers attend to the needs that the student presents in the teaching-learning process and that they help students to feel motivated. In the present study, it was observed that many methodological strategies that help in receptive and productive skills are absent in English classes, as a result, students do not reach the level of English corresponding to their age and level of study.

5.2. RECOMMENDATIONS

- It is recommended that the educational institution organize training courses so that the teacher has sufficient knowledge of the methodological strategies for a correct development of receptive skills in students and has more resources for learning and mastery.

- In order to achieve language learning, it is necessary to apply methodological strategies which requires that the teacher feel motivated to use techniques that promote the use of the language, therefore workshops and talks led by teachers are recommended expert on the subject who can contribute with motivating strategies that support English proficiency.

- The role of the teacher plays an important role in the development of skills for teaching the English language since he must motivate, advise, manage communicative activities and help students with different resources, it is for this reason that the methodological strategies must be applied correctly, in order for the student to become a fluent speaker, they must develop listening skills in which they will identify pronunciation, intonation and emphasis in words; In the same way, when the student puts his reading skills into practice, he identifies a series of symbols such as letters, punctuation marks, turning them into paragraphs and sentences that communicate and which the student can retain to write something. Therefore, it is recommended that the

teacher should apply the methodological strategies in all their planning, learn more about the culture, traditions or festivities of English to stimulate and arouse the interest of the students.

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7. ANEXXES

OBSERVATION GUIDE

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS

Objective: To analyze the application of skills and how it influences on the low level of students, the case of Tercero de Bachillerato General Unificado "A" at Unidad Educativa "Isabel de Godin" in the academic period november 2021- april 2022.

Objective N° 1: To identify the methodological strategies applied by the teacher to develop receptive skills.					
Reading skill					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**
Methodological strategies					
Purposeful reading is being used as strategy before reading so that the students can look for information.					
Students by scanning perform a quick reading so they find the most relevant information.					
Skimming is used as strategy for students to obtain a general idea.					

To develop fluency, reading comprehension and oral reading, students apply phrase reading strategy					
Analytical reading is used as strategy for students read more than once and takes notes.					
The reader underlines keywords or main ideas, make notes in the margins, he can also use post- it					
Students manage to find new vocabulary in the dictionary					

using managing vocabulary strategy					
Reading with other is being used as strategy to develop the fluency, read aloud and shared ideas or opinions between students.					
Listening skill					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**
Students interpret, predict, make inferences or summarize using top-down strategy.					
Students through the bottom- up strategy assess					

their listening comprehension by obtaining specific details or pattern orders.					
Students' listening is developed by activating prior knowledge and paying attention to the beginning of the audio using listening for meaning strategy.					
Through the material, the students make use of the listening text					

Objective N° 2: To identify the methodological strategies applied by the teacher to develop productive skills.					
Speaking skill					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**

Methodological strategies					
Students developed speaking by interacting, analyzing and reflecting on information among themselves through the small group discussion strategy.					
Conversational clubs are being used as strategy where each member contributes with their knowledge and skills.					
Students expose their ideas and justify them through debate					
Students improvise on any topic through role play.					
Writing skill					
Indicators	**Always**	**Often**	**Seldom**	**Never**	**Observations**

The mind map is used as a brainstorming so that student can analyze the topic.				
Students can review through the words banks strategy the vocabulary and use the words for their writing.				
Through cards, photos or drawings, students recognize the vocabulary using the cue card strategy.				
Bilingual dictionary strategy helps the students understand the vocabulary, synonyms, antonyms, adverbs or nouns that can be used in writing				