



COTOPAXI TECHNICAL UNIVERSITY

HUMAN SCIENCES AND EDUCATION SCHOOL

ENGLISH MAJOR

RESEARCH PROJECT

“ASSESSMENT TECHNIQUES IN READING COMPREHENSION”

Research project submitted previous obtaining the Science of Education degree
with major in the English language.

Authors:

Cóndor Martínez Mayra Susana

Pazuña Zumba Mayra Elizabeth

Director:

MSc. Castro Bungacho Sonia Jimena

Latacunga- Ecuador

August 2018

AUTHORSHIP

We, Córdor Martínez Mayra Susana and Pazuña Zumba Mayra Elizabeth declare to be authors of the present research project “ASSESSMENT TECHNIQUES IN READING COMPREHENSION”, being MSc. Sonia Jimena Castro Bungacho tutor of the present work; we expressly exempt to the Technical University of Cotopaxi and their legal representatives of any claims or legal action.

Moreover, we certificate that the ideas, concepts, procedures and findings in the present research are of our responsibility.



.....
Córdor Martínez Mayra Susana

I.C. 172317535-0



.....
Pazuña Zumba Mayra Elizabeth

I.C. 050276416-0

TUTOR'S ENDORSEMENT

As a tutor of the research work titled: "ASSESSMENT TECHNIQUES IN READING COMPREHENSION" presented by C3ndor Mart3nez Mayra Susana and Pazuña Zumba Mayra Elizabeth, of English major, I certify this research report meet the methodological requirements and scientific and technical contributions to be evaluated by the Project Validation committee that the Honorable Academic Board of the Human Sciences and Education School of Cotopaxi Technical University assign for its study and evaluation.

Latacunga, August 2018

Sincerely,



.....
MSc. Sonia Jimena Castro Bungacho

Research Project Tutor

COMMITTEE APPROVAL

As members of committee, we approve this research report in accordance with the regulations issued by the Technical University of Cotopaxi, and the Human Sciences and Education School; since the researchers: C3ndor Mart3nez Mayra Susana and Pazuña Zumba Mayra Elizabeth with the research project title: "ASSESSMENT TECHNIQUES IN READING COMPREHENSION" have considered the recommendations presented and the work has all the requirements to be deserted.

Therefore, it is authorized to present the project, according to the institutional regulations.

Latacunga, August 2018


Yours faithfully



Reader 1

MSc. Rosero Men3ndez Jorge Luis

I.C. 0500862727



Reader 2

MSc. Marcia Janeth Chiluisa Chiluisa

I.C. 0502214307



Reader 3

PhD. Olga Lorena Gonz3lez Ortiz

I.C. 1002377271

GRATEFULNESS

Firstly, we want to express gratitude to God for given us the opportunity to finish our academic formation.

We also thank to the teachers to give us their unconditional support at all times, since they gave us guidance and taught fundamental values.

Mayra & Elizabeth

DEDICATION

Firstly, to God also we dedicate this project to our parents and family for all their love and understanding in difficult moments specially to achieve this important goal in our life.

Mayra & Elizabeth

UNIVERSIDAD TÉCNICA DE COTOPAXI

FACULTAD DE CIENCIAS HUMANAS Y EDUCACIÓN

TÍTULO: “TÉCNICAS DE EVALUACIÓN DE LECTURA COMPENSIVA”

Autor/es: Córdor Martínez Mayra Susana
Pazuña Zumba Mayra Elizabeth

RESUMEN

Este trabajo de investigación se realizó con el fin de diagnosticar las técnicas de evaluación para mejorar la lectura comprensiva en la enseñanza del idioma Inglés. Por esta razón se investigó la situación actual de las técnicas de evaluación en la lectura comprensiva en el idioma Inglés, los problemas que los estudiantes encuentran durante la lectura de un texto en Inglés y porque es importante que los profesores conozcan y apliquen las técnicas de evaluación en la lectura en Inglés durante la clase. Para hacer posible este estudio se aplicó una encuesta a 4 profesores en el área de Inglés de la Unidad Educativa “Madison High School”. La encuesta consistió en un cuestionario de 10 preguntas estructuradas la misma que permitió identificar fortalezas y debilidades que tienen los profesores de Inglés al aplicar las técnicas de evaluación de la lectura comprensiva en el idioma Inglés. Este proyecto se desarrolló a través de la investigación descriptiva que permitió obtener información en cuanto al análisis y discusión de resultados. Tomado en cuenta el criterio de los profesores, la investigación revela que ellos desconocen las técnicas de evaluación y esto perjudica a los estudiantes puesto que ellos necesitan aprender y entender el idioma Inglés. Finalmente, se evidenció que no se aplican técnicas de evaluación en la lectura comprensiva en el idioma Inglés. De acuerdo a los datos obtenidos se determinó que es importante que el profesor utilice diferentes técnicas de evaluación para conocer el progreso de aprendizaje de los estudiantes. Para concluir, el impacto de este estudio es que futuros investigadores pueden usar este trabajo de investigación para profundizar en posibles propuestas relacionadas a técnicas de evaluación adecuadas para desarrollar la lectura comprensiva en estudiantes de escuela primaria.

Palabras clave: evaluación, lectura comprensiva, técnicas

**TECHNICAL UNIVERSITY OF COTOPAXI
HUMAN SCIENCES AND EDUCATION SCHOOL**

TOPIC: “ASSESSMENT TECHNIQUES IN READING COMPREHENSION”

Author/s: Córdor Martínez Mayra Susana
Pazuña Zumba Mayra Elizabeth

ABSTRACT

This research work was conducted in order to diagnose the assessment techniques to improve the reading comprehension in the teaching English language. For this reason, it researched the current situation of assessment techniques in reading comprehension in the English language, the problems that students find while they read a text in English and why it is important for teachers to know and apply assessment techniques in reading comprehension in English during class. To make this study possible was applied a survey to 4 teachers in the English area at “Madison High School” Educational Unit. The survey consisted in a questionnaire of 10 structured questions, which allowed to identify strengths and weaknesses that English teachers have when applying the assessment techniques of the reading comprehension in English language. This research was developed through a descriptive methodology that allowed to obtain information from the analysis and discussion of the results. Taking into account the criteria of the teachers, the research reveal that they do not know the assessment techniques and this hurts the students since they need to learn and understand the English language. Finally, it was evidenced that the assessment techniques in the reading comprehension in the English language are not applied. According to the data obtained, it was determined that it is important for the teachers to use different assessment techniques to know the students' learning progress. To conclude, the impact of this study is that future researchers can use this research work to research into possible proposals related to adequate assessment techniques to develop reading comprehension in elementary school.

Key words: assessment, reading comprehension, techniques

INDEX

| | |
|--|------|
| COVER PAGE | i |
| AUTHORSHIP | ii |
| TUTOR'S ENDORSEMENT | iii |
| COMMITTEE APPROVAL | iv |
| GRATEFULNESS | v |
| DEDICATION | vi |
| RESUMEN | vii |
| ABSTRACT | viii |
| 1. GENERAL DATA | 1 |
| 2. PROJECT DESCRIPTION | 2 |
| 3. PROJECT RATIONAL | 2 |
| 4. BENEFICIARIES OF THE PROJECT | 3 |
| 5. RESEARCH PROBLEM | 3 |
| 6. OBJECTIVES | 4 |
| General Objective | 4 |
| Specific Objectives | 4 |
| 7. ACTIVITIES AND TASKS SYSTEM REGARDING THE OBJECTIVES RAISED | 5 |
| 8. SCIENTIFIC AND TECHNICAL FOUNDATIONS | 5 |
| Reading Comprehension | 6 |
| Assessment in Reading Comprehension | 7 |
| Norm-Reference and Criterion Reference Testing | 7 |
| Reading-Proficiency Assessment | 8 |
| Assessment of classroom learning | 8 |
| Assessment for learning | 9 |
| Reading Assessment Techniques | 9 |
| Formative and Summative Assessment Techniques | 10 |
| Language Comprehension Techniques | 11 |
| Decoding Techniques | 11 |
| Semantics Techniques | 12 |
| Cipher Knowledge Techniques | 12 |
| Phoneme Awareness Techniques | 13 |
| Letter Knowledge Techniques | 13 |
| Background Knowledge Techniques | 14 |

| | |
|--|----|
| Phonology Techniques..... | 14 |
| Syntax Techniques..... | 14 |
| Lexical Knowledge Techniques..... | 15 |
| Knowledge of the Alphabetic Principle Techniques | 16 |
| Concepts about Print Techniques | 16 |
| 9. RESEARCH QUESTIONS | 16 |
| 10. METHODOLOGIES AND EXPERIMENTAL DESIGN | 17 |
| 11. ANALYSIS AND DISCUSSION OF THE RESULTS OBTAINED FROM THE SURVEY ADDRESSED TO TEACHERS AT “MADISON HIGH SCHOOL” EDUCATIVE UNIT..... | 18 |
| 12. IMPACTS..... | 28 |
| 13. CONCLUSIONS AND RECOMMENDATIONS..... | 28 |
| 15. BIBLIOGRAPHY | 30 |
| 14. ANNEXES | 32 |

1. GENERAL DATA

Research title: ASSESSMENT TECHNIQUES IN READING COMPREHENSION.

Starting date: April 3th, 2018

Completion date: July 13th, 2018

Site: "Madison High School" Salcedo, Cotopaxi, Ecuador

Academic unit sponsor: Human Sciences and Education School.

Major sponsor: English Career

Work team:

Tutor

Name: MSc. Sonia Jimena Castro Bungacho.

Phone number: 0999068062

E-mail address: sonia.castro@utc.edu.ec

Student 1

Name: Mayra Susana Córdor Martínez

Phone number: 0995807606

E-mail address: mayracondor.uemhs@gmail.com

Student 2

Name: Mayra Elizabeth Pazuña Zumba

Phone number: 0999945504

E-mail address: mayrapazua@yahoo.es

Knowledge area: Education.

Investigation line: Education and Innovation.

Sub research career: Innovation in language teaching

2. PROJECT DESCRIPTION

This research work is focused on assessment techniques in reading comprehension in English language and in the problems faced by teachers at the moment to assess because they don't have knowledge in the assessment techniques. Therefore, it is important to point out that teachers have problems in to implement the assessment techniques in the reading in English language. For this reason, this project is oriented on reveal the importance of used the assessment techniques in reading comprehension in English and their benefits for English language teacher and learners.

Reading assessments is to provide feedback on the skills, processes, and knowledge resources that represent reading abilities. Reading assessments are used for many purposes. However, any appropriate use of reading assessments begins from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks.

In addition, good reading comprehension is the ultimate goal of reading instruction at all grade levels and for all children, including those with learning disabilities. Accurate assessment of reading comprehension is necessary to know if this goal is being met, to identify children who need remediation, and to help future plan instruction. However, many scientific investigators of reading agree that further work on measures of reading comprehension is essential, including development of comprehensive systems of assessment that pinpoint key strengths and weaknesses in individual youngsters.

3. PROJECT RATIONAL

Nowadays, there are many environmental and personal factors that contribute to reading success. Reading comprehension is a complex interaction of language, sensory perception, memory, and motivational aspects. However, most existing assessment tools have not adequately reflected the complex nature of reading comprehension. This research has significant importance into to improving the quality of Learning English Language. Through research of this problem it could know more about the teacher's deficiency in reading skill in 8th year GBE at Madison High School. Prior to encouraging a child to practice reading, it is necessary to awaken motivation and curiosity in the student.

This research is mainly focused on that studies of various assessment techniques such as summative and formative assessments. The typical type of reading comprehension

assessment involves asking a child to read a passage of text that is leveled appropriately for the child's age or grade, and then asking explicit, detailed questions about the content of the text.

There are variations on the basic reading comprehension assessments. For example, instead of questions about facts found directly in the text, the child could be asked to answer questions about information that is implied in the text, or the child might be asked to retell the story in the child's own words.

4. BENEFICIARIES OF THE PROJECT

This project benefits to 10 students of 8th year GBE at “Madison High School” Educative Unit. The direct beneficiaries were 4 teachers of the English area; 3 are women and 1 man. Therefore, it estimates that the indirect beneficiaries will be the authorities and parents.

5. RESEARCH PROBLEM

Teachers at Madison High School Educative Unit face a serious problem that is unknowledge of assessment techniques in reading comprehension because the teacher doesn't use it in the classroom. Therefore, students don't have a good reading comprehension. Consequently, in the future teachers will not be able to assess reading comprehension in English.

An understanding of the principles and uses of assessment is essential for all teachers, and in particular for teachers of reading. (Johnson, 2005, pág. 175)

Assessment practices can significantly benefit the learning environment or they can inflict great harm. Reading assessment, therefore, needs to be treated with great care, attention, and respect. Teachers especially have a responsibility to understand the uses and the impacts of reading assessment and be mindful of the consequences of assessment.

Reading assessments are used for many purposes, but all appropriate uses begin from an understanding of the reading construct, an awareness of the development of reading abilities, and an effort to reflect the construct in assessment tasks.

According to (N`Namdi, 2005), assessment is a tool that measures a learner's knowledge and ability. It shows the areas in the reading program where learners have

weakness and strengths. It shows how well they are able to extract information and analyze what they are reading. The purpose of using assessment is to test that learning objectives are being met. Forms of assessment should be based on, and reflect, what is taught in the classroom. (p.95).

This work has practical contribution for those who are facing the challenge of teaching English because through of used the assessment techniques in reading comprehension in English, the teachers are going to help to improve their students in reading skill. Moreover, it will permit students to acquire new vocabulary, learn grammar in context, and learn about contents included in the texts.

This research project is relevant because it gathers the theoretical foundations which could be a bunch of principles that can become part of a basis to improve assessment techniques in the reading compression in English language. What is more importantly, through this research it is possible to analyze what previous investigations were in the past so as to have a reference to reinforce this research

6. OBJECTIVES

General Objective:

To diagnose the assessment techniques applied by English teachers to improve the reading comprehension at “Madison High School” Educative Unit.

Specific Objectives:

- ❖ To gather scientific information to design the theoretical foundation.
- ❖ To analyze the assessment techniques in the reading comprehension at “Madison High School” Educative Unit.
- ❖ To evidence the real situation to the results obtain from the research process.

| 7. ACTIVITIES AND TASKS SYSTEM REGARDING THE OBJECTIVES RAISED | | | |
|--|-------------------------------------|---|--|
| Objectives | Activity | Result | Verification Media |
| ❖ To gather scientific information to design the theoretical foundation. | Search the scientific foundations | Theoretical framework | Bibliography Books Scientific papers |
| ❖ To analyze the assessment techniques in the reading comprehension at “Madison High School” Educative Unit. | Selection and analysis of contents. | Data about assessment techniques in the reading comprehension used in “Madison High School” | Bibliographical review Theoretical foundation |
| ❖ To evidence the real situation to the results obtain from the research process. | Collect data by using a survey | Data extracted from surveys | Charts Graphs Analysis Discussion |

8. SCIENTIFIC AND TECHNICAL FOUNDATIONS

Reading Skill

Reading is a complex, purposeful, interactive, comprehending, flexible activity that takes considerable time and resources to develop. Reading is rapid, which means that readers should maintain flow of information at a sufficient rate to make connections and inferences vital to comprehension. (Bojovic, 2010, pág. 1)

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation, reading is an interactive process between the reader and the writer. In

such case, it is necessary to use analysis, imagination, evaluation, and perspectives to get new understanding that is met by readers who are prone to analyzing a text to understand its full meaning.

Reading Comprehension

Reading comprehension is the process of constructing meaning from the text. The goal of all reading instructions is to help the reader understand the text. Reading comprehension involves at least two people: the reader and the writer. The process of understanding involves decoding the writer's words and then using prior knowledge to build an approximate understanding of the writer's message.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about. (Kintsch, 1983, pág. 56)

It is the ability to fully understand what is being read. A student with great reading comprehension can visualize, question, and interpret what they are reading, and they can think about their own feelings and opinions while reading text. The comprehension process is mostly unconscious; it happens without our active involvement or awareness.

Assessment

All assessments involve certain processes associated with making observations of performance, interpreting the evidence and making the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. (James, 2015, pág. 9)

Assessment focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and informs how well their students are learning. The information is used by teachers to make changes in the learning environment, and is shared with students to assist them in improving their learning and study habits.

Assessment in Reading Comprehension

The problem related to the reading comprehension is one of the most serious problems in high school. However, incapability of reading comprehension is often not recognized by students and lecturers until they entrance into academic courses, for that reason it is necessary to get familiarize with the following research.

Assessment through observation consists on taking advantage of different classroom situations, group work, pair-work, students' reading exercises evaluate students' comprehension and participation; Self-assessment, which asks students to reflect on their practices and achievements when reading. (Muñoz, 2009, pág. 75)

Precise assessment of reading comprehension is necessary to know if this goal is being met, to identify children who need remediation, and to help plan future instruction. However, many scientific investigators of reading agree that further work on measures of reading comprehension is essential, including development of comprehensive systems of assessment that pinpoint key strengths and weaknesses in individual youngsters.

Reading assessments are meant to provide feedback on the skills, processes, and knowledge resources that represent reading abilities, though it is important to note that different assessment practices may assume different theories of reading and reading development. Assessment in general can be categorized in a number of ways, and all assessment frameworks serve important purposes. Commonly, assessment has been categorized in terms of (a) norm-reference and criterion reference testing; (b) formative and summative assessment.

Norm-Reference and Criterion Reference Testing

The major reason for using a Norm Reference Testing is to sort students. NRT are designed to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers. (Bond L. A., 1995, pág. 5)

The term normative assessment refers to the process of comparing one test-taker to his or her compeer, it involves is a type of test, assessment, which yields an estimate of the

position of the tested individual in a predefined population. The goal is to rank the set of examinees so that decisions about their opportunity for success can be made.

One of the aims of criterion referencing is to focus on individual, differentiated assessment. By moving away from norm-referencing, to a system which describes what students know, understand and can do, assessments can be used to provide feedback and to inform future teaching and learning needs. (Green, 2002, pág. 2)

Measures a student's performance based on mastery of a specific set of skills. It measures what the student knows and doesn't know at the time of assessment. The student's performance is not compared to other students' performance on the same assessment. This type tests and assessments are designed to measure student performance; criterion-referenced tests may include multiple-choice questions.

Reading-Proficiency Assessment

Assessment of reading proficiency is important as a way to understand students' overall reading abilities and to determine if students are appropriately prepared for further learning and educational advancement. According to (Hargett, 1998), is the ability to "effectively communicate or understand thoughts or ideas through the language's grammatical system and its vocabulary, using its sounds or written symbols" (p.2)

It is important to mention that reading proficiency assessment, may offer opportunities for that students to present a more comprehensive picture of what they know and are able to do. Reading assessments help to the students, and give them a chance to demonstrate their knowledge but also help to the teachers disclose more in-depth information on students' academic needs.

Assessment of classroom learning

The purpose of assessment in classrooms must also be changed fundamentally so that it is used to help students learn and to improve instruction rather than being used only to rank students or to certify the end products of learning. (Shepard, 2000, pág. 31)

Despite the importance of assessments in education today, few teachers receive much formal training in assessment design or analysis, so teachers rely heavily on the assessments offered by the publisher of their textbooks or instructional materials. When

no suitable assessments are available, teachers construct their own in a haphazard fashion, with questions and essay prompts similar to the ones that their teachers used, for that cause through of assessment of classroom, teachers find out what students know, what they partly know and what they do not know so that the follow-on activities can advance learning. They encourage students to talk about their learning and can then gauge what's needed more accurately.

Assessment for learning

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of promoting students' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, or of ranking, or of certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning activities in which they are engaged. (Wiliam, 2011, pág. 10)

This assessment purpose is intended to support and promote student learning, in this case, the improvement of reading abilities, the aim is to provide immediate feedback on tasks and to teach students to engage in more effective learning, since successful assessment for learning strategies result in improved learner progress on a continual basis. The principal characteristic of Assessment for Learning is effective feedback provided by teachers to learners on their progress.

Reading Assessment Techniques

Reading comprehension assessments are the most common type so that teachers use classroom management to assess a student's reading level. It usually consists of a child reading to the teacher a small passage of text that is at the appropriate level for them, then the teacher asks the child a series of questions based on the text the child has just read. There are many variations in reading comprehension assessments. Some teachers use classroom management methods to retell the rubrics instead of questions, while others use other techniques where words are omitted throughout the passage to see if the child can complete the correct words. Here is a quick guide to help you in the process of assessing classroom management to ensure that you place students at the appropriate reading level.

The process of understanding the meaning of text. There are many types of reading comprehension assessments. One type involves a student reading a passage that is at an appropriate level for the student, and then having the student answer factual questions about the text. A second type involves a student answering inferential questions about implied information in the text. A third type involves a student filling in missing words from a passage. A fourth type is to have a student retell the story in their own words. (Hudson, 2005, pág. 705)

Teachers should explore the cause of student's strengths and weaknesses and provide useful and effective feedback for them. Also, when building a Reading comprehension test in English, teachers must decide primarily on the purpose of the test and the objective.

Consequently, it is suggested that student performance based on specific skills should be measured through multiple evaluation techniques. According to (Warsi, 2004) "that evaluates the English language it is subjective to set up in such a way that it measures the students' knowledge of the language instead of that his performance in it" (p.7)

Formative and Summative Assessment Techniques

Formative assessment is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning. What makes formative assessment formative is that it is immediately used to make adjustments so as to form new learning. (Hargett, 1998, pág. 281)

Formative assessments are ongoing assessments that help teachers understand students' progress and their level of understanding during a unit of instruction, if there are students who are stressed, teachers may need to work individually with a student, present information other ways, or adapt their current instructional strategy. Teachers are also able to identify misunderstandings students may have and adapt their instruction consequently.

The intention behind summative assessment, also referred to as assessment of learning, is to produce defensible and accurate descriptions of student knowledge and skill in relation to defined outcomes and to present this information in summative reports for use at the individual student or aggregated levels. (Manitoba, 2009, pág. 4)

Summative assessment is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard, therefore they are generally evaluative, rather than diagnostic, they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Language Comprehension Techniques

An essential aspect of language comprehension depends on the ability to draw inferences and appreciate implications, it is important to understand both the explicit and implicit messages contained in language.

(Devis, 2014)wrote that “even the best phonics-based skills program will not transform a child into a strong reader if the child has limited knowledge of the language, impoverished vocabulary, and little knowledge of key subjects” (p.15). As students interpret the meaning of texts, they must strategically apply their background, their understanding of the vocabulary, language structures that exist between words and within sentences.

Decoding Techniques

Decoding is the ability to recognize both types of relationships between written and spoken words. And both of these are necessary for successful word recognition. Knowing these systematic relationships allows us to read many new words that we've never before encountered in written form. Knowing the exceptions allows us to access the meaning of a known word whose spelling violates the systematic relationships.

Decoding is the process of using letter sound correspondences to recognize words. An assessment that examines a student's decoding skills looks at a child's reading accuracy. One example of this type of measure is to have a student read a passage of text as clearly and correctly as possible. The teacher records any mistakes that the student makes and analyzes them to determine what instruction is needed. Another example of an assessment of decoding skills is to present a student with isolated words and ask them to read each word aloud. (Wren, 2004, pág. 3)

It applies their knowledge of letter sound relationships, including knowledge of letter patterns, to correctly pronounce written words. Understanding these relationships gives children the ability to recognize familiar words quickly and to figure out words they haven't seen before. Although children may sometimes figure out some of these relationships on their own, most children benefit from explicit instruction in this area.

Semantics Techniques

It is the study of the meaning of words, phrases, and sentences. It focuses on the conventional meaning conveyed by the use of words and sentences in language, not on what a speaker might want the words to mean in a particular occasion. It means that semantics only deals with objective and general meaning rather than subjective and local meaning. (Wijaya, 2007, pág. 7)

It is the part of linguistics that studies meaning in language:

- the meanings of words
- how word meanings combine to give the meaning of a sentence

It is very close to pragmatics and the border is often uncertain. Somebody even considers pragmatics part of semantics. Generally:

- Semantics deals with literal meaning.
- Pragmatics deals with the intended meaning, with the usage of language, with language in context, etc.

Semantics is the study of meaning expressed by elements of any language, characterize as a symbolic system. It is the goal of semantics to describe the meaning of linguistic elements and to study the principles which allow (and exclude) the assignment of meaning to combinations of these elements.

Cipher Knowledge Techniques

Knowledge of these relationships is known as cipher knowledge. As an example, a word like "pad" exemplifies a systematic relationship between three letters and three phonemes. But "colonel" represents a systematic relationship between only its initial and latter units, not its medial ones (contrast this with the systematic relationship in "colon"). (Wren, 2004, pág. 9)

The relationship between the way a word is spelled and the way that word is pronounced in English is reasonably predictable. Certain conventions, collectively known as the English cipher, loosely govern English spelling and pronunciation. To be able to decode words, children need an implicit understanding of those conventions.

Phoneme Awareness Techniques

The phonemic awareness is a powerful predictor of success in learning to read phonemic awareness is not easy for many children, it can be fostered through language activities that encourage active exploration and manipulation of sounds, which in turn can aid in the development of reading and writing in children.

The ability to hear and manipulate sounds in words. These assessments examine a student's knowledge of how sounds make words. A student can be asked to break spoken words into parts, or to blend spoken parts of a word into one word. Additionally, a student can count the number of phonemes in a word to demonstrate understanding, or a student can delete or add a phoneme to make a new word. (Wren, 2004, pág. 14)

Phoneme Awareness teaches students to attend to sounds. It primes the connection of sound to print, gives students a way to approach reading new words also helps students understand the alphabetic principle, that letters in words are systematically represented by sounds.

Letter Knowledge Techniques

The ability to associate sounds with letters. One example of an assessment for letter knowledge is to present a student with a list of letters and ask the student to name each letter. Another example is to have a student separate the letters from a pile of letters, numbers, and symbols. Students can also be asked to separate and categorize letters by uppercase and lowercase. (Wren, 2004, pág. 40)

Letter Knowledge is one of the early literacy skills it is important for children to have in order to learn to read written words, children must understand that written words are made up of individual letters, that each letter has its own name and each letter is related to a sound, with the letters of the alphabet has consistently been shown to be a strong predictor of future reading success. While not sufficient in itself for reading success, familiarity with the letters of the alphabet is important for developing decoding skills.

Background Knowledge Techniques

Background Knowledge in order to understand language, the child must have some it to use as a reference for interpreting new information. Moreover, if the child is expected to understand something specific, background knowledge must be relevant to what is expected to understand. According to (Mehdi , 2018) “The more extensive a reader’s background knowledge is, the easier it is to acquire new information offered by the text” (p.4)

Perhaps the most well-known effect of background knowledge is its ability to directly influence the understanding of what is read. It makes perfect sense the more you know about a topic, the more likely it will be that you can comprehend what is written about it.

Phonology Techniques

Phonology is the study of the sound system of languages. It is a huge area of language theory. It is the part of the subject is concerned with finding objective standard ways of recording speech, and representing this symbolically. (Moore, 2001, pág. 14)

Phonology tells us what sounds are in a language, how they do and can combine into words, and explains why certain phonetic features are important to identifying a word. So, it is essentially the description of the system and patterns of speech sounds in a language. Speech is the most typical form of language, and in order to understand speech, a child must be able to clearly hear, distinguish, and categorize the phonemes within the speech.

Syntax Techniques

There are many reasons for studying syntax, from general humanistic or behavioral motivations to much more specific goals such as those in the following: help us to illustrate the patterns of English more effectively and clearly and enable us to analyze the structure of English sentences in a systematic and explicit way. (Kim, 2008, pág. 9)

The word “syntax” describes the rules we use to put words together to make sentences. It shows the relationship between words and their meaning in sentences.

Understanding isolated words is not adequate for the task of understanding language. All languages have rules regarding how words can be combined to form sentences, and an implicit understanding of the rules of sentence structure and phrasing is essential to comprehension. It is the part of linguistics that studies sentence structure:

- word order:
 - I want these books.
 - want these I books.
- agreement – subject and verb, determiner and noun, . . . often must agree:
 - He wants this book.
 - He want this book.
 - I want these books.
 - I want this books.
- How many complements, which prepositions and forms (cases)?
 - I give Mary a book.
 - I see Mary a book.
 - I see her.
 - I see she.
- hierarchical structure – what modifies what
 - We need more (intelligent leaders). (More of intelligent leaders)
 - We need (more intelligent) leaders. (Leaders that are more intelligent)

Lexical Knowledge Techniques

Lexical knowledge encompasses all the information about words and the relationships among them. Outside of strictly linguistic knowledge such as phonology, morphology, and grammatical categories, this includes conceptual knowledge, such as on various ontological categories, and pragmatic knowledge, such as conventional usages for certain words. According to (Pain , 2001) “Lexical acquisition is central to Second Language Acquisition (SLA) as vocabulary is basic to communication, and often regarded as the greatest source of problems by language learners” (p.23)

Some words cannot be easily sounded out because they do not follow the conventional letter-phoneme relationships a child who attempts to sound out words like “one” and “two” will not arrive at the correct pronunciation. For these “exception” words, the child will need additional information about correct pronunciation.

Knowledge of the Alphabetic Principle Techniques

The alphabetic principle is the understanding that letters represent sounds which form words; it is the knowledge of predictable relationships between written letters and spoken sounds in the English Language. It is an alphabetic system letters and letter patterns represent the sounds of our speech. (Liberman, 1990), said that "Alphabetic knowledge, the foundation of the alphabetic principle, is defined as the knowledge that written graphemes correspond to the phonemes of spoken words" (p.322).

Children's reading development is dependent on their understanding of the alphabetic principle the idea that letters and letter patterns represent the sounds of spoken language. Learning that there are predictable relationships between sounds and letters allows children to apply these relationships to both familiar and unfamiliar words, and to begin to read with fluency. The knowledge is still the strongest predictor of reading success in different grade. A child with automatic, accurate recognition of letters will have an easier time learning about letter sounds and word spellings than a child who does not know the letters of the alphabet.

Concepts about Print Techniques

It is important understanding that print conveys a message, also is necessary to know about book orientation and directionality of print, distinction between sentences, words and letters, knowledge of the alphabetic system and the difference between letters and words. According to (Reach, 2010) "Concepts of print are the basic understandings of reading. It can be viewed as basic knowledge about how print in general, and books work" (p.3).

Understanding print involves recognizing and understanding the mechanics of text. A reader must understand that text contains a message; that it flows from left to right and from top to bottom; that individual words on the page correspond to individual spoken words, and so on. Written English has a structure, and understanding that structure is prerequisite to good decoding skills.

9. RESEARCH QUESTIONS

Which assessment techniques could be used for improving reading comprehension?

In what way are assessment techniques beneficial in the reading comprehension?

Will assessment techniques help to students able to understand in reading English?

10. METHODOLOGIES AND EXPERIMENTAL DESIGN

To develop this project, the researchers include several assessment techniques, in order to make possible the teaching learning process and improve the result of reading comprehension. In such a case, this research work is made under the principles of a descriptive research which brings all its features in a considerable description. To make this possible, there was a sample of 4 teachers at Madison High School. Last but not least, with a quick start on an overall thought and a set of observations, there was also a need to make use of the deductive-inductive method that was specifically meant to enhance a discussion and make a steady analysis on some scientific questions which are a mainstay on this research. This all redirected everything to use a technique mainly known as a survey containing ten questions.

11. ANALYSIS AND DISCUSSION OF THE RESULTS OBTAINED FROM THE SURVEY ADDRESSED TO TEACHERS AT “MADISON HIGH SCHOOL” EDUCATIVE UNIT.

1. – Do you think that reading comprehension is important?

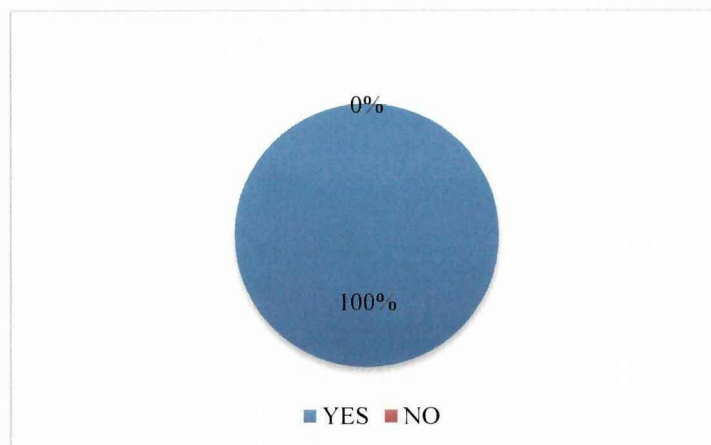
Chart 1: Importance reading comprehension

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 4 | 100% |
| NO | 0 | 0% |
| TOTAL | 4 | 100% |

Source: Teachers at Madison High School

Elaborated by: The researchers

Graph 1: Importance Reading Comprehension



Source: Teachers at Madison High School

Elaborated by: The researchers

INTERPRETATION:

The data shows that a 100% of teachers who answer yes in the importance reading comprehension. Teachers know that having excellent reading comprehension skills is a crucial skill. It increases the enjoyment and effectiveness of reading and helps not only academically, but professionally, and in a person's personal life. Being able to understand the meaning behind the text helps children develop intellectually, socially, and professionally.

2.-How often do you practice reading comprehension when you are at your English classes?

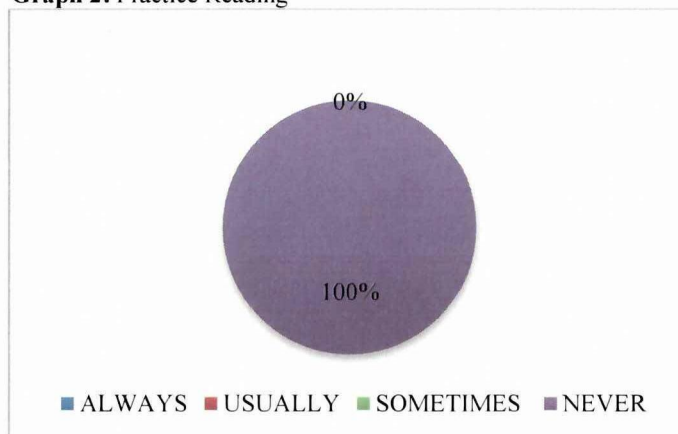
Chart 2: Practice Reading

| OPTIONS | FREQUENCY | PERCENT |
|-----------|-----------|---------|
| ALWAYS | 0 | 0% |
| USUALLY | 0 | 0% |
| SOMETIMES | 0 | 0% |
| NEVER | 4 | 100% |
| TOTAL | 4 | 100% |

Source: Teachers at Madison High School

Elaborated by: The researchers

Graph 2: Practice Reading



Source: Teachers at Madison High School

Elaborated by: The researchers

INTERPRETATION:

According to the data collected, 100% of teachers never practice reading comprehension in English class. In this way it's possible to affirm that the reading is the best way to improve the vocabulary. The context of articles, stories, and conversations helps you figure out and understand the meaning of English words in the text that are new to students. Reading also provides repetition of vocabulary words you have learned to help to remember them.

3.-Do you know about assessment techniques in reading comprehension?

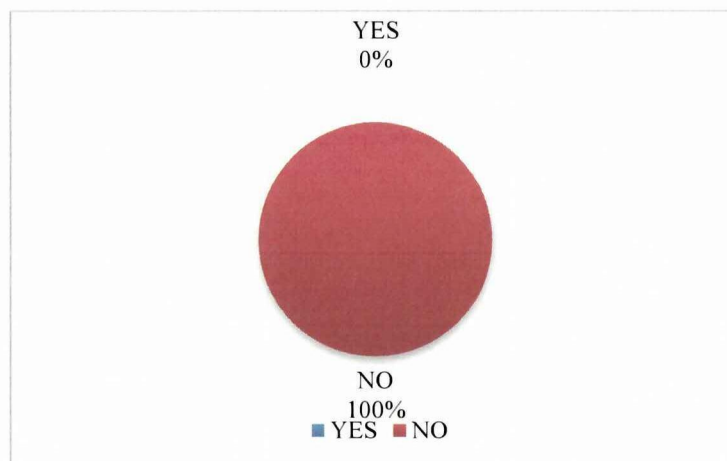
Chart 3: Assessment Techniques

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 0 | 0% |
| NO | 4 | 100% |
| TOTAL | 4 | 100% |

Source: Teachers_at “Madison High School”

Elaborated by: The researchers

Graph 3: Assessment Techniques



Source: Teachers at “Madison High School”

Elaborated by: The researchers

INTERPRETATION:

The data shows that a 100% of teachers do not know about assessment techniques in reading comprehension. Assessment techniques in reading help to understand the strengths and needs of each of the students. Teachers must help their students to become self-regulated readers who have clear reading objectives, who are active and possess several comprehension strategies. For that reason assessment techniques in reading comprehension is necessary to know if this goal is being met, to identify children who need remediation, and to help plan future instruction.

4. – How often do you assess in reading comprehension in the class?

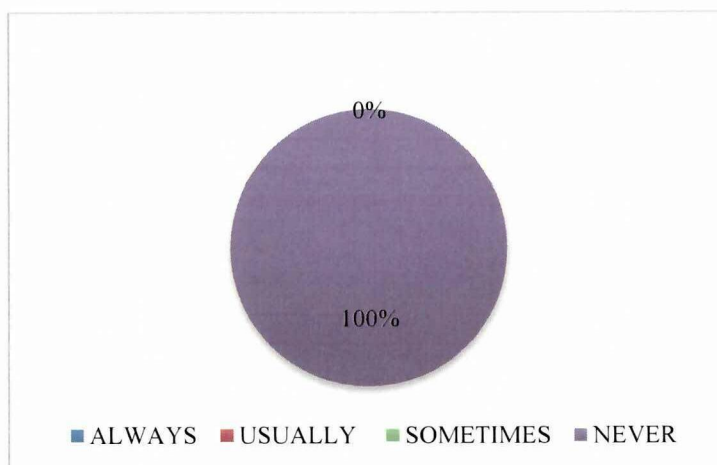
Chart 4: Assessment Reading

| OPTIONS | FREQUENCY | PERCENT |
|-----------|-----------|---------|
| ALWAYS | 0 | 0% |
| USUALLY | 0 | 0% |
| SOMETIMES | 0 | 0% |
| NEVER | 4 | 100% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"

Elaborated by: The researchers

Graph 4: Assessment Reading



Source: Teachers at "Madison High School"

Elaborated by: The researchers

INTERPRETATION:

The results obtained show that, a 100% of teachers never assess the reading comprehension. Assessment in reading is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment consists on taking advantage of different classroom situations, group work, pair-work, students' reading exercises evaluate students' comprehension and participation, and assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

5.-Do you know the Assessment proposal for assessing Foreign Language Reading Comprehension?

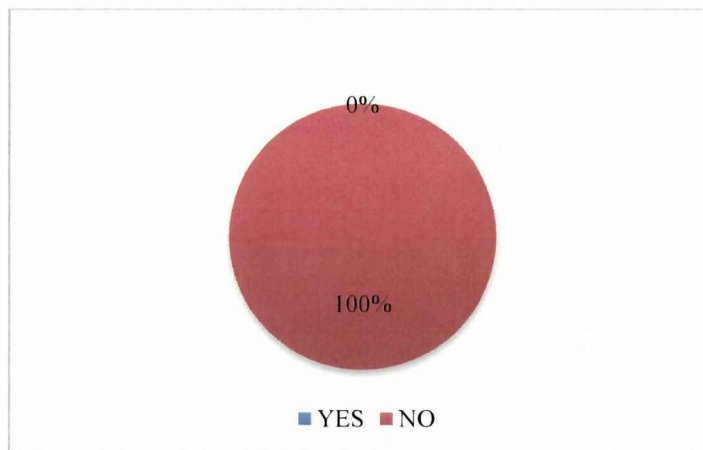
Chart 5: Assessment Proposal

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 0 | 0% |
| NO | 4 | 100% |
| TOTAL | 4 | 100% |

Source: Teachers at “Madison High School”

Elaborated by: The researchers

Graph 5: Assessment Proposal



Source: Teachers at “Madison High School”

Elaborated by: The researchers

INTERPRETATION:

The data shows that a 100% of teachers do not know the proposal for assessment. According to the data, most of the teachers do not know the benefit of assessment, this is because they don't research more to develop assessment for reading comprehension for that teachers should to know assessments techniques are vital tools to understand reading comprehension.

6. - Would you like to implement assessment techniques in reading comprehension in the classroom?

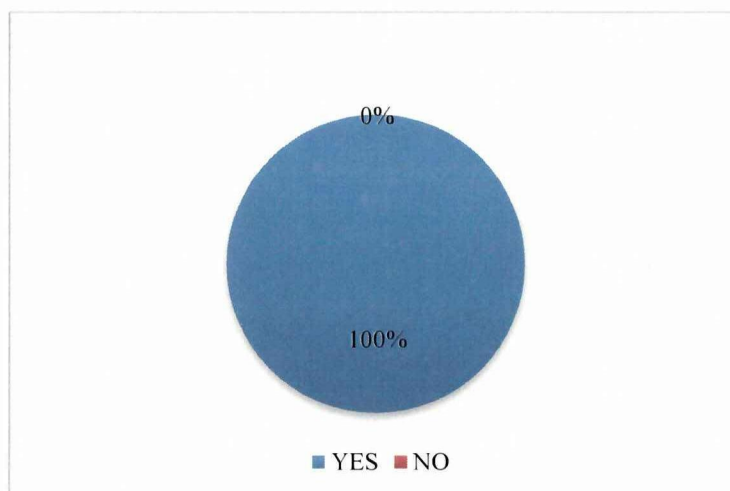
Chart 6: Implement Assessment

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 4 | 100% |
| NO | 0 | 0% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"

Elaborated by: The researchers

Graph 6: Implement Assessment



Source: Teachers at "Madison High School"

Elaborated by: The researchers

INTERPRETATION:

As stated on the results, 100% of teachers point out that they like to implement assessment for reading comprehension. The results obtained show that teachers do not apply it in class but they try to implement it in the next classes to improve reading comprehension of the students, since these assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students.

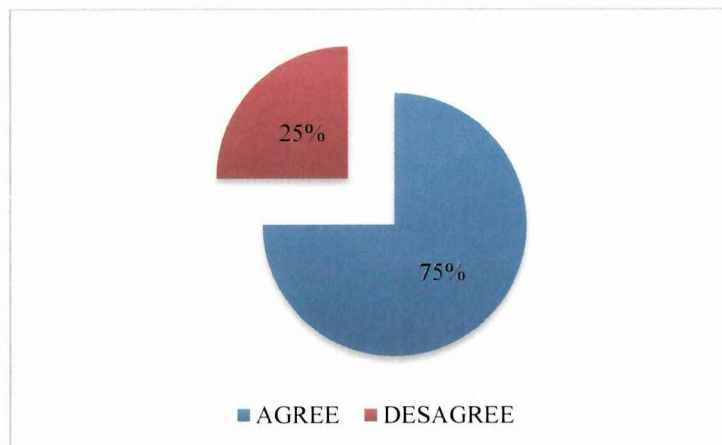
7. - Do you consider that is important to apply Assessment Techniques in Reading Comprehension?

Chart 7: Important to Apply

| OPTIONS | FREQUENCY | PERCENT |
|----------|-----------|---------|
| AGREE | 3 | 75% |
| DISAGREE | 1 | 25% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"
Elaborated by: The researchers

Graph 7: Important to Apply



Source: Teachers at "Madison High School"
Elaborated by: The researchers

INTERPRETATION:

As displayed in the results, a 75% of teachers agree on the importance of apply the assessment techniques in the reading comprehension, while the 25% of teachers somewhat disagree. The higher percent off polled teachers mind that, the assessment techniques should be apply in the reading comprehension in each English class because through the assessment it can determine if the students learned.

8. – What kind of Assessment Techniques do you use for Reading Comprehension in your students?

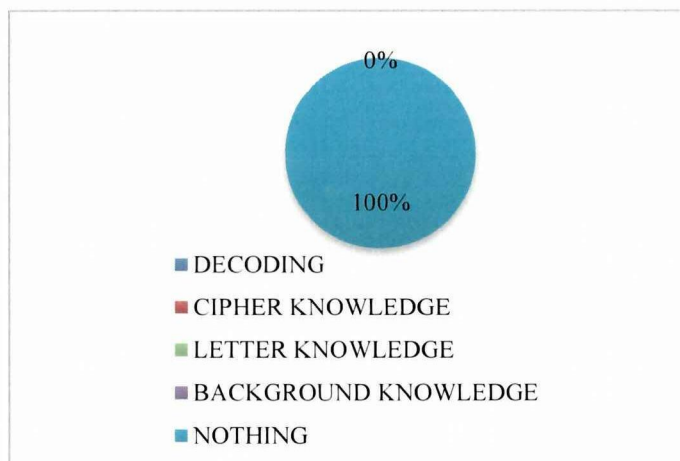
Chart 8: Kind Techniques

| OPTIONS | FREQUENCY | PERCENT |
|----------------------|-----------|---------|
| DECODING | 0 | 0% |
| CIPHER KNOWLEDGE | 0 | 0% |
| LETTER KNOWLEDGE | 0 | 0% |
| BACKGROUND KNOWLEDGE | 0 | 0% |
| NOTHING | 4 | 100% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"

Elaborated by: The researchers

Graph 8: Kind Techniques



Source: Teachers at "Madison High School"

Elaborated by: The researchers

INTERPRETATION:

The data show that a 100% of teachers who answer they don't use nothing assessment techniques in the reading comprehension. The majority percent of the polled teachers express, that they don't use any assessment techniques, therefore they understand that is important to use it, also it is a guide at the students to obtain an appropriate knowledge. It is necessary suitable assessments techniques should be conducted, and based on assessment data, the areas of instructional need for individual children should be appropriately addressed.

9. - Do you consider that the Assessment Techniques are an essential tool in the Reading Comprehension?

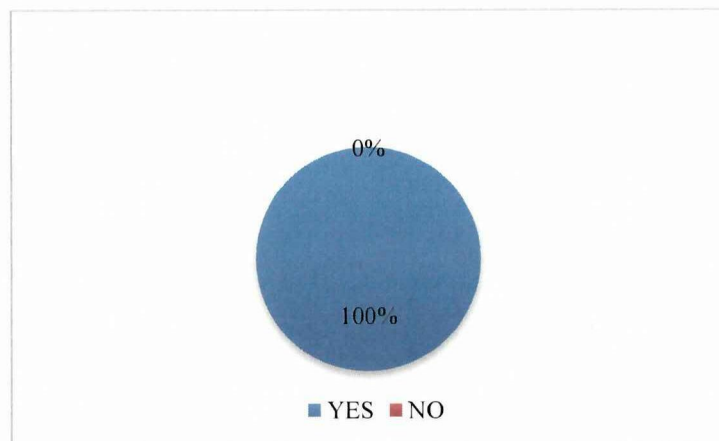
Chart 9: Essential Tool

| OPTIONS | FREQUENCY | PERCENT |
|---------|-----------|---------|
| YES | 4 | 100% |
| NO | 0 | 0% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"

Elaborated by: The researchers

Graph 9: Essential Tool



Source: Teachers at "Madison High School"

Elaborated by: The researchers

INTERPRETATION:

According to the results, the 100% of the polled teachers consider that the assessment techniques it is essential tool in the reading comprehension. The point of view of the polled teachers express that the assessment techniques are a fundamental element in the reading comprehension, because through this tool they can identify the results the learning.

10. – What is the purpose of apply the Assessment Techniques in Reading Comprehension?

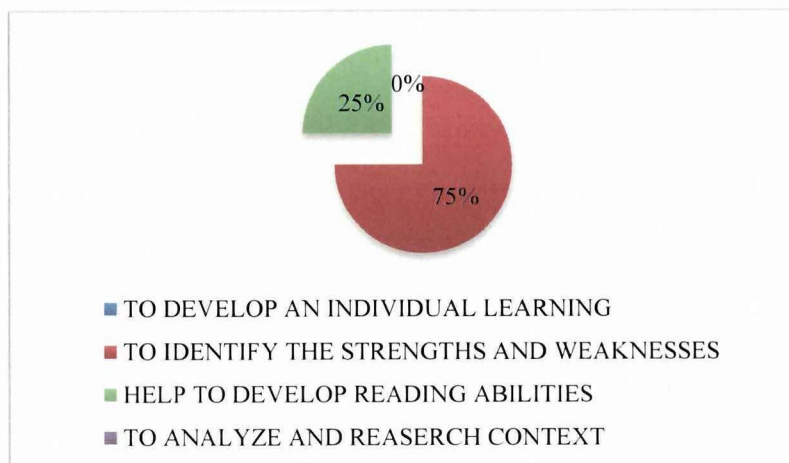
Chart 10: Purpose Assessment Techniques

| OPTIONS | FREQUENCY | PERCENT |
|--|-----------|---------|
| TO DEVELOP AN INDIVIDUAL LEARNING | 0 | 0% |
| TO IDENTIFY THE STRENGTHS AND WEAKNESSES | 3 | 75% |
| HELP TO DEVELOP READING ABILITIES | 1 | 25% |
| TO ANALYZE AND REASERCH CONTEXT | 0 | 0% |
| TOTAL | 4 | 100% |

Source: Teachers at "Madison High School"

Elaborated by: The researchers

Graph 10: Purpose Assessment Techniques



Source: Teachers at "Madison High School"

Elaborated by: The researchers

INTERPRETATION:

As stated on the results, the 75% of teachers claimed that their purpose of apply the assessment reading is to identify the strengths and weaknesses, the 25% of teachers said that the purpose is help to develop reading abilities in the students. The proposal is improving and implement assessment techniques to meet the individual needs of each student in the reading class, these assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all students.

12. IMPACTS

Due to descriptive nature of this research, it does not generate any impact at all. Yet, this theoretical study can certainly be a foundation of contents towards a bunch of future complementary research through which the development of the assessment techniques comes along bit by bit so as to have a great impact on its study. Ultimate, this research opens a gate of new possibility regarding the study of learning techniques for future researchers.

13. CONCLUSIONS AND RECOMMEDATIONS

CONCLUSIONS

- After having carried out the research process and according to the general objective, it was concluded that the assessment techniques have several benefits which can contribute for improving the reading comprehension in English language in the students. Another key point identified during the investigation is the motivation since reading has to be a pleasant activity and it should catch the attention of the students.
- There is a considerable numbers of teachers from “Madison High School” who acknowledge the use of assessment techniques in reading comprehension and the need to improve it through implementation assessment techniques. Which have appositive impact on the way they practice.
- Some evidence show that a major problem of reading comprehension is that teachers do not use assessment techniques in their classes to assess a student's reading level, which are so important to help to students to understanding

RECOMMENDATIONS

- It is recommended to analyze how the assessment techniques can benefit the development in English reading comprehension because through the analysis teachers can learn how to use them in a class. After doing this, it is possible to implement the assessment techniques in reading comprehension in the class because the teacher is going to know how to teach by using texts.
- It is important that teachers know how to implement the assessment techniques in your class, because assessment techniques allow teachers to see if their

teaching has been effective, also it allows teachers to ensure students to learn, what they need to know in order to meet the class's learning objective.

- The teacher must incorporate some assessment techniques to help learners to involve a student reading a passage that is at an appropriate level, having the student answer factual questions about the text and retell the story in their own words. If the teachers provide assessment techniques for reading comprehension, they will get better results because the students will acquire confidence and they will show eagerness to learn.

15. BIBLIOGRAPHY

- Bojovic, M. (2010). Reading Skills and Reading Comprehension in English for Specific Purposes . Slovenia: University of Kragujevac, Cara Dusana 34, Serbia.
- Bond, L. A. (1995). Washington, DC.: North Central Regional Educational.
- Bond, L. A. (1995). Norm-Referenced Testing and. Washington: North Central Regional Educational .
- Bond, L. A. (1995). Norm-Referenced Testing and Criterion-Referenced. Washington, DC.: North Central Regional Educational.
- Burns, G. &. (2005). Reading assessment.
file:///C:/Users/Invitado/Downloads/ReadingInA2ndLanguage_Sample_Ch17%20(3).pdf.
- Cross, R. (1987). Assessment of Reading Comprehension, Matching Purpose. Texas: Educational Psychologies.
- Devis, J. (2014). Teaching for understanding in context. Spain: Universidad de Valencia.
- Gove , A. (2011). The Early Grade Reading Assessment. Nigeria Northern: RTI Press publication No. BK-0007-.
- Grabe, W. (2002). Teaching and reasearching assessment in reading. London: Pearson Education Longman.
- Green, S. (2002). Criterion referenced assessment as a guide to Learning. Johannesburg: Reading Research Quarterly, 30(3), 520–561.
- Griffin, &. (2005). Reading assessment.
- Hargett. (1998). Formative Assessment and. Washington, DC: Northwest Regional Educational Laboratory.
- Hudson, R. F. (2005). Reading fluency assessment and instruction. Stanovich: International Reading Association.
- James, M. (2015). Educational Assessment. United Kingdom: University of Cambridge Faculty of Education.
- Johnson, D. (2005). Relating knowledge about reading to teaching practice: An exploratory validity study of a. Michigan: Sree.
- Khalil, A. (2003). Assessment of the Use of Language Learning Strategies of Learners as a Foreing Language. Arabic: George Town University Press.
- Kim, J.-B. (2008). English Syntax. Chicago: Chicago Distribution Services.
- Kintsch, W. (1983). Strategies of Discourse Comprehension. New York: Academic Press.

- Leal, T. F. (2017). Reading comprehension skills. Brazil: Revista Brasileira de Educação.
- Liberman, I. (1990). The Alphabetic Principol and Learning to Read. New York: Academic Press.
- Mahoney, C. (2018). Framework for Evaluating Curricular Effectiveness. Washington: National Academy of Sciences.
- Manitoba. (2009). Grade Assessment in Reading. Canada: Youth Cataloguing.
- Mātauranga, A. (2015). Assessment Tool. Wellington, New Zealand: National Office, 44 The Terrace.
- Mehdi , A. (2018). The impact of effective reading strategy instruction on EFL learners . Canada: NonCommercial-ShareAlike.
- Moore, A. (2001). Phonological skill and their role. Macnamara: Princeton, Green Hall.
- Muñoz, J. H. (2009). Exploring Teachers' Practices for Assessing Reading Comprehension Abilities in English as a Foreign Language. Medellín - Antioquia, Colombia.: Issn 1657-0790.
- N`Namdi, K. (2005). Guide to Teaching Reading at the Primary School Level. Paris: by the United Nations Educational, Scienti&c and Cultural Organization.
- Navarete, C., Wilde, J., Nelson, C., Martínez, R., & Hargett, G. (1990). Informal Assessment in Educational Evaluation.
- Pain , S. (2001). Second Language Vocabulary Acquisition and Learning Strategies. Edinburgh: Department of theoretical and Applied Linguistics.
- Reach, H. (2010). Concepts of Print. East Lansing MI: College of Education.
- Rhodes, L. (1993). Early Reading Assessment. Washington: Educational Service of Public Television Station.
- Ryan, J. (2007). English Language Proficiency Assessment in the Pacific Region. Washington, DC: U.S. Department of Education .
- Shepard, L. (2000). The Role of Classroom Assessment in Teaching and Learning. California, Santa Cruz: National Center .
- Warsi, J. (2004). Significance of language policy awareness in English language teaching. USA: Lin and Education. 21, 29-43.
- Wijaya, A. (2007). English Letters and Language. Indonesia: University of Malang.
- Wiliam, D. (2011). What is assessment for learning? United Kingdom: Elsevier Ltd.
- Wren, S. (2004). Methods of assessing cognitive aspects of early reading development. Texas: The Southwest educational development laboratory .

14. ANNEXES



TECHNICAL UNIVERSITY OF COTOPAXI

HUMAN SCIENCES AND EDUCATION SCHOOL

ENGLISH CARRER

QUESTIONNAIRE

OBJECTIVE: To diagnose the assessment techniques to improve in the reading comprehension.

- Read the questions at length and mark this with a X.

QUESTIONS

1. - Do you think that reading comprehension is important?

YES

NO

2.-How often do you practice reading comprehension when you are at your English classes?

ALWAYS

USUALLY

SOMETIMES

NEVER

3. - Do you know about assessment techniques in reading comprehension?

YES NO

4. - How often do you assess in reading comprehension in the class?

ALWAYS

USUALLY

SOMETIMES

NEVER

5. - Do you know the Assessment proposal for assessing Foreign Language Reading Comprehension?

YES NO

6. - Would you like to implement assessment techniques in reading comprehension in the classroom?

YES NO

7. - Do you consider that is important to apply assessment techniques in reading comprehension?

AGREE DESAGREE

8. - What kind of Assessment Techniques do you use for Reading Comprehension in your students?

DECODING

CIPHER KNOWLEDGE

LETTER KNOWLEDGE

BACKGROUND KNOWLEDGE

NOTHING

9. - Do you consider that the Assessment Techniques are an essential tool in the Reading Comprehension?

YES

NO

10. – What is the purpose of apply the assessment techniques in reading comprehension?

TO DEVELOP AN INDIVIDUAL LEARNING

TO IDENTIFY THE STRENGTHS AND WEAKNESSES

HELP TO DEVELOP READING ABILITIES

TO ANALYZE AND REASERCH CONTEX



UNIVERSIDAD TÉCNICA DE COTOPAXI

DATOS INFORMATIVOS PERSONAL DOCENTE

DATOS PERSONALES

APELLIDOS: Castro Bungacho

NOMBRES: Sonia Jimena

ESTADO CIVIL: Casada

CEDULA DE CIUDADANÍA: 0501974729

NÚMERO DE CARGAS FAMILIARES: 2

LUGAR Y FECHA DE NACIMIENTO: Latacunga, 10 enero 1977

DIRECCIÓN DOMICILIARIA: Parroquia Mulaló Barrio Quisínche Bajo

TELÉFONO CONVENCIONAL: 032-710-246 **TELÉFONO CELULAR:**
0999068062

EMAIL INSTITUCIONAL: sonia.castro@utc.edu.ec



ESTUDIOS REALIZADOS Y TÍTULOS OBTENIDOS

| NIVEL | TITULO OBTENIDO |
|---------------|---|
| TERCER | Licenciada en Ciencias de la Educación Especialización de Idiomas: Inglés |
| CUARTO | Magister en Docencia Universitaria y Administración Educativa |

HISTORIAL PROFESIONAL

UNIDAD ADMINISTRATIVA O ACADÉMICA EN LA QUE LABORA:

Unidad Académica de Ciencias Administrativas y Humanísticas

ÁREA DEL CONOCIMIENTO EN LA CUAL SE DESEMPEÑA:

Ciencias de la Educación

CURRICULUM VITAE

PERSONAL INFORMATION

Given/ surname: Mayra Susana Córdor Martínez
I.D: 172317535-0
Date of birth: 15 de Marzo de 1995
Nacionality: Ecuadorian
Civil Status: Single
Adress: Alaquez
Phone Number: 0995807606
Email adress: mayracondor.uemhs@gmail.com



ACADEMIC STUDIES

Primary Studies:

Escuela Fiscal Mixta “Isabel Yánez”.

Colegio Nacional “Machachi”.

High level Studies:

Universidad Técnica de Cotopaxi (Latacunga).

DEGREES OBTAINED

- Bachiller en Ciencias Sociales.

COURSES / SEMINARIES

- “Empowering English Through workshops” 2018, 20h.
- “Language Improvement” 2010, 30h.
- “Madison Improve” 2016.
- “Helping Teachers Be More Effective” 2016.
- Planning for the New National EFL Curriculum” 2017, 3h.
- Seminario Internacional de Pedagogía” 2018, 40h
- “Entrenamiento Docente Básico” 2015, 12h.

LABORAL EXPERIENCE

- Unidad Educativa “Madison High School” 5 años

CURRICULUM VITAE



PERSONAL INFORMATION

Given/surname: Mayra Elizabeth Pazuña Zumba
I.D: 0502764160
Date of birth: 20 de Febrero de 1981
Nationality: Ecuadorian
Civil Status: Divorcee
Adress: San Felipe
Phone Number: 0999945504
Email adress: mayrapazua@yahoo.es

ACADEMIC STUDIES

Primary Studies:

Escuela Fiscal Mixta “Ana Páez”.

Unidad Educativa “República de Argentina”

High level studies:

Universidad Técnica de Cotopaxi (Latacunga).

DEGREES OBTAINED

Bachiller en Ciencias Sociales.

COURSES/SEMINARIES

- Congreso internacional de Educación Parvularia y Recreación Infantil, 2009, 40h.
- Language improvement, 2009, 30h.
- Humour attending the young learner classroom, 2010, 3h.
- New strategies and teaching tips, 2010, 30h.
- Multi-sensory teaching revisited from VAK to imaginative teaching, 2011, 2h.
- Empowering English Through workshops, 2018, 20h.